

**SDM COLLEGE OF ENGINEERING AND TECHNOLOGY**

**Dhavalagiri, Dharwad-580002, Karnataka State, India.**

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# **Internal Quality Assurance Cell**

**[Department of Electronics and Communication Engineering]**

## **REPORT**

**On**

## **The Annual Quality Assurance Report**

## **AQAR**

### **[ 2022-23 ]**

**1<sup>st</sup> July 2022 to 30<sup>th</sup> June 2023**

**Date of Publication: 1<sup>st</sup> July 2023**



**Prepared and Maintained**

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## PART - A

### DATA OF THE INSTITUTION

#### 1. Name of the Institution: **SDM College of Engineering and Technology.**

- Name of the Head of the institution: **Dr. K. Gopinath**
- Designation: **Principal**
- Does the institution function from own campus? **Yes**
- Phone no./Alternate phone no.: **0836-2464638**
- Mobile no.: **9538677470**
- Registered Email: **principal@sdmcet.ac.in**
- Alternate Email: [kgopinath@gmail.com](mailto:kgopinath@gmail.com)
- Address : **Dhavalagiri, Kalghatgi Road**
- City/Town : **Dharwad**
- State/UT : **Karnataka State**
- Pin Code : **580002**

#### 2. Institutional status:

- Autonomous Status (*provide the date of Conformant of Autonomous Status*): **DD-MM-YYYY**
- Type of Institution: Co-education/Men/Women? : **Co-education**
- Location: Rural/Semi-urban/Urban: **Urban**
- Financial Status: Grants-in aid/ UGC 2f and 12 (B)/ Self-financing? : **Self financing**
- Name of the IQAC Coordinator/Director: **Dr. Umakant P. Kulkarni**
- Phone no. /Alternate phone no.: **9448915301**
- Mobile: **9448915301**
- IQAC e-mail address : **sdmcet.iqac@gmail.com**
- Alternate Email address : **sdmcet.iqac@sdmcet.ac.in**

#### 3. Website address: <https://sdmcet.ac.in>

- Web-link of the AQAR: (Previous Academic Year): **NA** Prepared first time (2022-23)

#### 4. Whether Academic Calendar prepared during the year? : **Yes**

if yes, whether it is uploaded in the Institutional website: **Yes**

Weblink: <https://sdmcet.ac.in>

## 5. Accreditation Details:

**NBA** : All UG Programs (except Chemical Engineering) are accredited under Tier-1.

**NAAC:** Applied on 24th March 2023 (1<sup>st</sup> Time)

Cycle	Grade	CGPA	Year of Accreditation	Validity Period
1 <sup>st</sup>	-	-	-	from: to:

## 6. Date of Establishment of IQAC:DD/MM/YYYY

## 7. Internal Quality Assurance System.

Quality initiatives by IQAC during the year for promoting quality culture		
Title of the quality initiative by IQAC	Date & duration	Number of participants/beneficiaries
<b>Internal Audit</b> Teaching & Learning Process/ Administrative & other aspects		
<b>External Audit</b> - Teaching & Learning Process/ Administrative & other aspects		
<b>Other Quality Audit</b> - Performance Based Self-Appraisal- <b>PBSA</b>		
<b>Students Feedback</b>		
<b>Accreditation</b> -NBA/NAAC/etc...		
<b>Participation in NIRF</b>		
<b>Regular Meeting of IQAC</b>		

*Note: Some Quality Assurance initiatives of the institution are:  
(Indicative list)*

- Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; *Feedback from all stakeholders collected, analyzed and used for improvements*
- Academic Administrative Audit (AAA) conducted and its follow up action
- Participation in NIRF
- ISO Certification
- NBA etc.
- Any other Quality Audit

## 8. Provide the list of Special Status conferred by Central/ State Government-

UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil				

## 9. Whether composition of IQAC is as per latest NAAC guidelines? Yes

Weblink for latest notification of formation of IQAC: <https://sdmcet.ac.in/iqac/>

**10. No. of IQAC meetings held during the year: XX**

- The minutes of IQAC meeting and compliance to the decisions have been uploaded on the institutional website? **Yes**
- Weblink for latest minutes of meetings and action taken report: <https://sdmcet.ac.in/iqac/>

**11. Whether IQAC received funding** from any of the funding agency to support its activities during the year? **No**

If yes, mention the amount:    Year:

**12. Significant contributions** made by IQAC during the current year. (maximum five bullets)

<b>1</b>	<b>Internal &amp; External Audit</b> Teaching & Learning Process/ Administrative & other aspects
<b>2</b>	<b>Other Quality Audit</b> - Performance Based Self-Appraisal- <b>PBSA</b>
<b>3</b>	<b>Students Feedback</b>
<b>4</b>	<b>Accreditation</b> -NBA/NAAC/etc...
<b>5</b>	<b>Participation in NIRF</b>

**13. Plan of action chalked out by the IQAC** in 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

**14. Whether the AQAR was placed before statutory body? Yes** ( Institutional Performance in its own Format)

Name of the Statutory body: Academic and Governing Council

Date of meeting(s):

- GC: DD-MM-YY
- AC: DD-MM-YY

**15. Whether NAAC/or any other accredited body(s) visited IQAC** or interacted with it to assess the functioning? **Yes (NBA)**    Date: DD-MM-YYYY

**16. Whether institutional data submitted to AISHE: Yes**

Year: YYYY

Date of Submission: DD-MM-YYYY

**17. Does the Institution have Management Information System? Yes**

Brief description and a list of modules currently operational.

**Module-1: XXXX; Module-2: XXXX; Module-3: XXXX; Module-4: XXXX**

**Module-5: XXXX;**

## PART-B

### CRITERION I - CURRICULAR ASPECTS

#### 1.1 Curriculum Design and Development

##### 1.1.1 Programmes for which syllabus revision was carried out during the Academic year.

Name of programme	Programme Code	Dates of revision
<b>Under Graduate :</b> Electronics and Communication Engineering	ECE	10/08/2022
<b>Post Graduate :</b> Digital Electronics	DE	10/08/2022

##### 1.1.2 Programmes/ courses focused on employability/ entrepreneurship/ skill development during the Academic year.

Programme with Code	Course Title	Course Code	Date of Introduction
BE (ECE)	HDL Programming	21UECC402	10/08/2022  <a href="http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/1.1.2.%20Scheme-2022-23.pdf">Link 1.1.2: http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/1.1.2.%20Scheme-2022-23.pdf</a>
	CMOS VLSI Design	18UECC500	
	Analog and Mixed Mode VLSI Design	18UECC600	
	Object Oriented Programming using C++	18UECE510	
	Data structure using C++	18UECE622	
	Operating System	18UECE613	
	Scientific Computing using python	18UECE512	
	IOT & Embedded System Design	18UECC601	
	Introduction to Python Programming	22PLC25B	
	Minor Project-II	18UECL604	
	Soft Skills/ Aptitude	18UHUL605	
	Introductory Project	21UECL406	

##### 1.2.2 Programmes in which Choice Based Credit System (CBCS)/Elective Course System implemented at the College level during the Academic year.

Name of Programmes adopting CBCS	UG ECE	PG DE	Date of implementation of CBCS / Elective Course System	2007 (UG)	2016 (PG)
The Choice Based Credit System (CBCS)/Elective Course System is implemented at the College level during the Academic year 2007 for UG and 2016 for PG.					

### 1.3 Curriculum Enrichment

#### 1.3.1 Value-added courses imparting transferable and life skills offered during the year

Value added courses	Date of introduction	Number of students enrolled
8085 Assembly programming for III Sem	26 <sup>th</sup> to 30 <sup>th</sup> Dec 2022 & 2 <sup>nd</sup> & 3 <sup>rd</sup> Jan 2023	120
RTL Design Using VHDL/Verilog	24 <sup>th</sup> to 26 <sup>th</sup> March 2023	85

Link 1.3.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/1.3.1.Value%20added%20courses.pdf>

#### 1.3.2 Field Projects / Internships under taken during the year

Project/Programme Title	No. of students enrolled for Field Projects / Internships
Internships (18UECL704)	142

Link 1.3.2: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/1.3.2.Internship%20Undertaken%202022-23.pdf>

### 1.4 Feedback System

#### 1.4.1 Whether structured feedback received from all the stakeholders.

1) Students	2) Teachers	3) Employers	4) Alumni	5) Parents
YES	YES	YES	YES	YES

[https://docs.google.com/forms/d/1J86stwA1WLx1iW9xvIIR1X7\\_OB5gs1ieI6QRdulcUxQ/viewanalytics](https://docs.google.com/forms/d/1J86stwA1WLx1iW9xvIIR1X7_OB5gs1ieI6QRdulcUxQ/viewanalytics)

#### 1.4.2 How the feedback obtained is being analyzed and utilized for overall development of the institution?

Implementing an effective feedback system is crucial for the development of an institution. Here are some steps to establish a feedback system:

**Identify feedback objectives:** Determine the specific areas or aspects of the institution that require feedback. It could include teaching quality, facilities, administrative processes, student services, or any other relevant areas.

