SDM COLLEGE OF ENGINEERING AND TECHNOLOGY

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STRATEGIC PLAN

2024-25 TO 2028-29

(INSTITUTION DEVELOPMENT PLAN)

[REVISED W.E.F 2024-25]

Prepared by

Committee

Advisor : Principal
Chairman : Dean Academic Program
Members : All Deans, Coordinators- IQAC/NBA/NAAC, CoE & PRO

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STRATEGIC PLAN

[5 Year Plan: 2024-25 to 2028-29]

UPDATED w.e.f 2024-25

Objective:

The purpose of this document is to establish the **roadmap for next 5 years** to plan how we wish to see our Institution in the future. This plan is **based on the existing vision and mission** and the National Educational Policy- **NEP-2020**. Mission statements are the **basic perspectives** driving the key areas for the activities established in this report. This report will serve as baseline to establish the Institutional level **ANNUAL performance appraisal and budgeting**.

Planning Increments: 1st year to 5th year, i.e. **2024-25** to **2028-29**; year commencing from 1st July and ending on 30th June of next year.

VISION:

To develop competent professionals with human values.

MISSION:

M1. To have **contextually relevant** Curricula.
M2. To promote **effective Teaching Learning** Practices supported by **Modern Educational Tools and Techniques**.
M3. To enhance **Research Culture**.
M4. To involve the **Industrial Expertise** for connecting Classroom contents to real-life situations.
M5. To inculcate **Ethics and soft-skills** leading to overall personality development**.**

About SDM College of Engineering and Technology

SDM College of Engineering and Technology (SDMCET), located in **Dharwad, Karnataka**, is a premier technical institution established in **1979** under the flagship of **Sri Dharmasthala Manjunatheshwara Educational Society** and has grown into one of the nationally acclaimed premier engineering institutions in the country. The college is known for its commitment to **academic excellence, research, innovation, and holistic student development**, guided by ethical values and societal responsibility. The Institution has been consistently rated high, ranking within 50, among the top private engineering colleges in the country. Currently, 08 UG and 06 PG programmes are offered to students, which are affiliated to Visvesvaraya Technological University (VTU). Since its inception, institute is continuously growing. The following are the major achievements of SDMCET

- Institution obtained Academic Autonomy (approved by VTU and University Grant Commission (UGC)) for all its UG and PG Programmes from the year 2007.
- All the UG Programmes have been accredited by National Board of Accreditation (NBA).
- All the departments in the Institute are recognized as research centres by VTU to pursue MS (Research) and PhD.
- The institute is a participant of TEQIP of MHRD, Government of India in both Phase – I and Phase -II.
- The institution focuses on Outcome-Based Education (OBE) and regularly updates its curriculum to align with National Education Policy (NEP 2020) and industry demands.
- Institution has a strong Placement and Training Department with a committed team and the placement is more than 70%.
- All the departments have competent faculty with more than 45% having PhDs and about 135 scholars are pursuing PhD.
- SDMCET Alumni have distinguished themselves by occupying Key positions in India and abroad and have contact with the Institute through an active Alumni Association.

Institutional Strengths

- A well-structured curriculum designed to align with industry demands and National Education Policy (NEP) 2020.
- A robust academic framework, reinforced by NBA and NAAC accreditation.
- A team of highly qualified faculty with strong research expertise.
- State-of-the-art infrastructure, including smart classrooms, advanced laboratories, and an efficient learning management system.
- Comprehensive internship and placement programs, ensuring high employability.
- Active community engagement through service projects that integrate social responsibility.
- Strategic collaborations with government and private research organizations to enhance research and innovation.

Institutional Weaknesses

- A need to introduce more interdisciplinary programs and courses in emerging technologies.
- To enhance global partnerships for students and faculty.
- To enhance support system for entrepreneurship and startup incubation.

Institutional Opportunities

- Aligning engineering programs with Sustainable Development Goals (SDGs) and international education standards.
- Expanding faculty training programs in cutting-edge educational technologies.
- Establishing Centers of Excellence (CoEs) in key areas like Artificial Intelligence, Sustainability, and Green Technology.
- Strengthening startup incubation initiatives and promoting patent commercialization.
- Increasing opportunities for student exchange programs and international internships.

