



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	SAHYADRI COLLEGE OF ENGINEERING AND MANAGEMENT
• Name of the Head of the institution	Dr. RAJESHA S
• Designation	Principal
• Does the institution function from its own campus?	Yes
• Phone no./Alternate phone no.	08242277222
• Mobile No:	9448100123
• Registered e-mail	principal@sahyadri.edu.in
• Alternate e-mail	iqac@sahyadri.edu.in
• Address	Sahyadri College of Engineering & Management, Sahyadri Campus, Adyar
• City/Town	Mangalore
• State/UT	Karnataka
• Pin Code	575007
2.Institutional status	
• Affiliated / Constitution Colleges	
• Type of Institution	Co-education
• Location	Rural

• Financial Status	Self-financing				
• Name of the Affiliating University	VTU				
• Name of the IQAC Coordinator	Dr. Shamanth Rai				
• Phone No.	08242277200				
• Alternate phone No.	9986407821				
• Mobile	9986407821				
• IQAC e-mail address	iqac@sahyadri.edu.in				
• Alternate e-mail address	principal@sahyadri.edu.in				
3. Website address (Web link of the AQAR (Previous Academic Year))	https://sahyadri.edu.in/Home/accr-education				
4. Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://sahyadri.edu.in/Home/calendar				
5. Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A	3.09	2017	22/02/2017	21/02/2022
6. Date of Establishment of IQAC			28/08/2015		
7. Provide the list of funds by Central / State Government UGC/CSIR/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.,					

Institutional/Department /Faculty	Scheme	Funding Agency	Year of award with duration	Amount
Dr. Rathishchandira R.Gatti	AICTE ISTE refresher programme	AICTE	2020-21	300000
Dr. Vishal Samartha	STTP under AQIS 2019-20	AICTE, New Delhi	2020-21	292167
Institutional 1	KSCST	44th Series of Student Project Programme	2020-21	122500
Institutional 1	Financial Assistance for Innovative projects of UG Final Year	VTU	2020-21	50000
Institutional 1	Incubation of promising projects developed by SCEM students for 3 years: Batch-2	NAIN, Dept. of IT, B & ST, GoK	2020-21	2400000
Dr. Shamantha Rai and Mr. Duddela Sai Prashanth	AICTE-Scheme for Promoting Interests, Creativity and Ethics among Students (SPICES)	AICTE	2021	100000
8. Whether composition of IQAC as per latest NAAC guidelines			Yes	
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 			View File	

9.No. of IQAC meetings held during the year	2	
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 	Yes	
<ul style="list-style-type: none"> If No, please upload the minutes of the meeting(s) and Action Taken Report 	View File	
10.Whether IQAC received funding from any of the funding agency to support its activities during the year?	No	
<ul style="list-style-type: none"> If yes, mention the amount 		
11.Significant contributions made by IQAC during the current year (maximum five bullets)		
1. Compile data for Autonomous Status and secured autonomy approved by UGC		
2. Completed the Program Assessment Quality Improvement Committee (PAQIC) audit of all the programs in time.		
3. Monitoring of all the academic activities including the curriculum design and development and evaluation rubrics for the first year autonomous batch		
4. Organised institute level trainings on skill enhancement and seminar on NAAC revised framework		
5. Adoption of Sahyadri Digital Scheme and minimizing paper consumption		
12.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
Applying for Autonomous Status to the UGC	Autonomous status granted by UGC
Promotion of Interdisciplinary projects	Interdisciplinary projects taken up and 2 projects received KSCST funding
Video recording of subject classes for student learning during pandemic	Video recording of 14 core courses completed
Immersive MBA programs	5 industry experts from industries such as Reliance, have taken up courses demonstrating application of course concepts to industries
Faculty Future skill groups	Future skill groups in AI/ML, Robotics, IOT, Cyber Security have been initiated
Establish Digital Campus initiatives in phases	Admission and academic module completed
Establishment of Center of Excellence in Emerging(CoE) Technologies and promote the same thorough incubation center	CoE in Cyber Security set up and cyber security awareness programs initiated
Starting of Professional Societies Students Chapter	Professional bodies student chapter of IEEE, IEI, IETE initiated
Apply for AICTE AQIS scheme	Received grant of Rs. 1 lakh under AICTE SPICES
To implement additional remedial actions to improve the performance of students in university examinations	Remedial and tutorial classes conducted and improved the results in core courses by 5 %
Free CET crash course training to help the CET aspirants during Covid-19 pandemic period	CET crash course conducted and reached nearly 2000 students, which in turn benefitted them in getting trained during pandemic
13. Whether the AQAR was placed before	Yes

statutory body?	
<ul style="list-style-type: none"> Name of the statutory body 	
Name	Date of meeting(s)
Academic Council	05/01/2022
14. Whether institutional data submitted to AISHE	
Year	Date of Submission
2021	18/02/2022
15. Multidisciplinary / interdisciplinary	
16. Academic bank of credits (ABC):	
17. Skill development:	
18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)	
19. Focus on Outcome based education (OBE): Focus on Outcome based education (OBE):	
20. Distance education/online education:	

Extended Profile

1. Programme

1.1 382

Number of courses offered by the institution across all programs during the year

File Description	Documents
Data Template	View File

2.Student

2.1 3221

Number of students during the year

File Description	Documents
Data Template	View File

2.2 170

Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year

File Description	Documents
Data Template	View File

2.3 935

Number of outgoing/ final year students during the year

File Description	Documents
Data Template	View File

3.Academic

3.1 178

Number of full time teachers during the year

File Description	Documents
Data Template	View File

3.2 183

Number of Sanctioned posts during the year

Extended Profile

1. Programme

1.1	382
Number of courses offered by the institution across all programs during the year	

File Description	Documents
Data Template	View File

2. Student

2.1	3221
Number of students during the year	

File Description	Documents
Data Template	View File

2.2	170
Number of seats earmarked for reserved category as per GOI/ State Govt. rule during the year	

File Description	Documents
Data Template	View File

2.3	935
Number of outgoing/ final year students during the year	

File Description	Documents
Data Template	View File

3. Academic

3.1	178
Number of full time teachers during the year	

File Description	Documents
Data Template	View File

3.2	183
Number of Sanctioned posts during the year	
File Description	Documents
Data Template	View File
4.Institution	
4.1	53
Total number of Classrooms and Seminar halls	
4.2	852.67
Total expenditure excluding salary during the year (INR in lakhs)	
4.3	846
Total number of computers on campus for academic purposes	

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

SCEM is a compliance adhering institution, and meticulously follows the regulations of its affiliating Visvesvaraya Technological University (VTU), Belagavi, Karnataka, and as directed by the central Statutory Regulatory authority (SRA) - the AICTE, New Delhi. The College ensures effective curriculum delivery through a well-planned and effectively documented process.

A planned Academic and Activity Calendar is prepared before the commencement of each semester beyond that suggested by the University and follows the principles of Outcome-Based Education (OBE). Curriculum delivery is planned by each department through a departmental faculty meeting with the Head of Department (HoD) overseeing it. Teachers are assigned the workload as per their cadre. Time Tables and departmental academic & administrative tasks are planned and allocated before the commencement of each Semester. Lesson plans are prepared as per the University's scheme

of evaluation. Every faculty member prepares a lesson plan for each course of the semester and ensures that all components of the curriculum are dealt with through appropriate pedagogies, classroom, and beyond the classroom explication of the course content as well as its applications to practical usage in the field.

Peer to Peer Learning, Guest Talks, Site Visits, Assignments, and Mini projects based on industry standards are also planned for each semester to expose the students to experiential learning and achieve the desired balance between theory and practicum of each course. Projects assigned to students cover a diverse range of topics, including mathematical simulation, prototype development, and interdisciplinary experimental studies using advanced technologies

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.sahyadri.edu.in/Home/calendar

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

An Academic Calendar will be prepared by the institution, highlighting all the major events and activities in line with the academic calendar provided by the university. The Department will, in turn, prepare an activity calendar in line with the Institute activity calendar highlighting the important events/activities of the Department. The college Academic calendar includes details such as Continuous Internal Evaluation (CIEs), Faculty Meetings, Public Holidays, Students' feedback, Semester End Exams (SEEs), Internal academic and administrative audit schedules, etc. The SEEs will be highlighted as per the notification of the affiliated university calendar. Tentative academic calendar prepared by the Academic Section is discussed in the presence of all the Heads of Departments as well as the Controller of Examinations (CoE) and distributed to the faculty for any feedback. Post-approval, all the activities listed out in the calendar will be monitored for their completion, with suitable reports. Towards the end of the semester/year, the adherence report will be prepared, highlighting the activities being implemented as per the calendar. Sufficient justifications will be provided to the non-adhering activities.

The Controller of Examination (CoE) at the institute level issues the CIE notification as per the institute academic and activity calendar, with the approval of the Dean (Academics) and the Principal. The respective Heads of Departments (HoDs), Departmental CIE Coordinators, and Module Coordinators design and implement the departmental CIE Timetable and give instructions to begin the question paper preparation and moderation process. The course instructor/s set two sets of question papers in which one set will be selected by the CoE. The questions are framed using Bloom's learning levels as a guide. The course teachers or instructors should provide answer schemes that include the evaluation scheme.

Post CIE, the answer booklets are evaluated and the marks are displayed to the students within 10 days of the closure of the CIE. The laboratory practices and laboratories with mini-projects are assessed internally. Assessment is carried out once in a semester and at the Semester End Examination (SEE) as per the Academic and Activity Calendar. The major project of the final year students is evaluated as per the rubrics set by the Project Evaluation Committee (PEC). Seminars and internships are to be evaluated by the evaluation committee as per the rubrics, the same is converted into marks.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://sahyadri.edu.in/Home/calendar

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year.