**Select feedback methods:** Choose appropriate methods for collecting feedback. Common options include surveys, suggestion boxes, focus groups, interviews, or online feedback forms. Consider using a combination of methods to gather diverse perspectives.

**Develop structured questions:** Create clear and concise questions that align with the objectives of the feedback system. Ensure the questions are specific, relevant, and easy to understand. Include a mix of multiple-choice questions, rating scales, and open-ended questions to obtain both quantitative and qualitative feedback.

**Determine the feedback recipients:** Identify the target audience for the feedback system. This could include students, faculty, staff, administrators, alumni, or other stakeholders. Tailor the feedback methods and questions to suit each group.

**Communicate the purpose:** Clearly communicate the purpose and benefits of the feedback system to the institution community. Emphasize the importance of their input in shaping the development and improvement of the institution. Provide information on how the feedback will be collected, analyzed, and used.

**Administer the feedback collection:** Implement the chosen feedback methods. Distribute surveys, place suggestion boxes in strategic locations, conduct interviews or focus groups, or set up online feedback forms.

Ensure the process is convenient and accessible for participants.

**Analyze and interpret feedback:** Once feedback is collected, analyze and interpret the responses. Look for common patterns, themes, and trends in the feedback. Consider both quantitative data (such as survey results) and qualitative data (such as comments and suggestions).

**Take action:** Based on the feedback received, identify areas that require improvement or changes. Develop action plans to address the identified issues and implement necessary changes within the institution. Communicate these actions to the community to show that their feedback was valued and acted upon.

**Continuous feedback loop:** Establish an ongoing feedback mechanism to ensure continuous improvement. Regularly collect feedback at different intervals to monitor progress and identify new areas for development. Consider implementing periodic surveys or feedback sessions to track changes and address emerging concerns.

**Communication of outcomes:** Share the outcomes of the feedback system with the institution community. Provide updates on the changes implemented based on the feedback received. Demonstrate transparency and accountability to build trust and encourage continued participation in the feedback process.

Regularly evaluating and refining your feedback system is essential to ensure its effectiveness. By incorporating feedback into decision-making processes, the institution can foster a culture of continuous improvement and actively respond to the needs and expectations of its stakeholders.



## CRITERION II -TEACHING-LEARNING AND EVALUATION

### 2.1 Student Enrolment and Profile

#### 2.1.1 Demand Ratio during the year

Name of the Programme	Number of seats available	Number of applications received	Students Enrolled
ECE	126	-	126

### 2.2 Catering to Student Diversity

#### 2.2.1. Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of full time teachers available in the institution teaching only UG courses	Number of full time teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2022-23	126	07	23	03	26

Link 2.2.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.2.1-Faculty-List.pdf>

### 2.3 Teaching - Learning Process

#### 2.3.1 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of teachers on roll	Number of teachers using ICT ( <i>LMS, e-Resources</i> )	ICT tools and resources available	Number of ICT enabled classrooms	Number of smart classrooms	E-resources and techniques used
26	01	YES	06	01	YES

Two of our faculty are using Samsung flip board in Room No. 26 for showing NPTEL videos.

#### 2.3.2 Students mentoring system available in the institution? Give details.

YES, Every student admitted for a program is assigned a faculty as his / her mentor. The student will be undergoing continuous mentoring sessions from his/her mentor on the announced dates by the program. The student will be sharing their views about the academics, infrastructure and other facilities at the institute or the department. Accordingly, the department / program head will arrange for any modifications in the departmental activities or even may arrange for remedial measures in that perspective. Mentoring even involves taking some remedial classes / slow-learner classes / bridge-courses for chosen courses.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor: Mentee Ratio
496(UG)+7(PG)=503	26	1:20

### 2.4 Teacher Profile and Quality

#### 2.4.1 Number of full-time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D.
26	26	NIL	NIL	13

Link 2.4.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.4.1-Faculty-List.pdf>

## 2.4.2 Honors and recognitions received by teachers

(Received awards, recognition, fellowships at State, National, International level from Government, recognized bodies during the year)

Year of award	Name of full-time teachers receiving awards from state level, national level, international level	Designation	Name of the award, fellowship, received from Government or recognized bodies
2023	Prof. Kotresh E. Marali	Assistant Professor	Fellowship IETE
	Prof. Shrikant K. Shirakol	Assistant Professor	Fellowship IETE

Link 2.4.2: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.4.2-Honours\\_recognition.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.4.2-Honours_recognition.pdf)

## 2.5 Evaluation Process and Reforms

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

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
ECE	EC	8 <sup>th</sup> Semester 2022-23	29/05/2023	23/06/2023

Academic calendar:

Link 2.5.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.5.1-Academic%20Calendar.pdf>

Result date:

Link 2.5.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.5.1-Declaration%20of%20results.pdf>

2.5.2 Average percentage of Student complaints/grievances about evaluation against total number appeared in the examinations during the year

*\*Do not include re-evaluation/ re-totalling*

Number of complaints or grievances about evaluation	Total number of students appeared in the examination	Percentage
	NIL	

## 2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution

Yes

<https://sdmcet.ac.in/ug/electronics-and-communication-engineering/>

2.6.2 Pass percentage of students

Programme Code	Programme name	Number of students appeared in the final year examination	Number of students passed in final Semester /year examination	Pass Percentage
ECE	ECE	144	139	97%

Link 2.6.2: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.6.2.%20Pass%20Percentage.pdf>

## 2.7 Student Satisfaction Survey

2.7.1 Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

Link 2.7.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/2.7.1.StudentSatisfactionSurvey.pdf>

## CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

### 3.1 Promotion of Research and Facilities

3.1.1 The institution provides seed money to its teachers for research, if yes give details

Yes

Name of the teacher getting seed money	The amount of seed money	Year of receiving grant	Duration of the grant
Dr. Siddalingesh S. Navalgund (PI) Dr. Jayashree C. Nidagundi(Co-PI)	50,000=00	2023	2 Years

Link 3.1.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.1.1.Seed%20money%20grant%202023.pdf>

3.1.2 Teachers awarded National/International fellowship for advanced studies/ research during the year

	Name of the teacher awarded the fellowship	Name of the Award	Date of Award	Awarding Agency
National		NIL		
International		NIL		

### 3.2 Resource Mobilization for Research

3.2.1 Research funds sanctioned and received from various agencies, industry and other organizations

Nature of the Project	Duration	Name of the funding Agency	Total grant sanctioned	Amount received during the year
Major projects	1 Year	KSCST (2 projects)	10,000=00	10,000=00
Minor Projects			NIL	
Interdisciplinary Projects			NIL	
Industry sponsored Projects			NIL	
Projects sponsored by the University/ College	2 Years	Seed Money Grant from SDMCET, Dharwad	50,000=00	50,000=00
Students Research Projects (other than compulsory by the College)			NIL	
International Projects			NIL	
Any other(Specify)			NIL	
Total			60,000=00	60,000=00

Links 3.2.1: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.2.1%20kscst\\_sanctioned.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.2.1%20kscst_sanctioned.pdf)

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.2.1.Seed%20money%20grant%202023.pdf>

3.2.2 Number of **ongoing** research projects per teacher funded by government and non-government agencies during the years – **02**

1. Dr. Vijaya C, “Establishment of advanced communication laboratory to create teaching and research facility for software Defined Radio(SDR)” , VGST K-FIST- L1, Rs.20 lakhs
2. Dr. Satish Bhairannawar and Dr. K. N. Hosur, “Instituting an Intelligent Innovation Lab setup for Precision Agriculture Services”, VGST, K-FIST-L2, Rs.30 lakhs

Link 3.2.2: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.2.2%20Ongoing%20grants.pdf>

**3.3 Innovation Ecosystem**

3.3.1 Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of Workshop/Seminar	Name of the Dept.	Date(s)
	--	

3.3.2 Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of the Awardee	Awarding Agency	Date of Award	Category
		--		

3.3.3 No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Centre	Name	Sponsored by
	--	

Name of the Start-up	Nature of Start-up	Date of commencement
	--	

**3.4 Research Publications and Awards**

3.4.1 Ph.Ds awarded during the year

Name of the Department	No. of Ph. Ds Awarded
ECE	01

Link 3.4.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.4.1.Ph.D%20-%20BKS.pdf>

3.4.2 Research Publications in the Journals notified on UGC website during the year

	Department	No. of Publication	Average Impact Factor, if any
National		NIL	
International	ECE	02	Link 3.4.2: <a href="http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.4.2_Publications.pdf">http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.4.2_Publications.pdf</a>

3.4.3 Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	No. of publication
ECE	02

Link 3.4.3: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.4.3\\_Book%20Chapters.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.4.3_Book%20Chapters.pdf)