Institutional Challenges

- Keeping pace with rapid technological advancements necessitating frequent curriculum revisions.
- Enhancing student engagement in blended learning environments.
- Bridging the academia-industry skill gap through stronger industry collaborations.
- Strengthening the institution’s global reputation through aggressive branding and international outreach.

Road map of SDMCET (2024-25 to 2028-29)

This Five-Year Roadmap (2024-2029) aims to position SDMCET as a leader in Engineering, Research, and Innovation with a strong commitment to SDG-aligned education. The strategy will strengthen industry partnerships, enhance student success, and achieve global recognition.

- To integrate SDG-related content in all programs
- To implement and enhance the AI and Sustainability modules
- To achieve student Employability with 100% industry readiness
- To establish Center of Excellence (AI & Sustainability)
- To establish Incubation Center for Startups and to publish 20 patents and secure around 3-4 crore of research projects.
- To introduce Industry Certification Programs
- To conduct Campus-wide Hackathons
- To secure Top 200 NIRF Ranking & NAAC A+
- To establish International Collaborations and exchange programs

M1. To have **contextually relevant** Curricula.

[Coordinator: Dean Academic Program]

M1 Curricula addressing global, social, environmental, and economic challenges ensure inclusive and sustainable development meeting the 1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17 Sustainable Development Goals (SDGs).

Year	Key areas	Activities	Key performance Indicators (KPI)/Targets	Deliverables/ Outputs
2024-25	**Curriculum Design**	1. Meetings of academic governance bodies such as DUGC, DPGC, BOS AC will be conducted as per SDMCET regulations and guidelines issued by University. 2. Faculty interactive session for introducing regular internships and projects in the VIII semester curriculum under 2021 Scheme.	1. Drawing new syllabus for the upcoming academic year. 2. Percentage of student's taking internships: **40%**	1. Contextual Curricula 2. Student's internships with the reports and certificates.
2025-26		1. Meetings of academic governance bodies such as DUGC, DPGC, BOS AC will be conducted as per SDMCET regulations and guidelines issued by University. 2. Faculty interactive session for introducing regular internships and projects in the VIII semester curriculum under 2022 Scheme. 3. Faculty interactive sessions on the Training need analysis (TNA) for faculty to enhance the knowledge to teach emerging courses.	1. Drawing new syllabus for the upcoming academic year for the 1st Year under the 2026 Scheme and 4th Year under the 2022 Scheme. 2. Percentage of student's taking internships: **50%** 3. No of TNA for faculty: **05**	1. Contextual Curricula 2. Student's internships with the reports and certificates. 3. Faculty engaging emerging courses.
2026-27		1. Meetings of academic governance bodies such as DUGC, DPGC, BOS AC will be conducted as per SDMCET	1. Drawing new syllabus for the upcoming academic year for	1. Contextual Curricula 2. Student's internships with the reports and certificates.

		regulations and guidelines issued by University. 2. Faculty interactive sessions on the Training need analysis for faculty to enhance the knowledge to teach emerging courses. 3. Faculty interactive session to revisit COs focusing on critical thinking.	the 2nd Year under the 2026 Scheme. 2. No of TNA for faculty: **05** 3. Relevance of COs with critical thinking.	3. Faculty engaging emerging courses. 4. Blooms taxonomy levels in question paper. 5. Mapping to SDGs 4 and 9
2027-28		1. Meetings of academic governance bodies such as DUGC, DPGC, BOS AC will be conducted as per SDMCET regulations and guidelines issued by University. 2. Faculty interactive sessions on the Training need analysis for faculty to enhance the knowledge to teach emerging courses. 3. Faculty interactive session to reestablish the COs focusing on critical thinking and practicing experiential learning and project-based learning.	1. Drawing new syllabus for the upcoming academic year for the 3rd Year under the 2026 Scheme. 2. No of TNA for faculty: **05** 3. Relevance of COs with critical thinking.	1. Contextual Curricula 2. Student's internships with the reports and certificates. 3. Faculty readiness to teach new courses. 4. Blooms taxonomy levels in question paper. 5. Mapping to SDGs 4 and 9
2028-29		1. Meetings of academic governance bodies such as DUGC, DPGC, BOS AC will be conducted as per SDMCET regulations and guidelines issued by University. 2. Faculty interactive sessions on the Training need analysis for faculty to enhance the knowledge to teach emerging courses. 3. Faculty interactive session to reestablish the COs focusing on critical thinking and practicing experiential learning and project-based learning.	1. Drawing new syllabus for the upcoming academic year for the 4th Year under the 2026 Scheme. 2. No of TNA for faculty: **05** 3. Relevance of COs with critical thinking.	1. Contextual Curricula 2. Student's internships with the reports and certificates. 3. Faculty readiness to teach new courses. 4. Blooms taxonomy levels in question paper. 5. Mapping to SDGs 4 and 9