Academic council/BoS of Affiliating University

Setting of question papers for UG/PG programs

Design and Development of Curriculum for Add on/ certificate/ Diploma Courses

Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

07

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

1.2.2 - Number of Add on /Certificate programs offered during the year

1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)

15

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

553

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs

during the year

553

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institute conducts several activities related to the Professional Ethics, Environment, Human Values and Gender Sensitization at regular intervals in collaboration with Red Cross, NSS, Women's Cell, and Anti-Sexual Harassment Cell of the College. Students are encouraged to participate in these activities, understand their role in society and thus nation building.

Environment and Sustainability:SCEM is surrounded by a lush green campus. The college has an internal committee for community engagement and an Environment Club through which various programs are conducted to create student awareness in relation to concepts of environment, sustainability. Along with this, an initiative to promote environmental socio-eco responsibility like Eco-friendly green campus, Recycling of Wet waste, LED lighting infused with motion sensors, Rainwater harvesting are undertaken. Social awareness encouraging Civic sense and preservation of the natural ecosystem highlighting responsibility towards the surrounding areas are infused amongst students using social programs like Beach cleaning and Swachh Bharat Abhiyan.

Human Values: The College in association with the Ramakrishna Mission, Mangaluru, conducts sessions promoting harmony and equality among all, irrespective of caste, color, religion, and gender. The students are addressed by eminent personalities regarding equality, self-respect and leadership.

Gender Sensitization:The institute has a gender diversity with a percentage ratio of 63% boys and 37% girls. The institute

encourages equal participation in all the co-curricular and extra-curricular activities and also motivates them to work in teams. The day scholars are also encouraged to stay in the campus beyond the regular working hours to follow their passion in co-curricular activities by providing hygienic dormitory spaces, irrespective of the gender

Apart from the above, the AICTE prescribed Student Induction Programme is conducted for the First Year B.E students during which Universal Human Values (UHV), Ethical Practices, Social Harmony, Gender equality, and Societal concern sessions are organized in a blended mode by inviting eminent personalities across different sectors.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

96

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1734

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System

1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders
Students
Teachers
Employers
Alumni

A. All of the above

File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded

1.4.2 - Feedback process of the Institution may be classified as follows

B. Feedback collected, analyzed and action has been taken

File Description	Documents
Upload any additional information	View File
URL for feedback report	https://sahyadri.edu.in/Home/accreditation

TEACHING-LEARNING AND EVALUATION**2.1 - Student Enrollment and Profile****2.1.1 - Enrolment Number Number of students admitted during the year****2.1.1.1 - Number of sanctioned seats during the year**

873

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

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

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

270

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institute conducts an awareness/orientation program to all the parents and the students, soon after the enrolment to the program. The program structure, campus information, stakeholder expectations and other crucial information is provided to both the students and the parents. Before the commencement of the first semester regular classes, activities like induction program, Bridge course are conducted for preparing the students for the professional course. In order to continuously monitor and help improving the students' ability, following initiatives have been taken up:

1. A separate first year coordinator (of HoD cadre) to monitor the entire process of enhancing the students ability
2. Mentor-Mentee system, where every student will be allotted with a faculty mentor (of their parent department) for monitoring the student activities - academic and personal.
3. A professional student counsellor for addressing the grievances and issues.
4. Feedback system

A common working protocol is established by the institution, which all the departments adhere to.

Advanced Learners: The institute has a variety of activities for promoting advanced learners from the first semester onwards. Bright students are motivated to participate in national and international events held in various recognized universities. The advanced learners in the group are nominated as the mentors for the junior students in the subsequent cycles and are responsible for guiding the junior students in every step. Further, advanced learners will be identified based on their past excellence in co-curricular and extra-curricular activities by the respective class teachers. All the identified advanced learners are felicitated during important events like departmental association day, college annual day etc. The faculty mentors of the advanced learners will monitor the students abilities and motivate them to take part in various club level activities.

Weak Students:

Identification: Initially, after every semester end examination, based on the academic performance, the students will be segregated into red band (scores <60%); Yellow band (Scores between 60% and 70%) and Green Band (Scores >70%). These segregations are subjected for revisions after every Continuous Internal Evaluations (CIE) tests. The student falling under the Red band are termed as "Weak Students" and will be subjected to continuous monitoring by their respective faculty mentors for improvement in the academic performance. actions like Remedial classes, peer-to-peer learning etc. is initiated for the improvement of Red Band students.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
3221	178

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The institution offers a very unique learning experience to the students, irrespective of their academic performance. These can be categorized into four major category - Interactive Learning; Collaborative Learning; ICT based Learning; Project based Learning

The Interactive learning encompasses of the following techniques - Foundation Courses, Bridge course, Aptitude Cell, Programming Cell.

The Foundation course at Sahyadri was initiated in the academic year 2017-18, with the objective of helping the students to build a very strong foundation in the basic science concepts, basic programming skills and aptitude. Bridge course is a journey of a young tech enthusiast from different background coming together to learn engineering in a fun-filled way, which is conducted every year before the commencement of the first semester classes. The major objective of the bridge course is to bridge the gap between the learning and the application of the concepts. The Aptitude cell is a body developed at Sahyadri for training the students in quantitative aptitude and analytical reasoning. The Programming cell has been developed for training the students in the basics and core programming languages like C, C++, Java and Python. Aptitude training and Programming is being offered to the students as a part of the regular curriculum, i.e. dedicated slots for these have been provided in the regular timetable and the students spend time honing their skills during the aptitude and programming hours.

Collaborative Learning is a special type of learning developed for the students, where students will be motivated towards self-learning. This type of learning consists of various learning facilities such as Peer-to-Peer learning; Case-study based Learning; Hands-on laboratory and SOSOC. In order to improve the learning process and the self-esteem of the students, cooperative and peer-to-peer learning process is practiced. Peer-to-Peer learning is the self-learning process conducted by the students in the supervision of the faculty member. All the tasks will be designed by the peers and involve other students to take up the

tasks, thereby building healthy relationship among the peers. Similarly, Case-based study approach is provided to improve the communication and presentation skills of the student fraternity. One of the unique learning initiative of Sahyadri is the Hands-on laboratory, which was established with the main objective of enriching the student's skill with respect to the daily life requirements, its working and the use. Further, the hands-on laboratory provides an opportunity to the graduates to work closely in the household devices, where the students are offered the freedom to disassemble and reassemble the device, check the functioning of the devices. Sahyadri Open Source Community (SOSC) is another learning platform which provides the opportunity to the students for exploring, learning and mastering the skills revolving mainly around coding and design. The SOSC believes in the promotion of collaborative traits like collaboration, team-building etc. which provides a high benefit to the students in their careers.

ICT based Learning - Sahyadri College of Engineering and Management is a recognized center for MOOC courses. Separate server is established, which provides access to the videos even in the offline mode. A lot of MOOC courses from recognized platforms like Edx, Swayam, MIT Open CourseWare, Udacity, Coursera, Khan academy etc. are being provided for the benefit of the students. Further, the college has a NPTEL local chapter, using which, the students and the faculty members can access video tutorials within the campus.

The institute emphasizes on the Project based Learning right from the first semester onwards. The institute has introduced two major initiatives namely the Social Innovation Project (SIP) and Sahyadri Project Support Scheme (SPSS) in this regards. The SIP projects is developed mainly for all the first year students, who will be motivated by the Sahyadri Centre for Social Innovation (SCSI) for developing basic idea on social innovations. The main objective of this idea is to make the students apply the academic knowledge for creating new products or service to address social and environmental needs. For the second and third year students, another initiative called SPSS is created, which focus on converting the talent and creativity of the students into projects.

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

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Teachers at SCEM are well trained in ICT-enabled tools to effectively reach out to the students in the Teaching-Learning and evaluation processes:

- **Google Classrooms:** Section-wise Google classrooms are created, where the students and the teachers mainly use the platform for sharing notes, videos, assignments, feedbacks, model question papers and other learning materials. This tool has been in use even in the pre-pandemic period and saw a surge during the pandemic times.
- **Google Forms:** are extensively used for Assignments, collecting the feedback of the Course Outcomes, feedback on academic and co-curricular events. This tool is also used for Continuous Internal Evaluation Examination (CIE), for a two-way brisk communication between the teacher and the students being taught.
- **PowerPoint Presentations:** Majority of the faculty members prepare their own PowerPoint presentations for the courses allotted to them, which are shared with the students through Google Classrooms, mails, and Whatsapp. Students also present their internship, seminar and project works through Power Points.
- **E-Mail groups:** Every section has been maintaining a common mail group where all the students are a part of the group. Major notifications like circulars and academic activity schedules are posted by the teachers for the benefit of the Learners.
- **Blogs:** Faculty members have created individual blogs into which class notes, presentations, assignments, question banks and other relevant learning materials are shared with the students, for accessing them seamlessly, at their time and space, beyond the classrooms.
- **Online Video Recordings:** For ensuring seamless and continued learning (even during the pandemic times), a provision for recording the videos of the courses were provided to the

faculty members. The institution has an in-house dedicated audio-visual studio, which facilitates recording and editing of the videos. Faculty members are provided with dedicated slots for recording their videos. The recorded videos are appropriately edited and streamed as video series for the benefit of the student community.

- **Digital Library (e-resources):** The extensive digital library is used effectively by both, the faculty and the student community for reference work related to research, projects, academic mentoring and entrepreneurial ventures.
- **YouTube Channels/Videos:** A major ICT tool used especially by the Placement department is for disseminating the placement-related information to the students. Videos of Information pertaining to pre-placement training schedules, information related to various Companies visiting/seeking placements, Placement schedules/rounds of interviews, placement results of students etc. are recorded and streamed in the YouTube for quick/instant benefit and outreach to the student fraternity.
- **CET Blogs for training the aspirants:** This is one of the ICT tools developed specifically by the faculty members handling Basic Science courses. Using this tool, faculty members upload videos of basic science concepts for the CET aspirants for enriching their knowledge, posting their queries to the tutor, for instant guidance and responses.
- **Online Meeting Platforms:** Virtual platforms like Zoom, Google Meet and such others are extensively used for enhancing the Teaching-Learning process as also processes related to assignments/evaluation, FDPs, Workshops, and Placement drives.