3.4.4 Patents published/awarded during the year						
Patent Details		Patent status Published/ Filed	Patent Number	Date of Award		
			NIL			
3.4.5 Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or Pub Med/ Indian Citation Index						
Title of the paper	Name of the author	Title of the journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citations
NIL						
3.4.6 h-index of the Institutional Publications during the year. (based on Scopus/ Web of science)						
Title of the paper	Name of the author	Title of the journal	Year of publication	h-index	Number of citations excluding self-citations	Institutional affiliation as mentioned in the publication
				NIL		
3.4.7 Faculty participation in Seminars/Conferences and Symposia during the year :						
No. of Faculty	International level	National level	State level		Local level	
Attended Seminars/ Workshops	--	11	<a href="http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7a%20%20Workshops%20attended.pdf">Link 3.4.7a http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7a%20%20Workshops%20attended.pdf</a>			
Presented papers	04	03	<a href="http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7b%20Presentations%20in%20conferences.pdf">Link 3.4.7b http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7b%20Presentations%20in%20conferences.pdf</a>			
Resource Persons	--	12	<a href="http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7c%20Tata%20Motors.pdf">Link 3.4.7c http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7c%20Tata%20Motors.pdf</a> <a href="http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7d.UAS%20Resource%20Persons.pdf">Link 3.4.7d http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/3.4.7d.UAS%20Resource%20Persons.pdf</a>		Tata Motors, Dharwad UAS, Dharwad	
<b>3.5 Consultancy</b>						
3.5.1 Revenue generated from Consultancy during the year						
Name of the Consultant(s) department	Name of Consultancy project	Consulting/Sponsoring Agency		Revenue generated (amount in rupees)		
		NIL				

3.5.2 Revenue generated from Corporate Training by the institution during the year

Name of the Consultant(s) & Department	Title of the Programme	Agency seeking training	Revenue generated (amount in rupees)	Number of trainees
Tata motors, Dharawad and Dept.of ECE, SDM CET, Dharawad	Up skilling certification programme on “fundamentals of Automobile Electrical and Electronics Engineering”	Tata Motors	1,54,000=00	30

Link 3.5.2 <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.5.2%20Tata%20motors%20MOU%20Revenue%20Generation.pdf>

**3.6 Extension Activities**

3.6.1 Number of extension and outreach programmes conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the Activities	Organising unit/ agency/ collaborating agency	Number of teachers co-ordinated in such activities	Number of students participated in such activities
School visit – Yerikoppa (18/11/2022)	Unnat Bharat Abhiyan(UBA)	Prof.Kiran Rathod	30
Voting Awareness Pgm (26/5/23) @Harobelavadi &Yerikoppa	Unnat Bharat Abhiyan(UBA)	Dr.S S Kerur Dr.K.N.Hosur Dr.S.V.Viraktamath Dr.Sharada C.Sajjan Prof.Preeti B Prof.Ravishankar S	120

<https://sdmcet.ac.in/unnat-bharat-abhiyan/>

3.6.2 Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the Activity	Award/recognition	Awarding bodies	No. of Students benefited
	NIL		

3.6.3 Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/ agency/ collaborating agency	Name of the activity	Number of teachers co-ordinated such activities	Number of students participated in such activities

<https://sdmcet.ac.in/unnat-bharat-abhiyan/>

### 3.7 Collaborations

3.7.1 Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of Activity	Participant	Source of financial support	Duration
NIL			

3.7.2 Linkages with institutions/industries for internship, on-the-job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration (From-To)	participant
Internship	On campus selection	Tejas networks, Juniper, etc	2022-23 (approx. 6 months)	44

Link 3.7.2: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.7.2%20Internship%20list\\_2023%20%20batch%20passing%20out.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.7.2%20Internship%20list_2023%20%20batch%20passing%20out.pdf)

3.7.3 MoUs signed with institutions of national, international importance, other institutions, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose and Activities	Number of students/teachers participated under MoUs
TATA MOTORS	8/7/2022	Certification program on auto electrical and electronics for the employees of TATA Motors	Students - 50 Teachers – 20  link 3.7.3: <a href="http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.7.3%20Tara%20motors%20MOU%20Revenue%20Generation.pdf">http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/3.7.3%20Tara%20motors%20MOU%20Revenue%20Generation.pdf</a>

## CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

### 4.1 Physical Facilities

#### 4.1.1 Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development (in Rs.)
2021-22 : 11,80,000=00	2021-22 : 6,66,938=00
2022-23 : 13,40,000=00	2022-23 : 10,29,453=00

Link 4.1.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.1.1%20Budget%20Allocation.pdf>

#### 4.1.2 Details of augmentation in infrastructure facilities during the year

Facilities	Existing	Newly added
Campus area	691.43	NIL
Class rooms	05	NIL
Laboratories	07	NIL
Seminar Halls	NIL	NIL
Classrooms with LCD facilities	06	NIL
Classrooms with Wi-Fi/ LAN	06	NIL
Seminar halls with ICT facilities (shared with CSE)	01	NIL
Video Centre	NIL	NIL
No. of important equipments purchased ( $\geq$ 1.0 lakh) during the current year.	04	03
Value of the equipment purchased during the year (Rs. in Lakhs)		4.92
Others	NIL	NIL

Link 4.1.2: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.1.2%20Infrastructure%20Facilities.pdf>

### 4.2 Library as a Learning Resource

#### 4.2.1 Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation

#### 4.2.1 Library Services: Department Library:

Link 4.2.1: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.2.1%20Department\\_library\\_books.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.2.1%20Department_library_books.pdf)

	Existing		Newly added		Total	
	No.	Value	No.	Value	No.	Value
Text Books	1142	--				
Reference Books	NIL					
e-Books	NIL					
Journals	NIL					
e-Journals	NIL					



Digital Database	NIL					
CD & Video	NIL					
Library automation	NIL					
Weeding (Hard & Soft)	NIL					
Others (specify)	NIL					

4.2.2 E-content developed by teachers such as: e-PG-Pathshala, CEC (under e-PG-Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the teacher	Name of the module	Platform on which module is developed	Date of launching e - content
NIL			

### 4.3 IT Infrastructure

#### 4.3.1 Technology Upgradation (overall)

	Total Computers	Computer Labs	Internet	Browsing Centres	Computer Centres	Office	Departments	Available bandwidth (MBPS)	Others
Existing	84	04	YES	--	--	02	01	500	--
Added	30	01 proposed	--	--	--	--	--	--	--
Total	114	05	YES	--	--	02	01	--	--

#### Two Links 4.3.1:

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.3.1%20Technology%20Upgradation%20-%20Added%20New%20Computers.pdf>

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/4.3.1%20Technology%20Upgradation%20-%20Existing%20Computer%20Details.pdf>

#### 4.3.2 Bandwidth available of internet connection in the Institution (Leased line)

500 MBPS

#### 4.3.3 Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NIL	

### 4.4 Maintenance of Campus Infrastructure

4.4.1 Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
		NA	

4.4.2 Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (information is made available in institutional Website)

Maintaining and utilizing physical, academic, and support facilities in an institution requires well-defined procedures and policies. Here are some guidelines for developing procedures and policies for different facilities:

**Laboratory:**

a. Safety protocols: Establish and enforce safety protocols to ensure the well-being of students and staff. This includes guidelines for handling hazardous materials, proper use of equipment, emergency procedures, and the maintenance of safety equipment.

b. Equipment maintenance: Regular maintenance and calibration of laboratory equipment is done.

**Library:**

a. Access and borrowing policies: Define policies for library access, borrowing privileges, and loan periods. Specify procedures for renewals, returns, and late fees. Consider the use of library management systems for efficient tracking and administration.

b. Collection management: Establish procedures for acquiring, cataloging, and organizing library materials. Determine guidelines for weeding out outdated or damaged resources and for evaluating new acquisitions.

c. User support and services: Develop guidelines for library staff to provide assistance, reference services, interlibrary loan requests, and information literacy programs. Establish procedures for handling user feedback and resolving issues.

**Sports complex:**

A centralized sport complex is maintained by the college.

**Classrooms:**

a. Classroom management: Time table committee at the department level provides classroom allocation, scheduling, and room capacity. The central maintenance department looks after cleanliness, furniture arrangement, and equipment availability.

b. Technology integration: All classrooms are ICT enabled.