2024-25	**Accreditation / Certifying Bodies OBE Relevance**	1. Faculty interactive session on new parameters of accrediting and certifying bodies and significance of CO / PO attainment in relation to OBE.	1. To validate the new parameters and revisit the CO-PO mapping extended to SDGs.	1. Meeting new parameters as per accreditation bodies. 2. Revised CO-PO and SDGs mapping in the curricula.
2025-26		1. Faculty interactive session on new parameters of accrediting and certifying bodies and significance of CO / PO attainment in relation to OBE.	1. To validate the new parameters and revisit the CO-PO mapping extended to SDGs.	1. Meeting new parameters as per accreditation bodies. 2. Revised CO-PO and SDGs mapping in the curricula.
2026-27		1. Faculty interactive session on new parameters of accrediting and certifying bodies and significance of CO / PO attainment in relation to OBE.	1. To validate the new parameters and revisit the CO-PO mapping extended to SDGs.	1. Meeting new parameters as per accreditation bodies. 2. Revised CO-PO and SDGs mapping in the curricula.
2027-28		1. Faculty interactive session on new parameters of accrediting and certifying bodies and significance of CO / PO attainment in relation to OBE.	1. To validate the new parameters and revisit the CO-PO mapping extended to SDGs.	1. Meeting new parameters as per accreditation bodies. 2. Revised CO-PO and SDGs mapping in the curricula.
2028-29		1. Faculty interactive session on new parameters of accrediting and certifying bodies and significance of CO / PO attainment in relation to OBE.	1. To validate the new parameters and revisit the CO-PO mapping extended to SDGs.	1. Meeting new parameters as per accreditation bodies. 2. Revised CO-PO and SDGs mapping in the curricula.
2024-25	**Academic Audits**	1. Submission of academic audit report to university. 2. Audit by IQAC for quality standards.	1. To access the performance as per the planned activities.	1. Monitoring and sustained quality.
2025-26		1. Submission of academic audit report to university. 2. Audit by IQAC for quality standards.	1. To access the performance as per the planned activities.	1. Monitoring and sustained quality.
2026-27		1. Submission of academic audit report to university.	1. To access the performance as per the planned activities.	1. Monitoring and sustained quality.

		2. Audit by IQAC for quality standards.		
2027-28		1. Submission of academic audit report to university. 2. Audit by IQAC for quality standards.	1. To access the performance as per the planned activities.	1. Monitoring and sustained quality.
2028-29		1. Submission of academic audit report to university. 2. Audit by IQAC for quality standards.	1. To access the performance as per the planned activities.	1. Monitoring and sustained quality.

M2. To promote **effective Teaching Learning** Practices supported by **Modern Educational Tools and Techniques**.

[Coordinator: Dean Academic Program]

M2 Enhances quality education, promotes equality, sustainability, innovation, and global partnerships by meeting 3, 4, 5, 7, 8, 9, 10, 11, 12, 13, 16, 17 Sustainable Developmental Goals (SDGs).