Smart Boards: Teachers use interactive smart boards for effectively-enhancing the Teaching-Learning experience of students

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

94

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

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

178

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	No File Uploaded
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)**2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year**

39

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

4

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

COE prepares a test timetable for all common courses and the same will be communicated to all the HODs. HODs prepare the test timetable, pertaining to their departments by following the slot as communicated by COE for the common courses. The approved test timetable will be announced in the departmental notice boards.

Each department appoints faculty member(s) of their department as test coordinator (s). They prepare indent for blue books required to conduct two tests and submit a request through the HOD to the COE before the commencement of the test for procurement. COE arranges for the distribution as per the indent.

Test question papers are set by the concerned faculty members. Two question papers are set for all courses. The test question paper consists of three questions with a maximum of three sub-divisions each, covering the specified syllabus. Test question papers are scrutinized and forwarded to the COE in a sealed cover along with the question paper indent through the test coordinators.

COE selects one test question paper for all the courses and makes necessary arrangements to prepare a sufficient number of copies as per the indent submitted by the department. The question papers so prepared are distributed to the test coordinators during each session of the test.

Each department will prepare and announce the seating arrangement for each session in their department notice boards. Invigilators

are instructed to report to the concerned HOD 15 minutes before the commencement of the test. Test coordinators will issue blue books, question papers, room allotment, and attendance sheets to the invigilators. Invigilators ensure that all the candidates are seated according to the seating arrangement displayed and distribute the blue books to the candidates present in the hall. All the candidates enter the details on the facing sheet of the blue book. The invigilator affixes the signature on the blue book after verifying all the details. Immediately after the completion of the test, the invigilator will collect all the blue books, arrange them in order, and handover them to the concerned test coordinators. They in turn send the blue books to the concerned faculty for evaluation.

The Principal appoints senior faculty members of various departments as squad members and they are informed to visit the venue of the test according to the schedule. The responsibility of squad members is to ensure that the tests are conducted smoothly and to caution the students not to indulge in malpractice of any kind. The student(s) indulging in malpractice, will be reported to the Chief Superintendent of Examinations.

Students who have missed quizzes, tests on account of participation in co-curricular activities, and cultural fests are permitted to take alternative quizzes and tests. A copy of the letter recommended by the concerned authorities and approved by the principal for the above said activities should be produced to the faculty in charge along with the original to take quizzes and tests.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

A transparent and efficient method is being followed in SCEM to deal with grievances related to continuous internal examinations namely, CIE-I, CIE-II, CIE-III, assignments, Lab, continuous evaluation, Quiz, Project evaluations, etc.

Within an hour of conclusion of the test, solution of the same

along with question-wise marking scheme is displayed on the notice board showcasing transparency and uniformity in the internal test assessment. Test papers are evaluated within 10 days of test commencement to the students to discuss any query arising due to the evaluation of these answers. At the end of the semester the average marks of all the CIE-tests are calculated and validated with the students to resolve any discrepancies/parity with the marks.

Faculty evaluates assignments based on the rubric. The rubric consists of the criteria's like-timely submission, clarity, neatness, etc.

The lab experiments are immediately evaluated by the faculty and the marks are assigned based on the lab rubric designed by the faculty. Details about lab rubrics mentioned in the lab manual and is cascaded to students as well. Conducting transparent on-the-spot marking mechanism is helpful for the students to understand their grey areas and work on the same.

Students indulging in malpractices during Continuous Internal Evaluation will be reported to the HOD in a prescribed format, by the invigilator or the squad team. A flying squad comprising of faculty members will be constituted by the COE during CIE. The members of the squad will visit different blocks and report back to COE if they come across any sort of malpractices leading to a breach in guidelines adherence.

Awareness of Malpractice in exams is conducted by the department, CIE coordinator or subject teacher wherein they will brief Exam guidelines, impact of malpractice case and its disadvantages in future examinations. The effectiveness of established full proof system and awareness will help the students to follow the department guidelines and ensure effective functioning of the system.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Outcome-Based Education (OBE) is executed in this Institute since 2016. In accordance with OBE Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are developed. This OBE is compulsory in all regulating bodies like NBA and NAAC etc. OBE assists the students to accomplish outcomes of significance prior to leaving the Institute.

Each department sets up the Program Specific Outcomes (PSOs), Program Outcomes (POs) in steady with the Graduate Attributes commanded by NBA and PEOs of the program by considering the contributions from faculty and alumni in comprehension of most recent innovation interest, work possibilities, and societal requirements.

Program Specific Outcomes (PSOs)/Program Outcomes (POs) exhibit what students are generally anticipated to do or learn by the time of their graduation. These are advanced through discussion measures with the stakeholders by keeping these Graduate credits as a premise. Course outcomes are resultant knowledge skills the student acquires at the end of a course. It defines the cognitive processes a course provides.

The Institution has adopted Program Outcomes (POs) which are in line with the graduate attributes. The institution has 12 POs, which are common across all technical education programs.

Each department has a minimum of 2 and a maximum of 4 Program Specific Outcomes (PSOs) depending on the requirement at the departmental level. Every course has 4-6 Course Outcomes (COs). The COs are defined according to the reasonable CO-PO matrix provided by the departmental accreditation coordinators who is also a member of IQAC. Next, the COs are outlined as per the well-defined and developed checklist by the course coordinator including the CO-PO/PSO mapping, levels of mapping, and the rationale behind each mapping. Likewise, assessment tools are also mentioned by the course coordinator, and all these are approved by the module coordinator. These COs are finally verified by the Program Assessment Committee of each department in order to maintain consistency of purpose.

The POs and PSOs have been published on the Department webpage on

the Institute website, Display boards at different locations (Department Library, HOD room, Department Office, Student Notice Board), Departmental Magazine, Departmental Calendar, and Lab Manuals. POs and PSOs are made available to all the stakeholders of the program through meetings, student awareness classes, and student orientation programs. The faculty discuss the COs during the class session in every semester of their respective subject highlighting the OBE practices adopted and CO-PO Mapping and assessment methodology to bring more quality and to ensure proactive participation of the students in learning.

The POs/PSOs of the program are displayed in the Institute and Department Premises like Program-specific classrooms, Program-specific laboratories, Department Notice Boards

The POs/PSOs of the program is disseminated to all the stakeholders of the program through Faculty meeting, Student induction program, Alumni meetings, Parents meetings, Employer meetings, Professional Body meetings.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Course Outcomes (CO) Attainment: The evaluation of the COs is based on Direct and Indirect Assessment. The weightage of the Direct Assessment and the Indirect Assessment is 80% and 20% respectively. Each assessment is initially assessed for 100 % individually, which is later scaled down to 80% (Direct Assessment) and 20% (Indirect Assessment) respectively.

The Direct Assessment (for which the mark is awarded) part consists of two types of tools - Direct and Indirect Tools. The Direct tools consist of different types of tools like Continuous Internal Evaluations (CIE), Assignments, and Semester End Examination (SEE), each given a weightage of 50%, 20%, and 30% respectively. The Indirect Tools consist of different tools like CO Feedback and other relevant tools. Currently, the CO Feedback is the tool used for the indirect evaluation of the CO, which is

assigned with an overall weightage of 100%

The Indirect Assessment (for which the marks are not awarded) part consist of all the activities carried out like Industrial Visits, Guest Lectures, Workshops, Conferences, Quiz, Group Discussions, Field Visits, Hands-on Trainings, Demonstrations, Video Streaming, etc. If assessments are conducted and marks are awarded for any of the above-mentioned activities, it will be considered under the "Assignment" of the Direct Tools under Direct assessment.

The process adopted for the Course Outcome Attainment Evaluation:

- The evaluation of CO attainment is done through various assessments, depending on the type of assessment tools. The faculty member handling the course will gather the data pertaining to the Direct tools of CIE, Assignment, and the Course Exit Survey as an indirect tool of CO Assessment.
- Any required remedial action is taken depending on the attainment of the COs.
- The analysis of the Semester End Examination for the CO attainment is carried out once the results are announced by the university. An excel sheet is designed to process this data.
- If any of the COs are not attained, then the Gap in the COs is identified and the required action plan is provided in the Course Coordinator Closure Report.
- The entire process of CO Attainment Calculation is shown in the Figure shown below (Add the Figure.3.2.2 f: Course Outcome Attainment Calculation)
- The performance of the students in the CIE and Assignment is computed and the analysis of the CO attainment is done based on the number of students scoring the threshold score for a particular course. In this, the Threshold value is considered as 60% of maximum assessment marks for all courses.
- $CO\text{ Attainment} = ((\text{Number of Students scoring } \geq \text{Threshold score}) / \text{Number of students attempted the assessment}) * 100$

Attainment of the COs is measured using three different levels and the achieved level of the CO attainment is shown below:

Students scoring < 50% : Level 0

Students scoring $\geq 50\%$ and <60% : Level 1

Students scoring $\geq 60\%$ and <70% : Level 2

Students scoring $\geq 70\%$: Level-3

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

2.6.3 - Pass percentage of Students during the year**2.6.3.1 - Total number of final year students who passed the university examination during the year**

757

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

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

https://sahyadri.edu.in/files/Student_Satisfaction_Survey.pdf

RESEARCH, INNOVATIONS AND EXTENSION**3.1 - Resource Mobilization for Research****3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)****3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)**

32.435

File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File

3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year

3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year

6

File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://www.kscst.org.in/spp.html

3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year

3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year

12

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards

3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year

3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year

31

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year

3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year

17

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities

3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year

SCEM has always been sensitive to relevant extension activities in support of the neighborhood community, and has been providing good exposure to its students to social issues, inculcate compassion, and nurture their holistic development. Towards this, SCEM established the Centre for Social Innovation (CSI) in 2016, to identify emerging problems in the community and provide opportunities to our students to innovate sustainable solutions to the issues, under the guidance of their in house mentors acting as Limited Liability Partners (LLPs). Through the CSI, SCEM has been conducting the Social Innovation Program (SIP) for all the first year engineering students. This SIP introduces students to both, the theory and practice of Social Innovation & Entrepreneurship. Working in a team, our students apply design thinking, human-

centered design and social outreach through research to provide solutions to the identified social issues. Every year, around 120 teams undertake community visits, to identify problems in sectors like Fisheries, Agriculture, Healthcare, Education and Environment, that are specific to the Dakshina Kannada district. These projects designed in the first year are continued in the higher semesters.