## CRITERION V - STUDENT SUPPORT AND PROGRESSION

### 5.1 Student Support

#### 5.1.1 Scholarships and Financial Support

	Name /Title of the scheme	Number of students	Amount in Rupees
Financial support from institution	--	NIL	--
Financial support from other sources			
a) National	Govt. of Karnataka's Financial scholarship support for SC/ST/EWS/OBC	218	Rs. 63,05,780.00
b) International	--	--	--

Link 5.1.1: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.1%20Scholoship%20details\\_ECE\\_2023.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.1%20Scholoship%20details_ECE_2023.pdf)

5.1.2 Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implementation	Number of students enrolled	Agencies involved
Soft skill development	18/05/2023	120	Innovation unlimited, Bengaluru
Remedial coaching	Immediately after each internal assessment(IA)	Slow Learners	Department faculty
Language lab	NA		
Bridge courses	NIL		
Personal Counselling and Mentoring	As per the convenience of faculty and mentees	All students of program	Department faculty

Link 5.1.2 Soft Skill Development:

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.2%20Soft%20skill%20development.pdf>

Link 5.1.2 Slow learners Remedial coaching: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.2%20Sample\\_slow%20learners%20Remedial%20coaching.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.2%20Sample_slow%20learners%20Remedial%20coaching.pdf)

Link 5.1.2 Mentoring:

[http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.2%20Sample\\_Mentorship.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.2%20Sample_Mentorship.pdf)

5.1.3 Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students by Guidance for Competitive examination	Number of benefited students by Career Counselling activities	Number of students who have passed in the competitive exam	Number of students placed
2022-23	--	--	--	--	89

Link 5.1.3: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.1.3%20ECE%20Students%20Placed%202023.pdf>

5.1.4 Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	No. of grievances redressed	Average number of days for grievance redressal
--	--	--

## 5.2 Student Progression

5.2.1 Details of campus placement during the year

On campus			Off Campus
Name of Organizations Visited	Number of Students Participated	Number of Students Placed	Number of Students Placed
35	138	89	--

Link 5.2.1 Company Visited:

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.2.1%20ECE%20Company%20visited%202023.pdf>

Link 5.2.1 No. of Students Placed:

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.2.1%20ECE%20Students%20Placed%202023.pdf>

5.2.2 Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of Programme admitted to
2022	01	BE	ECE	Jain University	MBA

Link 5.2.2:

<http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.2.2%20Higher%20Education%20Admission%20orders.pdf>

5.2.3 Students qualifying in state/ national/ international level examinations during the year

(eg: NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	No. of Students <b>selected/ qualifying</b>	<b>Registration number/roll number for the exam</b>
NET		NIL
SET		NIL
SLET		NIL
GATE		NIL
GMAT		NIL
CAT		NIL
GRE		NIL
TOFEL		NIL
Civil Services		NIL
State Government Services		NIL
Any Other	2022-IELTS – 01 (Ms. Spoorti) 2023-NIL	402863

Link 5.2.3: [http://sdmcet.ac.in/iqac/ece/AQAR%202022-](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.2.3%20Students%20Qualifying%20in%20exams%20IELTS_Spoorti.pdf)

[23/AQAR%20Proof/5.2.3%20Students%20Qualifying%20in%20exams%20IELTS\\_Spoorti.pdf](http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/5.2.3%20Students%20Qualifying%20in%20exams%20IELTS_Spoorti.pdf)

5.2.4 Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Participants
INSIGNIA - 2023	College level	80

Link 5.2.4: <http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/5.2.4%20Insignia%202023.pdf>

### 5.3 Student Participation and Activities

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

Year	Name of the award/ medal	National/ International	Sports	Cultural	Student ID number	Name of the student
2023	Won 3 <sup>rd</sup> place	National	Cross Country single-zone tournament held at Sri SaiRam College of Engineering on 28 <sup>th</sup> January 2023	-	2SD21EC010	Ms. Anusha Sheelavant
2022	Won 3 <sup>rd</sup> prize	National	Archery (50 m) at the VTU Single-Zone Tournament 2022-23 at RVCE, Bengaluru on 31 <sup>st</sup> October 2022	-	2SD20EC056	Mr. Manjunath Mandi

Link 5.3.1: <http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/5.3.1%20Awards%20in%20Sports%20and%20Cultural%20Activities.pdf>

5.3.2 Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution

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### 5.4 Alumni Engagement

5.4.1 Whether the institution has registered Alumni Association? Yes/No, if yes give details :  
Yes, the college has a registered Alumni Association.

5.4.2 No. of registered Alumni:

In the year 2023, a total of 142 graduates have become the members of Alumni Association.

5.4.3 Alumni contribution during the year (in Rupees) :

One IOT kit worth Rs. 20,000=00 is presented to the department by an alumnus.

5.4.4 Meetings/activities organized by Alumni Association : 01

## CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

### 6.1 Institutional Vision and Leadership

<https://sdmcet.ac.in/about-us/#vision-mission-values>

6.1.1 Mention two practices of decentralization and participative management during the last year

The practices of decentralization and participative management can play a crucial role in improving the overall functioning, academic environment, and student outcomes. The following are the two practices that are adapted.

#### 1. Department-Level Decision Making:

In a decentralized approach, decision-making authority is delegated to individual departments within the engineering college. Rather than centralizing all decisions at the top administrative level, each department is given a degree of autonomy to address its unique challenges and opportunities. This practice was particularly beneficial during the last year when engineering colleges faced various challenges due to the COVID-19 pandemic. This decentralization allowed for quicker decision-making, adaptation to changing circumstances, and tailor-made solutions to cater to the specific needs of students and faculty within different departments.

#### 2. Student-Teacher Collaboration in Academic Governance:

Participative management involves involving stakeholders, such as students and faculty, in decision-making processes related to academic governance and policy formation. Encouraging student-teacher collaboration in these matters ensures that the college's policies align with the expectations and requirements of both students and educators.

**Enhanced Student Engagement:** Students felt more involved in their own education as they had a say in academic policies. This increased engagement contributed to a more positive learning experience.

**Improved Learning Environment:** By incorporating student feedback, the college could identify areas of improvement and implement necessary changes to create a more conducive learning environment.

**Better Understanding of Student Needs:** Participative management allowed faculty to understand student expectations and tailor teaching methods accordingly, leading to more effective learning outcomes.

In conclusion, the practices of decentralization and participative management have the potential to transform the functioning of an engineering college. These practices promote a culture of collaboration, innovation, and inclusivity, leading to improved academic outcomes, better student experiences, and greater overall institutional effectiveness. By continuing to embrace such decentralized and participative approaches, engineering colleges can adapt to the evolving needs of students and faculty, ensuring continuous growth and development in the future.

6.1.2 Does the institution have a Management Information System (MIS)?

Yes,

The Institution has a Management Information System (MIS) in the form of Adstock software.

### 6.2 Strategy Development and Deployment

6.2.1 Quality improvement strategies adopted by the institution for each of the following:

#### ❖ Curriculum Development

Institutions can adopt various quality improvement strategies when it comes to curriculum development. Here are some commonly employed strategies:

**Needs Assessment:** Conducting a thorough needs assessment is crucial to identify the specific requirements and

expectations of the stakeholders, including students, faculty, employers, and industry experts. This helps ensure that the curriculum aligns with the desired outcomes and addresses current trends and demands.

**Alignment with Standards:** Ensuring alignment with industry standards, accreditation requirements, and educational frameworks is essential. This involves referencing relevant professional standards, guidelines, and best practices to maintain quality and ensure that the curriculum meets recognized benchmarks.

**Curriculum Mapping:** Mapping the curriculum involves a systematic process of aligning learning objectives, instructional activities, assessments, and resources. It helps identify any gaps, redundancies, or misalignments within the curriculum, allowing for necessary adjustments to enhance coherence and progression.

**Continuous Feedback and Evaluation:** Establishing a feedback loop with stakeholders, such as students, faculty, and employers, provides valuable insights on the effectiveness and relevance of the curriculum. Regular evaluation and assessment of student learning outcomes, coupled with feedback from all stakeholders, allows for continuous improvement and adaptation.

**Faculty Development:** Supporting faculty members through professional development programs is essential for effective curriculum development. Faculty should be equipped with the necessary pedagogical skills, subject knowledge, and awareness of emerging trends to ensure high-quality instruction.

**Engaging External Experts:** Collaborating with external subject matter experts, industry professionals, and practitioners can help validate the curriculum's content and ensure its alignment with real-world needs and expectations. Such collaborations bring fresh perspectives, foster relevance, and enhance the overall quality of the curriculum.

**Technology Integration:** Embracing technology as a tool for curriculum development and delivery can greatly enhance the learning experience. Institutions can explore innovative educational technologies, online resources, and digital tools that facilitate active learning, collaboration, and personalized instruction.

**Regular Review and Revision:** Curricula should be regularly reviewed and revised to keep pace with societal changes, technological advancements, and emerging research in the respective fields. This helps maintain curriculum relevance, currency, and responsiveness to the evolving needs of students and the job market.

**Benchmarking and Best Practices:** Institutions can engage in benchmarking exercises and study best practices from other educational institutions, both nationally and internationally. This allows them to learn from successful approaches and adapt them to their own curriculum development processes.

**Stakeholder Engagement:** Actively involving stakeholders throughout the curriculum development process fosters a sense of ownership and ensures that diverse perspectives are considered. Regular communication and collaboration with students, faculty, employers, alumni, and industry professionals create a holistic and inclusive curriculum that meets the needs of all stakeholders.