Year	Key areas	Activities	Key performance Indicators (KPI)/Targets	Deliverables/ Outputs
2024-25	**TLP with innovative methods and modern tools (Bridge Courses / Slow & Quick Learners / Tutorials)**	1. Pedagogy trainings to faculty to expose to new modern tools and innovative teaching methods. 2. Faculty to attend domain specific FDP/STTP. 3. Strengthening of the experiential learning. 4. Extra coaching for slow learners and value addition programs for fast learners.	1. Pedagogy Training**: 02** 2. No of FDP/STTP: **10** 3. Enhanced engineering practices:**05** 4. No of classes conducted for slow learners and value-added programs for fast learners. 5. No of students to complete MOOC courses: **50**	1. Effective teaching and enhanced pass percentage. 2. Improved students performance. 3. Open ended experiments in the lab. 4. Class and value-added program conduction. 5. Mapping to SDGs 4 and 9.
2025-26		1. Pedagogy trainings to faculty to expose to new modern tools and innovative teaching methods. 2. Faculty to attend domain specific FDP/STTP. 3. Strengthening of the experiential learning. 4. Extra coaching for slow learners and value addition programs for fast learners. 5. Faculty are encouraged to enroll for MOOC courses.	1. Pedagogy Training: **02** 2. No of FDP/STTP: **15** 3. Enhanced engineering practices:**05** 4. No of classes conducted for slow learners and value-added programs for fast learners. 5. No of students to complete MOOC courses: **50** 6. No of faculty to complete MOOC courses: **10**	1. Effective teaching and enhanced pass percentage. 2. Improved students performance. 3. Open ended experiments in the lab. 4. Class and value-added program conduction. 5. Students completed MOOC courses. 6. Faculty completed MOOC courses. 7. Improved skills and knowledge to effectively

				deliver in teaching and learning process. 8. Mapping to SDGs 4 and 9.
2026-27		1. Pedagogy trainings to faculty to expose to new modern tools and innovative teaching methods. 2. Faculty to attend domain specific FDP/STTP. 3. Strengthening of the experiential learning. 4. Extra coaching for slow learners and value addition programs for fast learners. 5. Faculty are encouraged to enroll for MOOC courses	1. Pedagogy Training: **02** 2. No of FDP/STTP: **15** 3. Enhanced engineering practices:**05** 4. No of classes conducted for slow learners and value-added programs for fast learners. 5. No of students to complete MOOC courses: 7**0** **6.** No of faculty to complete MOOC courses: **15** .	1. Effective teaching and enhanced pass percentage. 2. Improved students performance. 3. Open ended experiments in the lab. 4. Class and value-added program conduction. 5. Students completed MOOC courses. 6. Faculty completed MOOC courses. 7. Improved skills and knowledge to effectively deliver in teaching and learning process. 8. Mapping to SDGs 4 and 9.
2027-28		1. Pedagogy trainings to faculty to expose to new modern tools and innovative teaching methods. 2. Faculty to attend domain specific FDP/STTP. 3. Strengthening of the experiential learning. 4. Extra coaching for slow learners and value addition programs for fast learners. 5. Faculty are encouraged to enroll for MOOC courses. 6. Faculty are encouraged to undergo internship in industry and R and D Centers.	1. Pedagogy Training: **02** 2. No of FDP/STTP: 20 3. Enhanced engineering practices:**05** 4. No of classes conducted for slow learners and value-added programs for fast learners. 5. No of students to complete MOOC courses: 7**0** 6. No of faculty to complete MOOC courses: **20** **7.** No of faculty to complete internships:**04**	1. Effective teaching and enhanced pass percentage. 2. Improved students performance. 3. Open ended experiments in the lab. 4. Class and value-added program conduction. 5. Students completed MOOC courses. 6. Faculty completed MOOC courses. 7. Faculty completed internships. 8. Improved skills and knowledge to effectively deliver in teaching and learning process. 9. Mapping to SDGs 4 and 9

2028-29		1. Pedagogy trainings to faculty to expose to new modern tools and innovative teaching methods. 2. Faculty to attend domain specific FDP/STTP. 3. Strengthening of the experiential learning. 4. Extra coaching for slow learners and value addition programs for fast learners. 5. Faculty are encouraged to enroll for MOOC courses. 6. Faculty are encouraged to undergo internship in industry and R and D Centers.	1. Pedagogy Training: **02** 2. No of FDP/STTP: **25** 3. Enhanced engineering practices:**05** 4. No of classes conducted for slow learners and value-added programs for fast learners. 5. No of students to complete MOOC courses: **80** 6. No of faculty to complete MOOC courses: **20** **7.** No of faculty to complete internships:**06**	1. Effective teaching and enhanced pass percentage. 2. Improved students performance. 3. Open ended experiments in the lab. 4. Class and value-added program conduction. 5. Students completed MOOC courses. 6. Faculty completed MOOC courses. 7. Faculty completed internships. 8. Improved skills and knowledge to effectively deliver in teaching and learning process. 9. Mapping to SDGs 4 and 9

M3. To enhance Research Culture.