Impact of the Extension activities of SCEM:

During the last 2 years, 24 such community-centric ideas have been incubated under the New Age Innovation Network (NAIN) and Nidhi Prayas; 41 community-centric projects have received a total grant of Rs. 1.53 crores, and 4 student-led startups have been awarded a funding of Rs. 1.05 crores. At the prestigious Elevate event organized by the Govt. of Karnataka.

In continuation, our students are also encouraged to visit neighboring villages and carry out extension activities through the Unnat Bharat Abhiyan. Under this scheme, students have visited several villages around SCEM and have carried out surveys to identify the social and economic issues that people face. Interactions with local villagers have led to mutual benefit of students. Through the 100-point activity(now 50 points) to be scored by students, awareness programmes on various government schemes such as Online education, use of e-banking facilities, schemes for the Girl child, healthcare, malnutrition and such others have been delivered by students. These activities bridge the gap between theory/ technology and the people on ground-who are completely unaware of facilities, and ensure that such people are made aware of what they are entitled to receive.

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/Home/socialInnovation
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

5

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year

3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

10

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year

3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year

1450

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

04

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

13

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus of Sahyadri College of Engineering and Management is spread over 14 acres of lush green land adjacent to the banks of River Nethravathi and is strategically situated in close proximity to the Mangaluru - Bengaluru National Highway NH75 (oldNH-48). The Institution is equipped with State-of-the-Art infrastructure to Facilitate Teaching and Learning.

SCEM has an OPEN and thematically structured organization. It bestows the stakeholders' optimum power to provide constructive feedback with regard to the day-to-day operational standards of SCEM. Given the situation where the World today is sky-rocketing in terms of Emerging technologies and rapid development in E-Learning, SCEM's Stakeholders are one notch ahead and are working in a mode of continuous improvement that will, in turn, keep SCEM ahead of other colleges domestically and meet global requirements internationally.

SCEM has 49 spacious classrooms spanning 43140 sq. ft of space. It also has 42 laboratories spanning 49175 sq. ft of space (including Hands-on Labs for the First-year students and Virtual labs for the higher semester students) structured according to the norms and protocols of the Statutory Regulatory Authorities (AICTE & VTU). All classrooms, have been integrated with Information and Communication Technology (ICT) to optimize the Teaching-Learning experience of the students, and are monitored through the CCTV surveillance systems.

SCEM has a well-equipped/maintained library spanning across 1050 sq.m., which has a total of 7906 Titles and is loaded with 43,838 volumes, annually subscribed leading dailies, magazines, domestic and International Journals, and updated research resources. 42 workstations are allocated to access the Digital Library platform, over a dedicated leased line with a speed of over 450 Mbps. Access to the Library and its digital resources is provided to all the students and faculty, with individual User ids'. Library usage and activities are monitored with the provision of the firewall. Every department of SCEM is well-equipped with the latest configuration of workstations and is seamlessly connected with the Library and the seminar hall. Digital resources in the form of e-books and Audio-Visual content motivate and drive our students to participate and/or organize and lead curricular and co-curricular seminars and workshops.

Staff and Students have a multitude of opportunities to undergo numerous training programs related to different courses both, online and offline. This keeps them abreast of the changing trends in Teaching-Learning, and allows them to freely exchange academic and creative enterprise ideas. Multiple Centres of Excellence for Cyber Security and Artificial Intelligence/Machine Learning, laced and supported with the state-of-the-art infrastructure provide the students ample opportunities to learn and work on modern tools and technologies

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sahyadri.edu.in/

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

SCEM believes in providing holistic education to its wards, encompassing a spectrum of facilities for cultural activities, sports, games (both indoor and outdoor), gymnasium and yoga. The on campus provision of a wide variety of opportunities for co-curricular and extra-curricular activities have had a spiraling effect on the physical, mental and holistic development of our students.

The Physical Education department has a dedicated team of 3 qualified Full Time trainers and 03 specific trainers, who provide and monitor appropriate training programme of students. The Institution has created necessary infrastructure with modern training facilities that fall under the continuous improvement cycle wherein innovative methods are included to meet the psychological/physiological challenges of students. A Sports Cell has been established to provide constructive feedback and post monitoring of these sports activities. The department provides all the facilities as per the AICTE and VTU norms. The college currently has well-developed facilities for sporting events like cricket, football, shuttle badminton, hockey, volleyball, handball, throw ball, kabaddi, Kho-Kho, Athletics and an Indoor & Outdoor multi gym facility for all students. Students participating in intercollegiate sports are provided TA/DA along with attendance and are compensated with additional classes on demand, to make up for their absence in class.

An interdepartmental cultural event "Sinchana" is conducted annually on November 1st to showcase and identify the talents of students in Music, Dance and Art, to encourage performing artists. Several competitions are conducted for the students by giving them a platform to showcase their extra-curricular talents in various areas of art and culture.

Yoga Session for students is conducted as a part of their Induction programme and also during International Yoga day. 21 days' yoga session is conducted for student as well as staff.

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

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

53

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

53

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sahyadri.edu.in/Home/coreFacilities
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)

2331.41

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource

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

Description: The state of the art library at SCEM is spread over 1050 square meters with two floors, and with a capacity to accommodate 400 students at a time. The working hours of the library is 8.00am to 8.00pm. The library has 43,838 books with 7906 different titles and subscribes 87 printed journals for different academic streams (Tabulated Below). It also subscribes e-resources under VTU Consortium and Elsevier - Science Direct, IEEE Proceedings Order Plan, Taylor & Francis, Springer Nature, Emerald- Management and Proquest e-resources which are accessible via IP based anywhere in the campus and also with remote access. The E-Book collections are from Taylor & Francis, McGraw Hill Express, Elsevier SD, Springer and New Age International. There are 11,261 E-Journals subscribed under VTU consortium All the E-resources are accessible through Knimbus Technology platform. Our Library is a member of NDL and DELNET. Library provides plagiarism checking service for Projects, Articles and thesis using Turnitin plagiarism software. It is enabled with Wi-Fi technology and security systems with Closed Circuit Television System (CCTV).

Name of ILMS software : LIBSYS 4 (Entire Automation System for Libraries)

Nature of automation (fully or partially) : Fully Automated

Version : 6.0

Year of Automation : 2007

LIBSYS Library Management System Software has been deployed for automating the entire library operations and Barcode technology is employed for the library housekeeping transactions. LIBSYS stands for entire automation system with all the necessary modules needed for running a library very professionally and efficiently. Library members are able to access the entire library collection through intranet using IP address <http://192.168.6.66:8080/webopac/html/SearchForm>.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	http://192.168.6.66:8080/webopac/html/SearchForm.

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

31.74

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

630

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

A summary of IT facilities of SCEM is given in the Table below:

Sl. No.

Details of the IT/ICT facilities

Number available

01

Desktops

1266 (Classrooms & Labs)

02

Laptops

20 (apart from each student/faculty member owning one of their own)

03

Servers

04

04

Router

01

05

Video conferencing facility

01

06

Printers

92

07

LCD Projectors

151

08

Wi-Fi AP

60

Distribution of Desktops in various Laboratories

Computer Science and Engineering (CSE)

187

Information Science and Engineering (ISE)

107

Electronics and Communication Engineering (E & C)

82

Mechanical Engineering

156

Civil Engineering

54

Masters of Business Administration

43

Aptitude Lab

217

Total

846

The SCEM campus has a dedicated Internet leased line with a Bandwidth of 450 Mbps provided by AIRTEL with frequent up gradation, the next one to 500 Mbps on the anvil.

There are a Total number of 1266 of Desktop computers out of which 846 are allocated to Laboratories. All the desktops have the latest specification and configurations. The split for the same is detailed in the above table. Sahyadri Campus is fully Wi-Fi enabled with 50 Access Points spread all over the campus.

Girls and Boys Hostels are connected to the main college building through OFC connectivity and Internet access through Wi-Fi. User authentication is strictly governed by adequate access management systems in place, wherein one must register their respective computer/ laptops/ device to get a unique Username and password to access the Sahyadri Network.

SOPHOS firewall authentication is enabled over the network to expose hidden risks, expose unknown threats and for blocking malicious sites. SOPHOS offers next-generation firewall (NGFW) features that lets the IT Team to protect the network with an enterprise-class firewall while securing the college's web traffic.

Every Classroom and lab is equipped with LCD projector and ICT facilities. A total of 151 projectors are available. Every Department faculty staff room and Every lab has well established printer peripheral connectivity. A total of 92 printers are available

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

4.3.2 - Number of Computers

846

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

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

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

353.81

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	No File Uploaded

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

SCEM has a convenient and functional system of maintenance, to ensure, enhance and develop its physical, academic, and support facilities. Since the Library and Sports also have been given the status of departments, led by qualified Section Heads, operations and regular maintenance are ensured.

Classrooms, Laboratories and other Campus areas are closely monitored round the clock through CCTV surveillance, ensuring cleanliness and maintenance by the Housekeeping Staff. Classrooms have been provided with need-based ICT facilities to support, enhance, and optimize academic delivery and exchange. The college has a separate Maintenance and housekeeping department. The optimum usage and utilization of Classrooms is ensured by the Academic Section in tandem with the maintenance department. Further, sufficient reading space is provided for students. Furniture of the classrooms is well maintained and regularly supervised for wear and tear/repair/replacement. Hygiene is of utmost importance at SCEM and is ensured across the entire campus.