By employing these quality improvement strategies, institutions can enhance the effectiveness, relevance, and overall quality of their curriculum development processes.

#### ❖ Teaching and Learning

Institutions can adopt various quality improvement strategies in teaching and learning to enhance the educational experience for students. Here are some commonly employed strategies:

**Learning Outcomes:** Clearly defining learning outcomes ensures that the institution has a clear understanding of what students should be able to achieve by the end of a course or program. Well-defined learning outcomes serve as a guide for instructional design, assessment, and evaluation.

**Active Learning:** Encouraging active learning approaches, such as problem-solving, group discussions, case studies, and hands-on activities, promotes student engagement and deeper understanding. By involving students actively in the learning process, institutions can foster critical thinking, creativity, and problem-solving skills.

**Effective Instructional Design:** Employing effective instructional design principles helps structure and organize the learning experience. This includes creating well-organized lesson plans, selecting appropriate teaching methods and resources, and integrating technology when applicable.

**Assessment and Feedback:** Implementing a variety of assessment methods, such as quizzes, exams, projects, presentations, and portfolios, allows for comprehensive evaluation of student learning. Providing timely and constructive feedback to students helps them understand their strengths and areas for improvement, promoting continuous learning.

**Technology Integration:** Leveraging educational technology tools and platforms can enhance teaching and learning experiences. Institutions can use learning management systems (LMS) for course organization, incorporate multimedia resources, provide online collaboration tools, and facilitate blended or online learning opportunities.

**Professional Development:** Supporting faculty members with ongoing professional development opportunities is crucial for ensuring quality teaching. Institutions can provide workshops, seminars, conferences, and online resources that focus on pedagogical techniques, use of technology, assessment strategies, and effective classroom management.

**Student Support Services:** Establishing robust student support services, such as tutoring, academic advising, counseling, and career services, contributes to a positive learning environment. Providing resources and support beyond the classroom helps students navigate challenges and succeed academically.

**Classroom Assessment Techniques:** Implementing classroom assessment techniques, such as minute papers, concept maps, peer evaluations, and reflective journals, provides valuable insights into student comprehension and engagement. These techniques can inform instructional adjustments and help identify areas for improvement.

**Learning Communities:** Encouraging the formation of learning communities, such as study groups, research projects, or collaborative activities, fosters a sense of belonging and promotes peer-to-peer learning. Students can benefit from sharing knowledge, discussing ideas, and collaborating on projects.

**Evaluation and Continuous Improvement:** Regularly evaluating teaching effectiveness, gathering feedback from students, and conducting self-reflection allows instructors to identify areas for improvement. Institutions can also utilize institutional assessments and peer evaluations to maintain and enhance teaching quality.

By implementing these quality improvement strategies in teaching and learning, institutions can create an environment that supports student engagement, active learning, and continuous improvement. These strategies promote effective instruction, student success, and a high-quality educational experience.

#### ❖ Examination and Evaluation

Institutions can adopt various quality improvement strategies in examination and evaluation processes to ensure fairness, reliability, and validity. Here are some commonly employed strategies:

**Clear Assessment Criteria:** Providing clear and transparent assessment criteria to students helps them understand the expectations and standards for evaluation. Clearly defined criteria reduce ambiguity and ensure consistency in grading across different assessors.

**Standardized Assessment Tools:** Developing standardized assessment tools, such as rubrics, scoring guides, and marking schemes, helps ensure consistent and reliable evaluation. These tools provide a framework for assessors to evaluate student performance objectively.

**Multiple Assessment Methods:** Employing multiple assessment methods, such as exams, essays, projects, presentations, and practical demonstrations, allows for a comprehensive evaluation of student learning. Using a variety of assessment methods ensures that different skills and knowledge areas are adequately assessed.

**Alignment with Learning Outcomes:** Ensuring alignment between the assessment methods and the intended learning outcomes is crucial. The assessment should accurately measure the knowledge, skills, and competencies that students



are expected to acquire through the curriculum.

**Moderation and Calibration:** Implementing a moderation process involves having multiple assessors review and discuss the assessments to ensure consistency and fairness in grading. Calibration exercises can be conducted to ensure that assessors interpret the assessment criteria consistently.

**Formative Assessment:** Integrating formative assessment strategies throughout the learning process allows for ongoing feedback and evaluation. Formative assessments, such as quizzes, class discussions, and assignments, provide timely feedback to students, enabling them to monitor their progress and make necessary improvements.

**Authentic Assessment:** Incorporating authentic assessment tasks that simulate real-world scenarios or challenges provides students with opportunities to apply their knowledge and skills in contextually relevant situations. Authentic assessments enhance the validity of the evaluation process.

**Continuous Improvement:** Regularly reviewing and analyzing assessment data and outcomes helps identify areas for improvement in the examination and evaluation processes. Institutions can collect feedback from students, faculty, and external stakeholders to identify any issues and implement necessary changes.

**Training and Support for Assessors:** Providing training and support to assessors, such as workshops on assessment practices, inter-rater reliability exercises, and calibration sessions, enhances the quality and consistency of evaluation. It ensures that assessors are familiar with the assessment criteria and can apply them effectively.

**Quality Assurance Mechanisms:** Establishing quality assurance mechanisms, such as internal audits, external reviews, and accreditation processes, helps ensure that the examination and evaluation practices meet recognized standards and benchmarks. These mechanisms provide opportunities for external validation and feedback.

By implementing these quality improvement strategies in examination and evaluation processes, institutions can enhance the fairness, reliability, and validity of assessments. These strategies contribute to a comprehensive and accurate evaluation of student learning and promote continuous improvement in the evaluation practices.

#### ❖ Research and Development

Institutions can adopt various quality improvement strategies in research and development (R&D) to enhance the effectiveness and impact of their research efforts. Here are some commonly employed strategies:

**Research Planning and Prioritization:** Establishing a clear research agenda and prioritizing research areas based on their relevance, impact, and alignment with institutional goals helps focus R&D efforts. This ensures that resources are allocated efficiently and research activities are targeted towards high-priority areas.

**Collaboration and Networking:** Encouraging collaboration and networking both within the institution and with external partners, such as other research institutions, industry partners, and funding agencies, fosters knowledge sharing, interdisciplinary research, and access to diverse expertise and resources.

**Research Ethics and Compliance:** Ensuring adherence to ethical guidelines and compliance with regulatory requirements is critical in maintaining the integrity of research. Establishing robust ethical review processes and providing training on research ethics help safeguard the rights and welfare of research participants and maintain research quality.

**Research Funding and Grants Management:** Developing effective systems and processes for securing research funding and managing grants is essential. Institutions can establish dedicated research offices or units to assist researchers in identifying funding opportunities, preparing grant proposals, and managing research budgets and reporting requirements.

**Research Infrastructure and Facilities:** Investing in state-of-the-art research infrastructure, laboratories, and equipment supports high-quality research outcomes. Institutions should continuously assess and upgrade their research facilities to provide researchers with the necessary tools and resources to conduct cutting-edge research.

**Research Training and Professional Development:** Providing research training programs and professional development opportunities for researchers helps enhance their research skills and knowledge. This can include workshops, seminars, conferences, and mentoring programs that focus on research methodologies, data analysis, publication ethics, and grant writing.

**Research Performance Evaluation:** Implementing robust systems for evaluating research performance, such as bibliometric analyses, citation metrics, and research impact assessments, helps assess the quality and productivity of research. Regular evaluations provide feedback to researchers and inform institutional decision-making.

**Intellectual Property Management:** Establishing policies and processes for intellectual property management, including patenting, licensing, and commercialization, enables researchers to protect and exploit their innovations. This encourages research commercialization and fosters collaboration with industry partners.

**Research Communication and Dissemination:** Encouraging researchers to share their findings through publications, conferences, workshops, and public engagement activities enhances the visibility and impact of research. Institutions can support researchers in disseminating their work through dedicated communication platforms and resources.

**Research Culture and Recognition:** Nurturing a supportive research culture that recognizes and rewards research excellence motivates researchers and attracts talent. Institutions can establish research awards, fellowships, and incentives to acknowledge and celebrate outstanding research contributions.

By implementing these quality improvement strategies in research and development, institutions can enhance the rigor, impact, and relevance of their research efforts. These strategies contribute to the advancement of knowledge, innovation, and the overall research ecosystem.

#### ❖ Library, ICT and Physical Infrastructure / Instrumentation

Institutions can adopt various quality improvement strategies in library services, information communication technology (ICT) tools, and physical infrastructure or instrumentation to enhance the effectiveness and efficiency of these areas. Here are some commonly employed strategies:

##### **Library Services:**

**Collection Development:** Regularly assessing the needs of users and acquiring relevant and up-to-date resources ensures a high-quality collection. Institutions can employ selection criteria, user feedback, and subject expertise to guide the acquisition and deselection of materials.