[Coordinator: Dean R & D]

M3 Research drives solutions for clean energy, health, infrastructure, environmental protection, and partnerships by meeting 1, 2, 3, 4, 6, 7, 9, 11, 12, 13, 14, 15, 17 Sustainable Developmental Goals (SDGs).

Year	Key areas	Activities	Key performance Indicators (KPI)/Targets	Deliverables/ Outputs
2024-25	**Research Promotions by collaborations and establishing center of excellence**	1. Organize a brainstorming session to identify potential fields for establishing Center of Excellence (CoE) or research laboratory through collaboration with industries and academia. 2. Organizing workshops focused on skill development, research methodologies, and emerging technologies. 3. Conducting industry academia interaction for collaborative research. 4. Conduct research conclave to showcase faculty expertise, ongoing research, and research avenues.	1. Preparation for establishment of **one** Center of Excellence or Research laboratory. 2. No. of Industrial/Research institute/Academia collaborations for projects: **02** 3. No of interactive sessions or workshop for research promotion: **01**	1. Preparation for establishing the Center of Excellence. 2. Industry-academic collaborations for projects with publications. 3. Mapping SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2025-26		1. Organize a brainstorming session to identify potential fields for establishing Center of Excellence (CoE) or research laboratory through collaboration with industries and academia. 2. Organizing workshops focused on skill development, research methodologies, and emerging technologies. 3. Conducting industry academia interaction for collaborative research. 4. Conduct research conclave to showcase faculty expertise, ongoing research, and research avenues.	1. Preparation for establishment of **one** Center of Excellence or Research laboratory. 2. No. of Industrial/Research institute/Academia collaborations for projects: **02** 3. No of interactive sessions or workshop for research promotion: **01**	1. Preparation for establishing the Center of Excellence. 2. Industry-academic collaborations for projects with publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.

2026-27		1. Organize a brainstorming session to identify potential fields for establishing Center of Excellence (CoE) or research laboratory through collaboration with industries and academia. 2. Organizing workshops focused on skill development, research methodologies, and emerging technologies. 3. Conducting industry academia interaction for collaborative research. 4. Conduct research conclave to showcase faculty expertise, ongoing research, and research avenues.	1. Preparation for establishment of **one** Center of Excellence or Research laboratory. **2.** No. of Industrial/Research institute/Academia collaborations for projects: **02** **3.** No of interactive sessions or workshop for research promotion: **01**	1. Preparation for establishing the Center of Excellence. 2. Industry-academic collaborations for projects with publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2027-28		1. Organize a brainstorming session to identify potential fields for establishing Center of Excellence (CoE) or research laboratory through collaboration with industries and academia. 2. Organizing workshops focused on skill development, research methodologies, and emerging technologies. 3. Conducting industry academia interaction for collaborative research. 4. Conduct research conclave to showcase faculty expertise, ongoing research, and research avenues.	1. Preparation for establishment of **one** Center of Excellence or Research laboratory. 2. No. of Industrial/Research institute/Academia collaborations for projects: **03** 3. No of interactive sessions or workshop for research promotion: **01**	1. Preparation for establishing the Center of Excellence. 2. Industry-academic collaborations for projects with publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2028-29		1. Organize a brainstorming session to identify potential fields for establishing Center of Excellence (CoE) or research laboratory through collaboration with industries and academia.	1. Preparation for establishment of **one** Center of Excellence or Research laboratory. **2.** No. of Industrial/Research institute/Academia collaborations for projects: **03**	1. Preparation for establishing the Center of Excellence. 2. Industry-academic collaborations for projects with publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.