Laboratories are also maintained as per the standards set by the statutory bodies. Every lab has a Faculty in charge who monitors its day to day activities and requirements. The institution regularly upgrades the existing Instruments and Softwares to meet the requirements of periodic changes in syllabus and as per the directions of the affiliating University. At the start of every Academic year, Faculty place their requirement to the HoD who in turn places it before the Principal. Equipment procurement is carried out through the Purchase Committee and is tracked through the Stock registers and ledgers. Annual maintenance and services are monitored and conducted periodically as per the service contracts. Replacement of instruments/parts is carried out as per the warranty and contractual guidelines, monitored by the Lab in charge faculty and HODs.

Computers undergo adequate software and hardware upgrades once in five years. These systems are maintained by the IT team and are patched with required patches to meet the vulnerability standards as recommended by Microsoft and Red Hat. The software procured for labs have original and perpetual licenses. If there are any mandatory guidelines set by the University for a particular Software, the same is procured through the Purchase Committee. The System Administrator with his team of dedicated staff, monitors all the systems in the departments/Labs for regular maintenance

and software upgrades, and raises an indent for need-based purchase of software and license requirement/renewal.

SCEM has a convenient and functional system of maintenance, to ensure, enhance and develop its physical, academic, and support facilities. Since the Library and Sports also have been given the status of departments, led by qualified Section Heads, operations and regular maintenance are ensured.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

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

5.1.1.1 - Number of students benefitted by scholarships and free ships provided by the Government during the year

1682

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	View File
Number of students benefitted by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefitted by scholarships, free ships, etc provided by the institution / non- government agencies during the year

50

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://www.sahyadri.edu.in/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

459

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

459

File Description	Documents
Any additional information	No File Uploaded
Number of students benefited by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student

A. All of the above

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

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

5.2 - Student Progression

5.2.1 - Number of placement of outgoing students during the year

5.2.1.1 - Number of outgoing students placed during the year

395

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year

5.2.2.1 - Number of outgoing student progression to higher education

03

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year

3

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities

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

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

07

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

SCEM has a unique and transparent platform for the students to participate in different activities i.e. Curricular, Co-curricular and Extra Curricular activities of the College. SCEM believes in Outcome Based Education (OBE) and thereby empowers students to achieve the desired Graduate attributes as mandated by the SRAs. Every year, students are nominated to lead the activities of the Students' Council.

Objectives of the Students' Council

Students' Council is the representative body of the students of the college. The objective is to make the students participate in the processes and activities related to their self-development, personality, organizational skills, Leadership and career skills, through interactive programs with the faculty, administration and society. The goal of the student council is to provide a common platform to the students for co-curricular and extra-curricular activities in a coordinated manner. It is responsible for all the major technical, cultural, literary and sports activities organized within the college premises. Under the aegis of the Council, students are guided and monitored by a team of faculty members towards the following:

- To represent the student body in all matters pertaining to the betterment and well-being of the college
- To foster communication among students, administrators, staff, and the community
- To promote, organize and execute activities that encourage students' pride, self-esteem and build the academic rigor and image of the college.
- The Heads of the Students' Council represent the organizing body in the respective sections. Further the committees will be formed under the leadership of various sections selecting committee members from the elected/nominated representatives of each class
- Council Heads bring to the notice of administration any common problems/grievances of students and helps in arriving at possible solutions.
- Council Heads with the support of other representatives plan various activities such as academic, cultural, sports,

training, workshops, placement, social service, community service, leadership development programmes etc.

Students are also actively involved in Professional body committees of the College viz. SOSC, ISTE, IEEE, IETE, ACM, SAE-India. Further, NSS, Red Cross, Anti Ragging, SC/ST, Grievance Redressal, Hostel Committees of the College have Student members and their active involvement contributes to their overall development.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

04

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Sahyadri College of Engineering & Management has a registered alumni association namely, "Sahyadri College of Engineering and Management Alumni Association" under the Provisions of the Societies Registration Act, 1860. This Alumni Association provides a platform for ongoing dialogue between the various departments

and their accomplished achiever alumni of the 10 batches of students (> 8000 graduates/postgraduates), who have passed out of SCEM, and located all over the world. This ongoing interaction between the Done Group and the Doing Group will become a germinating HUB of ideas and vision that can yield fruitful results.

The Alumni Association addresses the following core objectives:

1. To prepare a database of all the passed-out students and invite them to be a part of the Alumni Association. It is a two-way approach wherein, Sahyadri would be aware of its alumni global presence and the Alumni would be briefed with the ongoing activities of the College.
2. To provide a platform for sharing and exchanging information with present students by appraising them of the domain knowledge and expertise of the alumni thereby helping the students to understand the industry requirements and upcoming technologies.
3. To foster a Networking culture amongst the alumni by inculcating and encouraging personal and friendly relations through interactive meetings and get-togethers.
4. To advertise the true capabilities of Student potential and requesting Alumni-run companies to visit our campus and encourage placement of our students in their and other reputed organizations.

The alumni association has set up an alumni portal, which serves as a touch-point for all alumni-based engagement activities including updating the database of the alumni and broadcasting college updates to the alumni. Coordinators from each programme are made responsible for their student-alumni interface and interactions.

The alumni association facilitates regular engagement of alumni with the present students. These interactions enable distinguished alumni members to share their industrial experience, entrepreneurial experience and Weblinks for Placement and

internship/apprenticeship opportunities. Such insightful interactions have been truly inspirational and have served as a guiding light for many outgoing engineers who will then have a better vision and a clearly directed path of success. It has also opened up newer avenues for jobs and placement, wherein it will help our students to explore internship and career opportunities and gradually rise up to occupy coveted positions in various Companies, bringing name and fame to their alma mater.

To make this a memorable engagement, The Annual Alumni day is celebrated in the month of December every year. This event is marked by various events such as lectures, one-to-one and group Alumni-Faculty interactions and one-to-one and group Alumni-Students interactions.

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

5.4.2 - Alumni contribution during the year D. 1 Lakhs - 3Lakhs (INR in Lakhs)

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The governance of SCEM adequately reflects the institution's Vision and Mission:

1. **Vision:** To be a premier institution in Technology and Management by fostering excellence in education, innovation, incubation and values to inspire and empower young minds.

1. Mission Statements:

M1: Creating an academic ambience to impart holistic education focusing on individual growth, integrity, ethical values, and social responsibility.

M2: Develop skill-based learning through industry-institution interaction to enhance competency and promote entrepreneurship.

M3: Fostering innovation and creativity through a competitive environment with state-of-the-art infrastructure.

The Institution is managed by The Bhandary Foundation, a registered trust under the able leadership of its President, Sri Manjunath Bhandary. The sole aim of the trust is to enhance the quality of professional education to render it on par with the best in the class,

The Governing Council steers a clear Vision and has set forth a Mission to accomplish these goals. The Short Term and Long-Term Goals highlighting strategies in various areas of Teaching & Learning, Research and Innovation, Enrolment (admission) are discussed.

The Principal who is the Secretary of the Governing Council discusses the policies, academic matters, and other College Initiatives to the Governing Council to seek their suggestions and approval. The college aims to excel in orienting students to newly developed technical and management skills and hence students are also encouraged to "Walk in with an Idea and Walk out with a product" by providing opportunities right from the First Year through Hands-on Training labs and Social Innovation Programs

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institution has a layered Leadership practice as laid down by both, our Trust as well as the concerned SRAs. The main Leadership

is provided by the Chairman of our Trust - Sri. Manjunath Bhandary. The administrative and Executive Leader of SCEM is the Principal-Dr Rajesha S, who believes in decentralized and participative management and encourages Leadership at all levels of the teaching/administrative cadres.

The Institution has a well-defined organizational structure with equal employee opportunities for participation in various academic and administrative positions with defined yet autonomous roles and responsibilities with accountability.

The Governing Council is the highest body responsible for the management of the Institution. Its function includes the following;

1. To approve the strategic plan of the institution that is in line with the mission and the vision of the Institution. Its duty is to enable the Institution to achieve the primary objectives of student-centric learning, teaching, research, and innovation.
2. The Governing Council approves the budget, financial outlays, recruitments, new initiatives for the betterment of staff, students and other stakeholders of the Institution.

Management: The Management comprising of the Chairman, Principal and the Director conducts meetings at regular intervals to discuss plans and goals of the Institute and to put forth action plans. The Management has the power to plan and deliberate the Administrative decisions of the College.

Heads of Department: The Heads of all Departments put forth plans pertaining to departmental Academic activities such as subject allocation, time table, request for procurement of equipment's and consumables.

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institutional Perspective Strategic Plan (IPSP) as derived by taking feedback from all the stakeholders and aligning it with the Vision, Mission and Objectives of the institution, is the guiding resource for SCEM. Department-wise visions are framed for the execution of the strategic plan in a phased manner. The strategic plan is reviewed periodically to ensure successful implementation of the same.

The IPSP is presented before the Governing Council for its approval, post which the roles and responsibilities are fixed for various committees and departments for the purpose of execution of the same in a timely manner. The GC approved IPSP is also presented before the Management for any infrastructure requirement, with necessary budgetary allocation and manpower requirement, to put the plan into action

Each department prepares the action plan for each academic year and presents it before the Principal and the Director, in the HODs meeting and seeks approval. The departmental budget is prepared in line with the action plan and approved for seamless implementation of the plan.

The Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis is done at the departmental level and collated at the institutional level, to understand the current situation and what needs to be done to achieve the vision of the department/institution, in due course of time. Regular reviews are done at various levels, to ensure that the targets are met within a fixed timeframe and/or any amendments are to be undertaken to the existing plan.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The Institution is governed by the Bhandary Foundation, a registered trust and is led by the President of Bhandary Foundation, Shimoga. SCEM has a well-defined organizational structure with ample employee participation in various academic and administrative roles and responsibilities. The Director-Sahyadri Educational Institutions is a management representative, who provides timely and valuable directions for the overall development of the Institution.

Policies

All faculty allocations and appointments are approved by the Governing Council. Appointments are done by following the due process and selection of staff members are done based purely on merit.