**Information Literacy Programs:** Offering information literacy programs and workshops equips users with the skills to effectively access, evaluate, and use information resources. These programs promote critical thinking, research skills, and digital literacy.

**User Support and Guidance:** Providing user support services, such as reference assistance, research consultations, and technology training, enhances the user experience. Knowledgeable and accessible library staff can guide users in finding and utilizing information resources effectively.

**Digital Library Services:** Developing and expanding digital library services, such as online databases, e-books, and digital archives, provides users with convenient access to resources anytime, anywhere. Institutions can also offer remote access to electronic resources for off-campus users.

**Library Space Design:** Designing library spaces that support various learning styles, collaboration, and individual study needs contributes to a positive user experience. Institutions can create flexible seating arrangements, quiet study areas, and collaborative workspaces.

##### **Information Communication Technology (ICT) Tools:**

**Robust Network Infrastructure:** Ensuring a reliable and high-speed network infrastructure supports seamless access to online resources and services. Regular assessments of network capacity and infrastructure upgrades are important to

meet growing demands.

**Accessible Learning Management Systems (LMS):** Implementing user-friendly LMS platforms enhances online course delivery and communication between instructors and students. Institutions can offer training and support to faculty and students to maximize the use of LMS features.

**Digital Collaboration Tools:** Providing access to digital collaboration tools, such as video conferencing, cloud storage, and online document sharing platforms, facilitates communication and collaboration among students, faculty, and researchers.

**Data Security and Privacy:** Establishing robust data security measures, including firewalls, encryption, and user authentication protocols, protects sensitive information and ensures privacy. Regular security audits and staff training on data protection are essential.

**Technology Support Services:** Offering technology support services, such as help desks, online tutorials, and troubleshooting resources, assists users in utilizing ICT tools effectively. Prompt and knowledgeable technical support contributes to a positive user experience.

#### **Physical Infrastructure or Instrumentation:**

**Facility Maintenance:** Regular maintenance of physical infrastructure, including buildings, equipment, and research facilities, ensures they are in optimal working condition. Institutions can implement preventive maintenance schedules and address any issues promptly.

**Upgrading Equipment:** Investing in state-of-the-art equipment and technologies supports high-quality research and instruction. Regular assessment of equipment needs, replacement planning, and budgeting are crucial for maintaining updated and efficient instrumentation.

**Research Facility Design:** Designing research facilities with the necessary space, utilities, and safety features promotes a conducive research environment. Collaborating with researchers and experts during the design phase helps ensure facilities meet specific research needs.

**Accessible Physical Spaces:** Creating accessible physical spaces that comply with accessibility guidelines accommodates users with diverse needs. This includes ramps, elevators, accessible restrooms, and adjustable workstations.

**Sustainability Measures:** Incorporating sustainability measures, such as energy-efficient lighting, waste management systems, and renewable energy sources, supports environmental responsibility and cost savings.

By implementing these quality improvement strategies in library services, ICT tools, and physical infrastructure or instrumentation, institutions can enhance user experiences, support research and learning, and ensure efficient operations. These strategies contribute to a positive environment for students, faculty, researchers, and staff.

#### ❖ Human Resource Management

Institutions can adopt various quality improvement strategies in human resource management to attract, develop, and retain talented and motivated employees. Here are some commonly employed strategies:

**Recruitment and Selection:** Implementing effective recruitment and selection processes ensures that qualified individuals are hired for positions. This includes developing clear job descriptions, using diverse recruitment channels, conducting fair and thorough selection procedures, and providing a positive candidate experience.

**Employee Onboarding:** Implementing a comprehensive onboarding program helps new employees integrate into the organization smoothly. It includes orientation sessions, providing necessary information and resources, assigning mentors or buddies, and facilitating early engagement and relationship-building.

**Professional Development and Training:** Providing opportunities for professional development and training enhances

employee skills and knowledge. Institutions can offer workshops, seminars, conferences, online courses, and mentoring programs to foster continuous learning and career growth.

**Performance Management:** Establishing a performance management system that includes regular performance evaluations, goal-setting, and feedback mechanisms helps align individual performance with organizational goals. Clear expectations, constructive feedback, and recognition of achievements motivate employees and promote a culture of continuous improvement.

**Employee Engagement:** Promoting employee engagement through various initiatives, such as employee surveys, open communication channels, recognition programs, and team-building activities, fosters a positive work environment. Engaged employees are more likely to be productive, committed, and satisfied in their roles.

**Work-Life Balance:** Supporting work-life balance through flexible work arrangements, telecommuting options, and wellness programs contributes to employee well-being and job satisfaction. Institutions can establish policies and practices that promote work-life integration and prioritize employee health and wellness.

**Diversity and Inclusion:** Fostering a diverse and inclusive work environment enhances innovation, creativity, and collaboration. Institutions can implement policies and programs that promote diversity in recruitment, provide equal opportunities for all employees, and create a culture that respects and values differences.

**Succession Planning:** Developing a succession planning strategy ensures a pipeline of qualified individuals for key roles within the institution. Identifying high-potential employees, providing development opportunities, and creating career paths contribute to talent retention and organizational stability.

**Employee Feedback and Communication:** Establishing effective channels for employee feedback and communication allows employees to express their opinions, concerns, and ideas. Regular town hall meetings, suggestion boxes, employee surveys, and open-door policies create a culture of transparency, trust, and two-way communication.

**Rewards and Recognition:** Implementing a fair and competitive rewards and recognition system motivates employees and acknowledges their contributions. This includes salary and benefits packages, performance-based incentives, and recognition programs that celebrate individual and team achievements.

By adopting these quality improvement strategies in human resource management, institutions can create a supportive and engaging work environment, attract top talent, and develop employees' skills and potential. These strategies contribute to employee satisfaction, retention, and overall organizational success.

#### ❖ Industry Interaction / Collaboration

Institutions can adopt various quality improvement strategies to enhance industry interaction and collaboration. These strategies foster mutually beneficial partnerships, promote knowledge transfer, and contribute to the relevance and impact of academic research. Here are some commonly employed strategies:

**Industry Advisory Boards:** Establishing industry advisory boards composed of representatives from relevant industries helps bridge the gap between academia and industry. Advisory boards provide guidance on curriculum development, research priorities, and industry trends, ensuring alignment with industry needs.

**Internship and Cooperative Education Programs:** Developing robust internship and cooperative education programs provides students with opportunities to gain real-world experience and industry exposure. Collaborating with industry partners to offer internships or co-op placements helps students apply their knowledge and skills in practical settings.

**Research Collaboration and Joint Projects:** Encouraging research collaboration and joint projects between faculty researchers and industry partners facilitates knowledge exchange and innovation. Institutions can establish mechanisms, such as research centers, funding programs, or dedicated research liaison officers, to facilitate these collaborations.

**Industry-sponsored Research:** Seeking industry sponsorship for research projects or establishing research consortia with industry partners fosters applied research that addresses industry challenges. This type of collaboration can provide

funding, access to industry data and resources, and opportunities for technology transfer.

**Technology Transfer and Intellectual Property Management:** Developing technology transfer offices or units within the institution facilitates the commercialization and transfer of research findings and intellectual property to industry partners. This includes licensing agreements, patenting, and startup incubation support.

**Continuing Education and Professional Development:** Collaborating with industry partners to design and deliver continuing education programs or professional development courses ensures that industry professionals have access to relevant and up-to-date knowledge and skills. This collaboration enhances the institution's reputation as a provider of lifelong learning.

**Industry-focused Curricula and Program Development:** Engaging industry partners in the development and review of curricula and programs ensures that academic offerings align with industry requirements. This collaboration helps produce graduates with the skills and competencies that are in demand in the job market.

**Joint Conferences, Workshops, and Seminars:** Organizing joint conferences, workshops, and seminars with industry participation fosters knowledge exchange, networking, and collaboration. These events provide a platform for academia and industry professionals to share insights, discuss emerging trends, and explore potential collaborations.

**Alumni Engagement:** Establishing strong relationships with alumni who are working in industry encourages their active involvement in mentoring, networking, and collaboration with current students and faculty. Alumni can contribute as guest speakers, industry advisors, or mentors, providing valuable industry insights and connections.

**Recognition and Awards:** Instituting recognition programs or awards that celebrate successful industry-academia collaborations and highlight impactful outcomes can motivate further industry interaction and collaboration. These initiatives recognize and promote exemplary collaborations as role models for others.

By adopting these quality improvement strategies in industry interaction and collaboration, institutions can strengthen ties with industry partners, enhance the practical relevance of academic programs, and foster innovation and knowledge exchange. These strategies contribute to the mutual benefit of academia and industry and support economic and societal development.

#### ❖ Admission of Students

Institutions can adopt various quality improvement strategies in the admission process to attract and select a diverse and talented pool of students. These strategies help ensure fairness, transparency, and alignment with the institution's goals and values. Here are some commonly employed strategies:

**Clear and Transparent Admission Policies:** Developing clear and transparent admission policies that outline the criteria and requirements for admission is essential. These policies should be easily accessible to prospective students and provide a clear understanding of the evaluation process and selection criteria.