		2. Organizing workshops focused on skill development, research methodologies, and emerging technologies. 3. Conducting industry academia interaction for collaborative research. 4. Conduct research conclave to showcase faculty expertise, ongoing research, and research avenues.	**3.** No of interactive sessions or workshop for research promotion: **02**	
2024-25	**Funded Projects/ Publications**	1. Conduct of interactive sessions/ seminars/ conclave/ workshops by experts on funding agencies, writing research projects, and identifying reputed journals.	1. No of Project proposal submission to various funding agencies: **05** 2. No of Publications in a reputed indexed journal and indexed conferences: **50**	1. Number of funded projects submitted and number granted. 2. High-quality publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2025-26		1. Conduct of interactive sessions/ seminars/ conclave/ workshops by experts on funding agencies, writing research projects, and identifying reputed journals.	1. No of Project proposal submission to various funding agencies: **05** 2. No of Publications in a reputed indexed journal and indexed conferences: **50**	1. Number of funded projects submitted and number granted. 2. High-quality publications. 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2026-27		1. Conduct of interactive sessions/ seminars/ conclave/ workshops by experts on funding agencies, writing research projects, and identifying reputed journals.	1. No of Project proposal submission to various funding agencies: **08** 2. No of Publications in a reputed indexed journal and indexed conferences: **70**	1. Number of funded projects submitted and number granted. 2. High-quality publications. 3. Better institution rankings and reputations. 4. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2027-28		1. Conduct of interactive sessions/ seminars/ conclave/ workshops by experts on funding agencies, writing research projects, and identifying reputed journals.	1. No of Project proposal submission to various funding agencies: **08**	1. Number of funded projects submitted and number granted. 2. High-quality publications.

			2. No of Publications in a reputed indexed journal and indexed conferences: **70**	3. Better institution rankings and reputations. 4. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2028-29		1. Conduct of interactive sessions/ seminars/ conclave/ workshops by experts on funding agencies, writing research projects, and identifying reputed journals.	1. No of Project proposal submission to various funding agencies: **10** 2. No of Publications in a reputed indexed journal and indexed conferences: 8**0**	1. Number of funded projects submitted and number granted. 2. High-quality publications. 3. Better institution rankings and reputations. 4. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2024-25	**Copyrights/Patents**	1. Organizing seminars on IPRs and innovation and to facilitate applying for patents and copyrights.	1. Filing of Patents: **04** 2. Copyrights: **04**	1. Published patents and copy rights. 2. Strengthening innovation and research culture 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2025-26		1. Organizing seminars on IPRs and innovation and to facilitate applying for patents and copyrights.	1. Filing of Patents: **04** 2. Copyrights: **04**	1. Published patents and copy rights. 2. Strengthening innovation and research culture 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2026-27		1. Organizing seminars on IPRs and innovation and to facilitate applying for patents and copyrights.	1. Filing of Patents: **08** 2. Copyrights: **08**	1. Published patents and copy rights. 2. Strengthening innovation and research culture 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2027-28		1. Organizing seminars on IPRs and innovation and to facilitate applying for patents and copyrights.	1. Filing of Patents: **08** 2. Copyrights: **08**	1. Published patents and copy rights.

				2. Strengthening innovation and research culture 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.
2028-29		1. Organizing seminars on IPRs and innovation and to facilitate applying for patents and copyrights.	1. Filing of Patents: **10** 2. Copyrights: **10**	1. Published patents and copy rights. 2. Strengthening innovation and research culture 3. Mapping to SDGs 4, 6, 7, 8, 9, 11, 13, 14 and 15.

M4. To involve the **Industrial Expertise** for connecting Classroom contents to real-life situations.

[Coordinator: Dean CIII]

M4 Bridges education with industry for economic growth, sustainable cities, responsible production, and innovation by meeting 1, 4, 7, 8, 9, 10, 11, 12, 13, 16, 17 Sustainable Developmental Goals (SDGs).