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

Faculty Appointment Procedure

Recruitment & Selection Process of Employees maintains fairness and transparency which helps to select the best candidates who are competent, motivated and highly dedicated.

Service Rules

Service Rules Include details of service conditions, Pay and allowances, leaves, appointment procedure, conduct and discipline applicable to all staff members. These rules were made in July 2008 and are updated regularly. Copy of the Service Rules is available in the establishment section and every staff member is required to read and sign the same at the time of joining. Copy of the service rules is also available with all the departments.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://sahyadri.edu.in/Home/mandatory
Upload any additional information	No File Uploaded

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

SCEM believes in reaching out to its Staff, by providing them the right opportunities and ambience for welfare, growth and wellbeing, with several policies in place.

The Pay Scales of the Teaching faculty are as per the AICTE norms and the VI Pay Commission norms.

All teaching and non-teaching staff are members of the Management initiative of Employees Accidental Medical expenses and Accidental death cover Insurance. This is a welfare measure provided to all the Staff, Students and covers even one parent of the Students.

Both Teaching and Non-Teaching staff are entitled to Annual increments, Employees Provident Fund, Gratuity, Maternity Leave, and ESI benefits, as per the norms of the Statutory Regulatory authorities and the State government

- The Staffs are provided annual/vacation leaves in every semester for rejuvenation. The College provides Casual Leaves, Earned Leaves, Special Casual Leaves, On Duty Leaves, and Restricted holidays as per the state government norms. This is inclusive of 15 Casual Leaves and 10 Special Casual Leaves. The staff can also avail leave for their Marriage for 7 days.
- Faculty are encouraged to attend FDPs, Conferences and Online academic/research Programmes. Further, they are encouraged to publish Book Chapters and Papers. Incentives are reached to them by the management as Seed money for research/startup ventures/travel and registration costs of conferences and such others.
- For enhancing their skills, Faculty are deputed to In house Industries for Skill enhancement and build institution-interface.

A systematic Orientation program is also conducted for newly recruited staff members, to appraise them of the institutional routine practices, best practices, culture and ethos.

- Periodic Medical counselling facilities are provided free of cost to all employees.
- Free Eye and other Medical Camps are conducted for all Teaching and Non-Teaching staff. Medical facilities are also provided in the Primary Health Care centre (PHC) which is located in the jurisdiction of the College.

The College has a tie-up with Fr. Muller Hospital, Mangalore for medical care. Medical facilities for tests/treatments are also provided at reasonable charges at the Fr Muller Hospital, Mangalore.

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

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

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

13

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year

6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)

6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year

107

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

SCEM has developed a Faculty Performance Appraisal System (PAS) which includes a self-appraisal followed by Management evaluation. A customized form is designed and used for sanctioning of Annual increments and other allowances to the faculty members. The revised Faculty Performance Appraisal form in a Digital format was prepared and put into force from January - 2021 and was circulated in March - 2021. The faculty have to self-evaluate their performance across each parameter as outlined and marked, for subsequent points to be earned.

Part-A

1. Basic Details
2. Subject handled
3. Result Analysis
4. Students Feedback
5. Project Handled
6. Learning Resources Developed
7. Academic Events Participated
8. Funded Projects Sanctioned
9. Research Publication/Book Chapters
10. Contribution in Institutional governance
11. Affiliation and Accreditation documents completion

Part-B

Academic activities:

1. Classes taken, Result Analysis and Student Feedback

2. Academic Record Keeping (OBE/ NAAC/ VTU)
3. Remedial Actions/ Activities
4. Innovative Assignments
5. Innovative Teaching Methodologies related to pedagogies/evaluation reforms for internal evaluation and student-centric academic/research practices.
6. Creative and innovative Laboratory practices developed/ Manuals Developed/ newer experiments which are design-based and such other creative academic endeavours.
7. Any other Special Achievements

Research-related activities:

1. Funds/ Grants Received
2. Patents published/awarded
3. Consultancy Projects
4. Organizing Activity
5. Number of research Proposals applied and received
6. New Product Designs and developments
7. Number of student Academic Projects guided
8. Sponsored students projects guided
9. Number of PhDs guiding/guided
10. Member of Doctoral Committee
11. Incubation involvement/ Limited Liability Partnership

Department-level activities:

1. Support towards Internship
2. Placement related activities
3. Industrial visits undertaken
4. Launching idea into product
5. Students Project Support System/Social Innovation Program/WHIZQUIZ
6. Student Mentoring
7. Mentee participation in events
8. Coordinating extracurricular/outreach activities relevant to AICTE
9. Co-ordinating Sports/ cultural activities
10. Co-ordinating Alumni activities
11. Co-ordinating AICTE Quality Initiatives
12. Deputations to the institute activities co-ordination
13. NAAC/NBA/NIRF/ARIIA/CII- Coordination /activities

Institution-level activities:

1. Institution branding in Social Media

2. Admission process coordination
3. University-level examination activities
4. Admission of quality students
5. Any other Outstanding achievements

File Description	Documents
Paste link for additional information	https://sahyadri.digital/DigitalCampus/
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute believes in Audits (internal and external), Internal Quality checks and regulation, especially for the department of Finance. The institution has a mechanism of internal audit on a regular/annual basis, of all the different divisions of the college in the key areas of finances. The details of accounts, bills, vouchers, fee payment receipts, ledgers and cash books are maintained and monitored under the supervision of the Finance Officer. Further, the books of accounts are Audited by the External Statutory Auditors every year in which each and every transaction is scrutinised to satisfaction and as per the regulations of the Income Tax department. As a result, no financial irregularities are observed by the auditors during the last 15 years. Budgeting and Proper Approvals are taken before release of funds for conducting various Activities across departments, Procurement of Equipments and Library resources, Consultancy work, Maintenance of equipments and Infrastructure expansion.

Systematic Mechanism followed by Institute annually include the following aspects:

1. Each department is expected to prepare and submit a proposal on Budget allocation to the Principal before the start of each academic year, taking into account all of the department's estimated expenditures as recommended by the Head of the Department and faculty members, The Institution and thus the Departments upgrade the existing Instruments

and Softwares to meet the requirements of periodic changes in syllabus, as per the directions of the affiliating University.

- Estimated Expenditure of each department include stationery expenses, Training/ workshop/FDP expenses, Extra - curricular, maintenance, Procurement of equipment, Calibration of Equipment, conduction of Programmes and any other expenses incurred for initiatives proposed by department or any other consumable charges, which are scrutinised by the Purchase Committee and approved by the Chairman of the Institution.
 - Estimated Expenditure of College include salary, electricity, Rent/maintenance cost, stationery, Advertisement, travelling expenses, Internet leasing charges, Procurement of equipment, conduction of Programmes and any other consumable charges.
1. Budgeting and Proper Approval are taken before release of funds for conduction of Activities across departments, Procurement of Equipment and Books, Consultancy work, Maintenance of equipments and Infrastructure expansion.

Each expense are supported by authentic vouchers and each department has to submit the documentation along with vouchers post the completion of each programme or purchase of any equipment, Stocks are maintained in the Stock Registers of the Respective departments and any obsolete and outdated items are written off in the Stock Registers and ledgers.

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

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Financial Management of the institution is handled by a team of experienced, dedicated and efficient Staff of the Finance Department. The institution stands on a sound financial footing. From the inception, optimum importance has been given to the finance department which is planned every year and executed effectively in accordance with the budgeting exercise prepared in the beginning of an Academic Year. The institute has hardly faced financial crunch during the last 15 years which is mainly due to prudent financial planning. Whenever, there is a shortage of funds the college has availed loans and has managed the loan-returns through its own resources.

The fee income from the students is the main source of income to the college which has gradually increased in a phased manner with the passage of each year. Apart from this, the institution is now generating funds through sponsored Research Projects and also receiving sufficient funding from the government institutions. Thus the project finance supplements the resources. In addition, a small amount is also generated through Consultancy work. Copies of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution for records and perusal.

Annual budget: Every Department gives the Budget Proposal at the start of the Semester and the same is put forth to the Purchase committee. The committee Scrutinizes the requirements laid out by departments and only after being approved, the Quotations from Vendors are sought for. This helps in Optimal Utilization of Resources without hampering the regular Academic requirements and it is put forth in the Governing Council. Allocated funds are optimally utilized.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) of Sahyadri College of Engineering & Management (SCEM) was constituted on 29-08-2015, to address all issues pertaining to the enhancement of institutional quality (of both educational delivery and educational services) and drive/motivate all stakeholders within the institution to march towards the aspirational excellence in academics and student-centric endeavors, as envisaged in its preamble.

SCEM, which endeavors to bring out innovation in Teaching and Learning, has structured academic auditing systems in place and has implemented quality management techniques in all the academic and administrative aspects of the institution. The IQAC has been driving the various quality initiatives of the institution, ensuring feedbacks and analysis of the outcomes of such activities.

The IQAC has contributed immensely to implementing quality assurance strategies and processes at all levels. The IQAC has significantly contributed to enhancing the Teaching-Learning Process, Examination reforms, Evaluation rubrics, Research and Development Activities. The activities of the IQAC are described below:

1. Internal Academic and Administrative Audits:

Academic and administrative audits are conducted every semester by the Audit team comprising intra-departmental faculty. The audit focusses mainly on:

- Teaching-Learning process
- Result Analysis
- Attainment of Course Outcomes and Programme Outcomes
- Student upskilling through MOOCs/NPTEL courses
- Research, Funded Projects, Consultancy, and Quality

Publications

- Quality of Student Projects
- Quality of Student Internships
- Departmental budget utilization
- Institution's budget allocation and expenditure (Financial Audit)
- Quality of student admissions (Admission Audit)
- Library Audit
- Various AICTE-/UGC-mandated committee audits
- Placement Audit
- Sports and Cultural activities Audit

1. Faculty Skill Enhancement Programmes:

The IQAC gives directions to the departments to chart out plans for the faculty skill enhancement focussing on the Future Skills as prescribed by NASSCOM. The major intention of this initiative is to up-skill the faculty to the current and future new-age courses that are being opted by the institution. In this regard, departments direct their faculty to take up Massive Online Courses (MOOC) through NPTEL, Coursera, Udemy, and others. Further, ATAL FDPs are mandated for the faculty members. The institution regularly conducts workshops on accreditation, related to NAAC, NBA, NIRF, and such others, so that the new entrants understand the various modalities of quality assessment/accreditation and ranking.