**Holistic Evaluation:** Implementing a holistic evaluation approach considers multiple factors beyond academic performance, such as extracurricular activities, community involvement, leadership potential, and personal achievements. This approach recognizes that students have diverse talents, experiences, and strengths.

**Standardized Evaluation Processes:** Establishing standardized evaluation processes helps ensure consistency and fairness in assessing applicants. This includes developing rubrics or scoring guidelines for evaluating different aspects of an application, conducting structured interviews, and providing training to admission staff on consistent evaluation practices.

**Individualized Assessment:** Taking into account the individual circumstances and backgrounds of applicants promotes fairness and inclusivity. Institutions can consider factors such as socioeconomic status, educational disadvantage, and personal challenges when assessing an applicant's qualifications and potential.

**Early Outreach and Engagement:** Engaging with prospective students early on by providing information about the institution, its programs, and admission requirements helps attract a diverse applicant pool. Outreach initiatives can

include college fairs, school visits, virtual information sessions, and mentorship programs.

**Collaborations with Schools and Counselors:** Establishing collaborations with schools and counselors builds relationships and facilitates a better understanding of the applicant pool. This collaboration can involve providing resources and guidance to high school counselors, hosting workshops or information sessions for students, and offering application assistance.

**Financial Aid and Scholarships:** Ensuring that financial aid and scholarship opportunities are widely available and communicated to prospective student's supports accessibility and affordability. Institutions can provide information on scholarships, grants, and financial aid options, along with guidance on the application process.

**Data Analysis and Evaluation:** Regularly analyzing admission data and evaluating the effectiveness of admission strategies allows institutions to identify areas for improvement. This includes reviewing demographic data, monitoring admission outcomes, and assessing the impact of specific initiatives.

**Feedback and Communication:** Establishing channels for applicant feedback and transparent communication throughout the admission process contributes to a positive applicant experience. Providing timely updates on the status of applications and offering opportunities for applicants to seek clarification or provide feedback helps build trust and satisfaction.

**Continuous Improvement:** Implementing a culture of continuous improvement in the admission process involves reviewing and refining strategies based on feedback, data analysis, and best practices. This includes ongoing training for admission staff, benchmarking against peer institutions, and staying up-to-date with industry trends and changes.

By adopting these quality improvement strategies in the admission process, institutions can attract a diverse and talented student body, ensure fairness and transparency, and align admissions with the institution's mission and goals. These strategies contribute to creating an inclusive and high-quality learning environment.

#### 6.2.2 : Implementation of e-governance in areas of operations:

##### ❖ Planning and Development

The implementation of e-governance in planning and development involves leveraging digital technologies and platforms to enhance the efficiency, transparency, and effectiveness of government processes. Here are some key aspects and strategies for implementing e-governance in planning and development:

**Digital Platforms and Portals:** Develop user-friendly digital platforms and portals that serve as a central hub for planning and development activities. These platforms can provide access to information, online services, and collaboration tools for various stakeholders, including citizens, government officials, and businesses.

**Online Permitting and Licensing:** Implement online systems for permit applications, approvals, and licensing processes. This reduces paperwork, streamlines workflows, and enables applicants to track the status of their applications. It also facilitates easier data management and improves response times.

**Geographic Information System (GIS):** Utilize GIS technology to map and visualize data related to land use, infrastructure, and development projects. GIS can help identify suitable locations for new projects, analyze spatial data, and enable better decision-making in urban planning and development.

**Online Planning and Development Applications:** Enable citizens and businesses to submit planning and development applications online. This includes applications for building permits, zoning changes, environmental impact assessments, and other related processes. Online applications simplify the process, reduce paperwork, and improve accessibility.

**Public Consultation and Engagement:** Utilize digital tools and platforms to facilitate public consultation and engagement in planning and development processes. This can include online surveys, discussion forums, and interactive mapping tools to gather feedback and input from citizens and stakeholders.

**Data Sharing and Open Data:** Establish mechanisms for sharing planning and development data with relevant stakeholders, including government agencies, researchers, and the public. Implement open data initiatives to make non-

sensitive data publicly available, fostering transparency, accountability, and innovation.

**Performance Monitoring and Reporting:** Implement systems for monitoring and reporting on the progress and outcomes of planning and development projects. This can involve real-time data collection, automated reporting mechanisms, and dashboards for tracking key performance indicators. It enables better decision-making and evaluation of project effectiveness.

**Integration and Interoperability:** Ensure interoperability and integration of different planning and development systems, databases, and platforms. This allows for seamless data exchange, reduces duplication of efforts, and improves the overall efficiency and effectiveness of processes.

**Capacity Building and Training:** Provide training and capacity-building programs to government officials and staff involved in planning and development processes. This ensures they have the necessary skills and knowledge to effectively use digital tools and technologies for e-governance.

**Security and Privacy:** Implement robust security measures to protect data and ensure the privacy of individuals involved in planning and development processes. This includes secure authentication, data encryption, and compliance with relevant data protection regulations.

Successful implementation of e-governance in planning and development requires strong leadership, stakeholder collaboration, and a phased approach. It is important to assess the specific needs and context of the planning and development sector and tailor the e-governance strategies accordingly. Continuous evaluation and feedback mechanisms are also vital to identify areas for improvement and ensure the successful adoption of e-governance practices.

#### ❖ Administration

The implementation of e-governance in administration involves leveraging digital technologies to enhance the efficiency, transparency, and accessibility of government processes and services. Here are some key aspects and strategies for implementing e-governance in administration:

**Digital Service Delivery:** Develop user-friendly digital platforms and portals to provide online services to citizens and businesses. This can include services such as online payment of taxes and bills, application and renewal of government licenses, and access to government information and documents.

**Electronic Document Management:** Implement electronic document management systems to digitize and automate the storage, retrieval, and processing of government documents. This reduces paperwork, improves data integrity, and enables easy access and sharing of information among government departments.

**Online Government Forms:** Enable citizens and businesses to fill out and submit government forms online. This eliminates the need for physical paperwork, reduces manual data entry errors, and streamlines administrative processes.

**Online Grievance Redressal:** Establish online platforms for citizens to register and track grievances. This allows for efficient handling and resolution of citizen complaints, enhances transparency, and provides a channel for feedback and improvement in public services.

#### ❖ Finance and Accounts

The implementation of e-governance in finance and accounts involves leveraging digital technologies to enhance the efficiency, transparency, and accuracy of financial processes. Here are some key aspects and strategies for implementing e-governance in finance and accounts:

**Electronic Payment Systems:** Implement electronic payment systems for online fees payment.

**Online Procurement and Tendering:** Establish online platforms for procurement and tendering processes for research grants obtained from various funding agencies. It improves transparency, increases competition, and reduces procurement cycle times.

**Automated Financial Reporting:** Implement automated financial reporting systems that generate accurate and timely financial reports. This includes income statements, balance sheets, cash flow statements, and other financial statements required for auditing and transparency.

**Audit and Compliance:** Audit and compliance methods are used to strengthen financial control, reduce audit time, and enhance accountability.

#### ❖ Student Admission and Support

The implementation of e-governance in student admission and support involves leveraging digital technologies to streamline the admission process, enhance student services, and improve the overall student experience. Here are some key aspects and strategies for implementing e-governance in student admission and support:

**Online Application and Registration:** Develop user-friendly online platforms for students to submit applications and complete the registration process. This includes providing digital forms, uploading required documents, and tracking application status online.

**Centralized Student Database:** Implement a centralized student database that stores comprehensive student information, including personal details, academic records, and support services accessed. This enables efficient data management and access by relevant departments and support staff.

**Counseling and Guidance:** Provide counseling and guidance services to prospective and enrolled students. This includes mentorship activities. These assist students in making informed decisions about their academic and career paths.

**Digital Document Verification:** Utilize digital technologies, such as digital signatures and secure document verification platforms, to verify and authenticate student documents during the scholarship process. This streamlines the verification process, reduces paperwork, and improves efficiency.

**Online Fee Payment and Financial Aid Applications:** Enable students to pay fees and apply for financial aid online. This includes providing secure online payment gateways, access to financial aid applications, and tracking the status of financial aid applications.

#### ❖ Examination

The implementation of e-governance in examination involves leveraging digital technologies to streamline and improve the efficiency, fairness, and security of the examination process. Here are some key aspects and strategies for implementing e-governance in examination:

**ICT enabled Exam Monitoring and Proctoring:** Implement ICT enabled exam monitoring and proctoring systems to ensure the integrity of the examination process. This can include remote monitoring of students through CCTV.

**Exam Data Analytics and Reporting:** Utilize data analytics tools to analyze examination data and generate reports on performance trends, pass rates, and other relevant metrics. This helps identify areas for improvement and supports evidence-based decision-making in examination processes.