Year	Key areas	Activities	Key performance Indicators (KPI)/Targets	Deliverables/ Outputs
2024-25	**Industry Interactions** (Expert talk through alumni or industrial personnel, MoU, Industrial Trainings, Internships, Visits Seminars or workshops, Capstone projects, Entrepreneurship, and startups etc.)	1. Conduct talks by industry experts 2. Arranging for industrial visits and training 3. MoU and collaboration with industry for projects, internships, and training programs. 4. Industry experts participation in designing curriculum.	1. No. of expert talk: **10** **2.** No of Industrial training: **10** 3. No of Industrial visits: **05** 4. No of Industrial Internships: **500** 5. No. of MoUs: **02** 6. No of startups: **01**	1. Improved employability and industry readiness. 2. MoU documents for networking with industry or academia. 3. Curricula enrichment. 4. Innovation and research culture through startups 5. Better Innovation rankings and institution reputations. 6. Mapping to SDGs 6, 7, 9, 13, 14 and 15
2025-26		1. Conduct talks by industry experts 2. Arranging for industrial visits and training 3. MoU and collaboration with industry for projects, internships, and training programs. 4. Industry experts participation in designing curriculum.	1. No. of expert talk: **10** **2.** No of Industrial training: **10** 3. No of Industrial visits: **05** 4. No of Industrial Internships: **500** 5. No. of MoUs: **02** 6. No of startups: **02**	1. Improved employability and industry readiness. 2. MoU documents for networking with industry or academia. 3. Curricula enrichment. 4. Innovation and research culture through startups 5. Better Innovation rankings and institution reputations. 6. Mapping to SDGs 6, 7, 9, 13, 14 and 15
2026-27		1. Conduct talks by industry experts 2. Arranging for industrial visits and training	1. No. of expert talk: **10** **2.** No of Industrial training: **10** 3. No of Industrial visits: **05** 4. No of Industrial Internships: **500**	1. Improved employability and industry readiness.

		3. MoU and collaboration with industry for projects, internships, and training programs. 4. Industry experts participation in designing curriculum.	5. No. of MoUs: **02** 6. No of startups: **02**	2. MoU documents for networking with industry or academia. 3. Curricula enrichment. 4. Innovation and research culture through startups 5. Better Innovation rankings and institution reputations. 6. Mapping to SDGs 6, 7, 9, 13, 14 and 15
2027-28		1. Conduct talks by industry experts 2. Arranging for industrial visits and training 3. MoU and collaboration with industry for projects, internships, and training programs. 4. Industry experts participation in designing curriculum.	1. No. of expert talk: **10** 2. No of Industrial training: **10** 3. No of Industrial visits: **05** 4. No of Industrial Internships: **500** 5. No. of MoUs: **04** 6. No of startups: **02**	1. Improved employability and industry readiness. 2. MoU documents for networking with industry or academia. 3. Curricula enrichment. 4. Innovation and research culture through startups 5. Better Innovation rankings and institution reputations. 6. Mapping to SDGs 6, 7, 9, 13, 14 and 15
2028-29		1. Conduct talks by industry experts 2. Arranging for industrial visits and training 3. MoU and collaboration with industry for projects, internships, and training programs. 4. Industry experts participation in designing curriculum.	1. No. of expert talk: **10** **2.** No of Industrial training: **10** 3. No of Industrial visits: **05** 4. No of Industrial Internships: **500** 5. No. of MoUs: **04** 6. No of startups: **02**	1. Improved employability and industry readiness. 2. MoU documents for networking with industry or academia. 3. Curricula enrichment. 4. Innovation and research culture through startups 5. Better Innovation rankings and institution reputations. 6. Mapping to SDGs 6, 7, 9, 13, 14 and 15

M5. To inculcate **Ethics and soft-skills** leading to overall personality development.

[Coordinator: CIII and T & P Officer]

M5 Promotes well-being, equality, justice, environmental awareness, and global citizenship by meeting 3, 4, 5, 8, 10, 12, 13, 15, 16, 17 Sustainable Developmental Goals (SDGs).