1. Participation in Accreditation and National Surveys

The impact of the Quality Initiatives will be measured by participating in various accreditation and national level survey programmes. The institute undergoes National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), Institute of Engineers (India) (IEI) accreditation after every cycle. SCEM participates in various national-level surveys such as National Institutional Ranking Framework (NIRF), Atal Ranking of Institutions on Innovation Achievements (ARIIA), B-School Surveys, Outlook, Green Campus, etc.

On the whole, the SCEM-IQAC has been relentlessly working towards ushering the quality awareness (to new students and new teacher/administration recruits), quality sustainability-, improvement-, and enhancement-related activities (across curricular, Teaching-Learning, student-centric augmentation of

learning resources and student progression to higher studies, placement, and start-up ventures). SCEM-IQAC has also been responsible for bringing about professional networking through organization of several quality-related and academic seminars, workshops and conferences, thereby promoting a quality culture across the institution.

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

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institute reviews its Teaching-Learning Process, structures, and methodologies at the following levels:

Level-1: Course Level

At the Course Level, the Course Coordinator, in association with the Course Associates, will define the Course Outcomes, map them with all the relevant Program Outcomes, design the activities, assignments, and delivery methods. All the information gets recorded into the Course files of the Faculty members, which are produced to the Module Coordinator for deliberation at the Module level.

Level-2: Module Level

The courses offered by the program are mapped into four modules, each of which has a designated coordinator. The coordinator will scrutinize, recommend, and monitor all the courses in the module through regular meetings. The coordinator performs regular audits to identify syllabus coverages, moderation, CO attainment statistics, best practices, etc. The deficiencies in the courses, like weak mapping, low attainments, etc., are noted and informed to the Course Coordinator and the Program Coordinator for initiating appropriate actions.

Level-3: Program Level

At the program level, a dedicated committee called Program

Assessment and Quality Improvement Committee (PAQIC) is formed, which conducts regular academic audits in line with the guidelines provided by the IQAC. The committee will audit the CO and PO Attainment of the program, best practices. The suggestions provided by the committee will be considered, and appropriate corrective actions are planned through the Program Assessment Committee (PAC) and deliberated at the Department Advisory Committee (DAC). The finalized actions are reflected in the Departmental Academic and Activity Calendar, which gets approved by the IQAC.

Level-4: Institute Level

At the Institute Level, the IQAC will obtain the observations of the PAQIC and the action reports from the Programs. The IQAC will, in turn, form a peer team comprising of Senior faculty members for auditing the Programs. The observations and the suggestions of the team will be compiled and deliberated in the IQAC Meeting. The approved plan of actions and the identified quality metrics will be informed to the Program Coordinators, who will implement the suggested corrective actions appropriately. The attainment levels for the COs and POs are fixed by the IQAC post the deliberations by the experts.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room on campus.

a) Safety and Security:

The Institution emphasizes the 'Safety and Security of its stakeholders. It has utilized all its available resources to safeguard its stakeholders inside the campus. Some of the major initiatives are:

- 24 x7 CCTV surveillance across the campus including college corridors, classrooms with a centralized control room.
- Enough number of security guards
- Highly intensive illumination at all prominent places on the campus.
- A separate hostel facility is provided for girl and boy students with round-the-clock security for safety with full-time hostel wardens
- The college dispensary takes care of the health of the staff and students.
- Well-structured and fully equipped health care center with a visiting doctor and certified emergency first responder

during normal working hours.

- The Women Cell Committee and Anti- Sexual Harassment Committee of the institute address the grievances related to gender safety and security if any.

b) Counselling:

The Institution has a Campus Counsellor who takes care of students with behavioral and academic problems. He interacts with the students, conducts several counseling sessions, and helps students to overcome their behavioral and academic issues. A separate counseling room is available on campus. The Campus Counsellor is always available to the students even after college working hours. Also, there is a full-fledged counseling cum mentoring committee formed as per the regulations of VTU.

Along with this, a unique counseling and mentoring system is in place in the institute. Each student has a faculty mentor with scheduled interactions. 1:20 Mentor-student ratio is being maintained and is helping the students to realize their academic and personal goals. The student meets his/her mentor regularly to seek help regarding academics, personal guidance, and stress-related issues. All the Mentoring and Counselling activities are recorded in a mentoring book. ICT method is also developed to keep the mentees in touch as needed and to monitor their progress.

c) Common rooms:

Separate and well-maintained washrooms are available on every floor of all the buildings for boys and girls. Separate common rooms are provided for boys and girls, where they can rest and take care of their personal requirements

File Description	Documents
Annual gender sensitization action plan	https://sahyadri.edu.in/Home/antiSexualHarassment
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

7.1.2 - The Institution has facilities for

B. Any 3 of the above

alternate sources of energy and energy conservation measures Solar energy
Biogas plant Wheeling to the Grid Sensor-based energy conservation Use of LED bulbs/ power efficient equipment

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Sahyadri College of Engineering Management (SCEM) has been taking several measures in managing the degradable and non-degradable waste that is generated in the campus. The whole concept of preserving the environment and reducing waste is practiced within the Campus.

The Waste generated is classified into 4 types:

a. Solid waste management:

Sources and management methods

Office waste: Waste Papers, plastics, and others produced due to day-to-day activities- dustbins are kept in all prominent places and the housekeeping staff collects the waste from the bins every day and is segregated.. Since most Administration work, Academic work and Admission process is being managed through a customized ERP solution and Campus initiatives are digitally undertaken, considerable reduction in usage of paper and stationery is achieved. Dry Leaves and grass: Dry waste generated due to the fallen leaves, garden waste and cut grass is recycled used in a scientific manner, by collecting it in a Vermicompost pit. Earthworms are used to aid in the decomposition process. The vermicompost thus generated is used as manure for the plants and shrubs grown in the campus

Liquid waste management:

- Potable Water is filtered through Reverse Osmosis (RO) and used for drinking purposes

- Both, Roof water harvesting and Rainwater harvesting is gainfully adopted on the campus.
- from laboratories, workshops and e-waste from the administrative section:

E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, battery cells and such others. Exclusive e-waste dustbins are kept in prominent locations on the campus, to collect the e-waste. It is then disposed through a private vendor as approved by Karnataka State Pollution Control Board for recycling.

. Disposal of hazardous chemicals and radioactive waste management:

We do not use hazardous chemicals and further as the Chemicals from the Chemistry lab and Environmental lab are diluted they are sent through the drains without polluting/disrupting the environment and causing any environmental hazards.

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

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

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

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

B. Any 3 of the above

- 1. Restricted entry of automobiles**
- 2. Use of Bicycles/ Battery powered vehicles**
- 3. Pedestrian Friendly pathways**
- 4. Ban on use of Plastic**
- 5. Landscaping with trees and plants**

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities

B. Any 3 of the above

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-

A. Any 4 or all of the above

reading software, mechanized equipment

5. Provision for enquiry and information :

Human assistance, reader, scribe, soft copies
of reading material, screen reading

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

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

SCEM has been adopting several measures, to promote Communal and Cultural harmony amongst students and staff by organising Cultural events, commemorating religious festivals to celebrate the vast religious and cultural diversity of India. College commemorates the Republic Day, Independence Day, Rajyothsava, and Teachers Day to pay homage and respect to the leaders who have sacrificed their lives for the country, to observe the statehood of Karnataka and in apt glorification of the Kannada language as also to pay respect to our Teaching fraternity.

Sadhbhavana and Ekta Diwas is observed in the campus, with a pledge taken by all staff members and students to promise allegiance towards Unity in diversity going beyond caste, creed, colour, religion and linguistic barriers. All the faculties of Sahyadri take Pledge to protect the unity of the nation and spread awareness of unity and integrity among the fellow persons

Every year, on 1st November, which marks the formation of the Karnataka State, Regional and Cultural Festivals are organised to encourage the students to showcase their talent and passion towards folk dance, and other traditional dance forms depicting our culture and its richness in grandeur.

Students are encouraged to do their mite for the Society by partaking in UBA activities. A Social Innovation program, SIP

initiated in the First-year level helps the students to identify and become sensitive to the problems faced by people in the society and also to address the problem by designing cost-effective, feasible and collaborative solutions. Under the Unnat Bharat Abhiyan scheme - departments have taken several initiatives wherein people have adopted the villages and address the issues faced by people.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

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

Institute sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as responsible citizens. To have a perfect balance between knowledge, skills, values, and duties as a citizen institute organizes several programs and talks to ensure that students have holistic growth by being responsible to the society.

As a part of the Curriculum, the Subject Constitution of India and Professional Ethics and Environmental Studies creates awareness among students regarding the various laws and responsibilities towards the environment and the Constitution.

As a part of the Induction Programme, for the First years, Sessions on Universal Human values are conducted every year to inculcate ethos and values that the students need to learn and implement in their life. The Spiritual scholars are invited to the Campus from Ramakrishna Mission to deliver sessions on several occasions on the Concept of Success and Service to one another and thus to Nation.

On October 2nd every year, besides celebrating the Gandhi Jayanthi Institute observes the Swach Bharath Abhiyan by conducting beach cleaning activities to clean the environment. All National Holidays such as Independence Day and Republic day are celebrated with great fervor upholding the spirit of Patriotism towards our

motherland.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

7.1.10 - The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized

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

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

The Institution organizes several national, international, and state-level festivals to commemorate the contribution of national leaders and to instill patriotism among the stakeholders. It organizes Republic Day, Independence Day, Teachers' Day, Karnataka Rajyothsava, Engineer's Day, to celebrate the spirit of love for the country, state, and fellow Engineers.