**Grievance Redressal Mechanism:** Establish a grievance redressal mechanism for students to raise concerns or complaints related to the examination process. This ensures transparency, fairness, and provides a channel for addressing student grievances.

**Security and Data Privacy:** Implement robust security measures to protect examination data, prevent unauthorized access, and ensure data privacy. This includes encryption of sensitive data, secure storage, and compliance with relevant data protection regulations.



### 6.3 Faculty Empowerment Strategies

6.3.1 Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
2022-23	Prof. Preeti Bellerimath	All India seminar on “Green Building: Need of the hour”	IEI, Dharwad Local Centre	Rs.500

Link 6.3.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/6.3.1%20Financial%20Support%20Faculty.pdf>

6.3.2 Number of professional development / administrative training programmes organized by the Colleges for teaching and non-teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	Dates (from-to)	No. of participants (Teaching staff)	No. of participants (Non-teaching staff)
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6.3.3 No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	Date and Duration (from – to)
Workshops	11	2022-23

Link 6.3.3: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/6.3.3.%20Faculty%20Participation%20FDP.pdf>

6.3.4 Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Fulltime	Permanent	Fulltime
00	00	00	00

6.3.5 Welfare schemes for

Teaching	Medical Health Card
Non-teaching	Medical Health Card
Students	Medical Health Card

### 6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly  
Institution conducts internal and external financial audits regularly at the central level.

6.4.2 Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year (not covered in Criterion III)

Name of the non-government funding agencies/ individuals	Funds/ Grants received in Rs.	Purpose
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6.4.2 Total corpus fund generated --

## 6.5 Internal Quality Assurance System

6.5.1 Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	IIIT, Dharwad Internal IQAC SDMCET, Dharwad	Yes	HOD, ECE
Administrative	NA	--	--	--

Link 6.5.1: <http://sdmcet.ac.in/iqac/ece/AQAR%202022-23/AQAR%20Proof/6.5.1.%20Academic%20Audit%20Reports.pdf>

6.5.2 Activities and support from the Parent – Teacher Association

Parents Meet is conducted during every semester as well as every parent is informed about their wards performance through SMS.

6.5.3 Development programmes for support staff

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6.5.4 Post Accreditation initiative(s)

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### 6.5.5

a. Submission of Data for AISHE portal : Yes

b. Participation in NIRF : Yes

c. ISO Certification : No

d. NBA or any other quality audit : Yes

6.5.6 Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting activity	Duration (from-----to-----)	Number of participants
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## CRITERION VII - INSTITUTIONAL VALUES AND BEST PRACTICES

### 7.1 - Institutional Values and Social Responsibilities

7.1.1 Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period (from-to)	Participants	
		Female	Male
Awareness on health	03/04/2023	30	15

7.1.2 Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:  
Percentage of power requirement of the College met by the renewable energy sources

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7.1.3 Differently abled (Divyangjan) friendliness

Items Facilities	Yes/No	No. of Beneficiaries
Physical facilities	yes	
Provision for lift	No	
Ramp/ Rails	yes	
Braille Software/facilities	No	
Rest Rooms	yes	
Scribes for examination	yes	
Special skill development for differently abled students	No	
Any other similar facility	--	

7.1.4 Inclusion and Situatedness

Enlist most important initiatives taken to address locational advantages and disadvantages during the year

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date and duration of the initiative	Name of the initiative	Issues addressed	Number of participating students and staff
			--			

7.1.5 Human Values and Professional Ethics

Code of conduct (handbooks) for various stakeholders

Title	Date of Publication	Follow up (maximum 100 words each)
Universal Human values and Professional Ethics	2022-23	subject is taught for engineering students as per prescribed syllabus

<https://sdmcet.ac.in/downloads/syllabus/ECE2023/UG%20Syllabus%202nd%20Year%20AY2022-23.pdf?t=1688115178>

7.1.6 Activities conducted for promotion of universal Values and Ethics

Activity	Duration (from-----to-----)	Number of participants
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Link 7.1.6: <http://sdmcet.ac.in/igac/ece/AQAR%202022-23/AQAR%20Proof/7.1.6.Promotion%20of%20universal%20Values%20and%20Ethics.pdf>

7.1.7 Initiatives taken by the institution to make the campus eco-friendly (at least five)

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### 7.2 Best Practices

Describe at least two institutional best practices

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

CTA activity based on innovative ideas and project based learning.

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### 7.3 Institutional Distinctiveness

Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust  
Provide the weblink of the institution in not more than 500 words

NA

## SUMMARY OF NOTEWORTHY OUTCOMES

**Year 2022-23**

[July to June]

**Department of: ECE**

Sl. No	Outcome	Baseline 2022 Jan-Dec	Current 2022-23 Jan-June 2022 July22- June23
1	Indexed Journal Publications	08	<u>06+02=08</u>
2	Other – Paper/article Publications	02	<u>07</u>
3	Book Publications	NIL	NIL
4	Book Chapter Publications	02	<u>02</u>
5	IPR Publications	NIL	Nil
6	IPR Granted	NIL	Nil
7	No. of Funded Projects sanctioned	NIL	<u>01</u>
8	Total Funds Received	NIL	<u>50,000=00</u>
9	Total Projects- Ongoing	02	03 <a href="#">Link1</a> <a href="#">Link2</a>
10	% Of Placement	79%	<u>67%</u>
11	No. of Offers	190	<u>132</u>
12	Highest Package L/A	16L	40L
13	Lowest Package L/A	1.31L	3.0L
14	% - of Students Graduated	100%	97%
15	No. of startups	06	03
16	Consultancy  <b>Total Number:</b> <b>IRG generated:</b>	1  Rs.1,54,000.00	1  <u>Rs. 1,54,000.00</u>
17	No. of Conferences Conducted	NIL	1

18	No. of Workshops/ Seminar/ conducted	1	NIL
19	No. of Workshops/ Seminar/ conferences attended	8	<a href="#">02+11=13</a>
20	No. of awards / recognitions received (Faculty + Students + dept/Institution= Total)	NIL	NIL
21	No. of New Infrastructure / Programs/space/laboratories created	NIL	1
22	No. of networking/society connect programs conducted [UBA]	2	<a href="#">5</a>
23	No. of learning materials created and published		<a href="#">4+4=8</a>
24	No. of new process/procedures added.	NIL	NIL
25	No. of products/ Applications created	NIL	NIL
26	Budget Sanctioned In Lakhs of rupees	Apr-2021 to March 2022 11,80,000=00	Apr-2022 to March 2023 <a href="#">13,40,000=00</a>
27	Total Expenditure In Lakhs of rupees	Apr-2021 to March 2022 10,29,453=00	Apr-2022 to March 2023 6,66,938=00
28	Any other note-worthy events/activities	NIL	NIL

**Note:** Details of all these claims mentioned in the above table is to be given in the next section of this report under the title “**strategic plan implementation report**” along with evidences.

29	<p style="text-align: center;"><b>Best Practice- 1</b></p> <p>Title: Simulation based Activity  Author(s): Dr. Vijaya C.  Scope: programming and Analytical subjects.  Objectives:  <ol style="list-style-type: none"> <li>1. Learning programming skills</li> <li>2. Virtual implementation of real time systems.</li> <li>3. Analysis of the systems through simulation models.</li> </ol> Methodology / Procedure:  Students are made to form a group of not more than 3 to 4 people and assigned with case studies. Demonstration is conducted during their free slots.  Outcomes:  <ol style="list-style-type: none"> <li>1. Review of technical literature.</li> <li>2. Better quality of engineer projects.</li> </ol> Cost: NA  Conclusion / Impact Analysis: Positive Outcome leading to better concepts learning.</p>
30	<p style="text-align: center;"><b>Best Practice- 2</b></p> <p>Title: Course Project based activity.  Author(s):Dr.S.V.Viraktamath  Scope:  To define problem and find solution using concepts learnt through Course.  Objectives:  <ol style="list-style-type: none"> <li>1. Enable students to identify real life problems and provide solutions.</li> <li>2. Improvement of presentation skills of students.</li> </ol> Methodology / Procedure:  Students are made to form a group of not more than 3 to 4 people and assigned with case studies. Demonstration is conducted during their free slots.  Outcomes:  <ol style="list-style-type: none"> <li>1. Improved report writing skills</li> <li>2. Exploration of Innovative ideas</li> </ol> Cost: NA  Conclusion / Impact Analysis: Students gain hands on experience and are able to present their technical ideas in a better way.</p>

1. Introducing **Industry related courses in the curriculum**
2. Effective HR scheme for **faculty welfare and support systems.**
3. Improved **Industry readiness** of students.
4. **Accreditation** for PG program.
5. Improved and wider scope of **MIS operations** and **IT support.**

**Dr. Sharada C. Sajjan**  
**Coordinator-IQAC, ECE**

**Dr. Shreedhar A. Joshi**  
**Chairperson/Head, ECE**

*Date: 01-07-2023*