Year	Key areas	Activities	Key performance Indicators (KPI)/Targets	Deliverables/ Outputs
2024-25	**Professional/Personal/ Ethical developmental skills** (Soft Skills/ Placement Specific training/Group Discussion/ Use of ICT)	**1.** Conduct of aptitude training program. **2.** Conduct of soft skill development program. 3. Conduct of Group discussion and Mock interviews. 4. Participation and conduction of activities through professional bodies for technical events and community services. 5. Workshops and seminars on UHV/ethical, leadership qualities, time stress and health management etc. 6. Mentorship programs and brainstorming sessions.	1. No. of training programs for soft skill and aptitude: **02** 2. No of group discussion, debates, mentoring, mock interview: **02** **3.** No of student's participation through professional bodies: **50** 4. No. of activities conducted through professional bodies: **05** 5. No. of workshops on UHV/ethical values etc.: **02**	1. Enhanced placements and employability with positive attitude. 2. Activities participated and conducted through professional bodies and enhanced community service. 3. Workshops conducted. 4. Mapping to SDGs 4, 5, 9, 16 and 17
2025-26		1. Conduct of aptitude training program. 2. Conduct of soft skill development program. 3. Conduct of Group discussion and Mock interviews. 4. Participation and conduction of activities through professional bodies for technical events and community services. 5. Workshops and seminars on UHV/ethical, leadership qualities, time stress and health management etc. 6. Mentorship programs and brainstorming sessions.	1. No. of training programs for soft skill and aptitude: **02** 2. No of group discussion, debates, mentoring, mock interview: **02** **3.** No of student's participation through professional bodies: **50** 4. No. of activities conducted through professional bodies: **05** 5. No. of workshops on UHV/ethical values etc.: **02**	1. Enhanced placements and employability with positive attitude. 2. Activities participated and conducted through professional bodies and enhanced community service. 3. Workshops conducted. 4. Mapping to SDGs 4, 5, 9, 16 and 17

2026-27		1. Conduct of aptitude training program. 2. Conduct of soft skill development program. 3. Conduct of Group discussion and Mock interviews. 4. Participation and conduction of activities through professional bodies for technical events and community services. 5. Workshops and seminars on UHV/ethical, leadership qualities, time stress and health management etc. 6. Mentorship programs and brainstorming sessions.	1. No. of training programs for soft skill and aptitude: **02** 2. No of group discussion, debates, mentoring, mock interview: **02** **3.** No of student's participation through professional bodies: **60** 4. No. of activities conducted through professional bodies: **05** 5. No. of workshops on UHV/ethical values etc.: **04**	1. Enhanced placements and employability with positive attitude. 2. Activities participated and conducted through professional bodies and enhanced community service. 3. Workshops conducted. 4. Mapping to SDGs 4, 5, 9, 16 and 17
2027-28		1. Conduct of aptitude training program. 2. Conduct of soft skill development program. 3. Conduct of Group discussion and Mock interviews. 4. Participation and conduction of activities through professional bodies for technical events and community services. 5. Workshops and seminars on UHV/ethical, leadership qualities, time stress and health management etc. 6. Mentorship programs and brainstorming sessions.	1. No. of training programs for soft skill and aptitude: **02** 2. No of group discussion, debates, mentoring, mock interview: **02** 3. No of student's participation through professional bodies: **60** 4. No. of activities conducted through professional bodies: **05** 5. No. of workshops on UHV/ethical values etc.: **04**	1. Enhanced placements and employability with positive attitude. 2. Activities participated and conducted through professional bodies and enhanced community service. 3. Workshops conducted. 4. Mapping to SDGs 4, 5, 9, 16 and 17
2028-29		1. Conduct of aptitude training program. 2. Conduct of soft skill development program. 3. Conduct of Group discussion and Mock interviews. 4. Participation and conduction of activities through professional bodies for technical events and community services. 5. Workshops and seminars on UHV/ethical, leadership qualities, time stress and health management etc. 6. Mentorship programs and brainstorming sessions.	1. No. of training programs for soft skill and aptitude: **02** 2. No of group discussion, debates, mentoring, mock interview: **02** 3. No of student's participation through professional bodies: **70** 4. No. of activities conducted through professional bodies: **05** 5. No. of workshops on UHV/ethical values etc.: **05**	1. Enhanced placements and employability with positive attitude. 2. Activities participated and conducted through professional bodies and enhanced community service. 3. Workshops conducted. 4. Mapping to SDGs 4, 5, 9, 16 and 17

Note:

1. This strategic plan is the compilation of strategic plans of departments and based on vision and mission statements.
2. Annual budget of the Institution/ Department shall be in line with the strategic plan.
3. Strategic plan is approved by Academic Council, Governing Council and Board of management.
4. Annual performance as stated in the strategic plan is audited by IQAC in association with Deans office.

Chairman **PRINCIPAL**

Members:

1. All Deans and CoE
2. Coordinators- IQAC/NBA/NAAC

Date: 17.02.2025

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17/2/2025

Chairman

PRINCIPAL

17/2/2025

Members:

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Date: 17.02.2025