Every year, besides celebrating the Gandhi Jayanthi, we observe

the Swacch Bharath Abhiyan as well. All National Holidays such as Independence Day and Republic day are celebrated with great fervor upholding the spirit of Patriotism towards our motherland. For active participation of voters during the election, the Voters day is commemorated on 25th January every year. The role of the government during the election is also emphasized during this day and the responsibility of every citizen in voting is highlighted. Talks and events on Sadhbhavana Diwas, Rashtriya Ekta Divas are delivered by Prominent personalities to promote unity and equality among all.

International Yoga Day is celebrated to ensure the wellness of mind and body in staff and students. World Aids Day to create awareness among students and the negative stigma we have about AIDS is discussed. International Women's day is celebrated with great fervor and great Enthusiasm by the Lady Teaching and Non-Teaching Faculty and Staff of the College.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

BEST PRACTICE NO.1:

1. Title of the Practice: SAHYADRI SCIENCE TALENT HUNT (SSTH)

2. Objectives of the Practice

1. Creating awareness about project-based learning in students from adolescence.
2. Promoting science and technology related innovations.
3. To inspire, motivate and give a thrust to scientific and technological education, Research and Development.

4. To bring together technocrats and students in a relaxed and informal atmosphere to encourage dialogue amongst them.

3. The Context

Sahyadri has been organizing its flagship event Sahyadri Science Talent Hunt (SSTH) since 2014, urging K-12 students to build solutions for regional problems connected to the UN's SDGs of 2030 -reaching out to over 5000 plus students every year, including students across all Atal Tinkering Labs and mentoring 250 plus projects that are prototyped along with the assistance of our engineering students. Students develop projects for the problems in identified regional sectors - Agriculture, Education, Healthcare, Environment and Fisheries which are specific to Dakshina Kannada district. SSTH has been highly successful in promoting an innovation and entrepreneurial mindset among the students from schools and PU colleges.

4. The Practice

- Creating awareness: 2 hours of Ideation sessions conducted in over 100 schools to seek cognitive, strategic and practical methods for problem-solving.
- Registration of 350 ideas: The Ideas are submitted in our online portal and evaluated by social experts. Top 200 ideas get seed funded by different organisations to a tune of INR 2000 per project.
- Top 40 Projects: All the 400 projects get evaluated by the social experts, community heads and technocrats. The shortlisted 40 teams are rewarded with INR 5000, also, free mentorship from the start-up. The Proof of concepts are then evaluated by a team of experts to select the top 20 Projects.
- Top 20 teams are incubated by SHINE foundation: The top 20 Ideas will be incubated at SHINE foundation to provide them the necessary resources, support and mentoring to launch as a start-up. The incubation period will be for 18 months within which the ideas are expected to emerge as start-ups.

5. Evidence of Success

- SSTH was initiated in the year 2014. Since then, we have had a community of students working towards social problems of

the region.

- Every year, over 30 projects are awarded. These projects are further mentored by the industry and startup experts.
- In the year 2019, we have had top 30 teams that pitched their projects to international judges in a post-SSTH event named INUNITY, where the teams would take their projects.
- In the year 2020, we have shortlisted 50 ideas to move forward to the project building phase with mentoring and financial support.

6. Problems Encountered and Resources Required

Resources required:

- Mentors from diverse fields during the project building phase.
- Lab with rapid prototyping facility.
- Means to make more students aware about the program.

7. Notes (Optional)

Appreciations on SSTH as received from Eminent People:

The Chairman has an undying and persistent vision which drives the Start-Up culture at Sahyadri. Karnataka now stands as the No.1 State in innovation. SSTH should reach every corner of the State in the years to come and help Karnataka to be a model innovation hub not only in the country but in Asia and the rest of the world.

-PRASHANTH PRAKASH CHAIRMAN OF KARNATAKA STARTUP VISION GROUP

The passion of Mr. Manjunath Bhandary towards the field of education is worthy of praise. Of all the engineering institutes, Sahyadri is the best Engineering College I have ever visited.

-BHARATH SHETTY PRINCIPAL OF A. J. INSTITUTE OF DENTAL SCIENCES

BEST PRACTICE NO. 2:

1. Title of the Practice: SOCIAL INNOVATION PROGRAM (SIP)

2. Objectives of the Practice:

Program Outcomes: Participants of this course have been able to

1. Develop awareness regarding the sector in the regions and the sustainable development goals.
2. Acquire essential skills such as interpersonal skills, communication skill to indulge with different stakeholders of the community to identify the problems.
3. Apply research methods to organize, analyze and define the problem.
4. Design solutions to the challenges identified along with the stakeholders of the community.
5. Build prototypes of the ideas using rapid prototyping tools.

The program is designed to teach students Human Centered Design (HCD), Design Thinking and Social Research Method, to inform, inspire and create lasting and meaningful solutions.

3. The Context

The success of the Social Innovation Program is mainly dependent on the following:

- Strong network with the regional organisations of the sector:

The most important aspect of the program is to identify the problems in the community. These problems can be provided from experts, industrialists, and the stakeholders of the community. Hence interacting with these community stakeholders and organizations to set the stage ready for the students is important. For example, we have discussed the SIP model with organisations like Father Muller Research Center (Healthcare Sector), KrishiVigyan Kendra (Agriculture Sector), Central Marine Fisheries Research Institute (Fisheries Sector) and such others.

- Strong Mentoring Network

In order for the ideas to reach the prototype or MVP stage, the students need mentoring from seniors, faculties, Alumni network

who can guide and steer the project.

- Prototyping Facilities

Labs with rapid prototyping facilities like 3D printer, Laser Cutting, Electronics Boards and sensors help in quickly building prototypes.

4. The Practice

The role of an education institution has always been to support the community and to provide competent and compassionate youth to the society. On the same line Sahyadri College of Engineering and Management established the Center for Social Innovation (CSI) in the year 2016 to identify problems /opportunities in the community and build sustainable solutions to the same. Through the CSI, we have been conducting the Social Innovation Program for the first year engineering students. The Social Innovation Program (SIP) introduces students to both theory and practice of Social Innovation & Entrepreneurship through highly experiential, interactive, and collaborative workshops. Working in a team and on a social issue they care about, students apply design thinking, human centered design and social research methods to bring in innovation in the region. Every year around 120 teams from the first year visit the community to identify problems in sectors like Fisheries, Agriculture, Healthcare, Education and Environment that are specific to Dakshina Kannada district.

5. Evidence of Success

SIP was initiated in 2016. Over the years we have been experimenting with the course to bring the best out of the students. In the last 2 years ,24 community centric ideas have been incubated under New Age Innovation Network (NAIN) and NidhiPrayas, 41 community centric projects have received a grant of Rs. 1.53 crores, 4 student led startups have won Rs. 1.05 crore funding in the prestigious Elevate event by the Govt. of Karnataka, 22 startups have been supported.

6. Problems Encountered and Resources Required

Problems encountered:

All students might not be able to come to the prototyping stage, since problem identification and analysis might take more time. However, students complete their prototypes in the 3rd semester with validation from the stakeholders.

Resources required:

- Trainers for running the program
- LMS platform for providing the course contents and learning resources.
- Lab with rapid prototyping facility

7. Notes (Optional)

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

True to its Vision "To be a premier institution in Technology and Management by fostering excellence in education, innovation, incubation and values to inspire and empower the young minds" Sahyadri College of Engineering & Management believes and is distinctively practicing Innovation and Entrepreneurship' through 'Project-Based Learning'. Sahyadri is continuously striving to nurture quality Engineering and Management Graduates to become job creators rather than job seekers.

1. SAHYADRI SCIENCE TALENT HUNT (SSTH):

SSTH is an annual gathering in which eminent national and international scientists gather and provide an interactive platform for our young students and dedicated teachers to showcase the excitement of scientific ideas, investigations and works which in turn motivate them to take up deeper study of science as their careers.

2. SAHYADRI STUDENT PROJECT SUPPORT SCHEME (SPSS):

Through SPSS, the institution provides financial and academic support for engineering student projects. This scheme is the novel paradigm and first of its kind amongst contemporary technological institutions in India. While most of the engineering projects in the other engineering colleges and universities are generally conducted as academic final year projects or club projects, SPSS is quite distinctive wherein students execute beyond-academic, real-world engineering projects related to the social sector.

3. HANDS-ON EXPERIENCE LAB:

This is based on the lines of "Make in India" concept where students are encouraged to pursue their ideas and innovate continuously. In order to bridge the gap between theory and technology, the college has established this lab as a full-fledged 24X7 technical workspace for the students

4. START-UPS & INDUSTRIES:

At Sahyadri, we believe that just an engineering or management degree is not sufficient but a practical experience of applications and training in an actual industry environment is necessary for real-time skill set development. This innovative leap forward to provide infrastructure, and invite Corporates/Industries to establish their offices within our campus has ensured our student's easy access to the real-time work environment

Part B

CURRICULAR ASPECTS

1.1 - Curricular Planning and Implementation

1.1.1 - The Institution ensures effective curriculum delivery through a well planned and documented process

SCEM is a compliance adhering institution, and meticulously follows the regulations of its affiliating Visvesvaraya Technological University (VTU), Belagavi, Karnataka, and as directed by the central Statutory Regulatory authority (SRA) - the AICTE, New Delhi. The College ensures effective curriculum delivery through a well-planned and effectively documented process.

A planned Academic and Activity Calendar is prepared before the commencement of each semester beyond that suggested by the University and follows the principles of Outcome-Based Education (OBE). Curriculum delivery is planned by each department through a departmental faculty meeting with the Head of Department (HoD) overseeing it. Teachers are assigned the workload as per their cadre. Time Tables and departmental academic & administrative tasks are planned and allocated before the commencement of each Semester. Lesson plans are prepared as per the University's scheme of evaluation. Every faculty member prepares a lesson plan for each course of the semester and ensures that all components of the curriculum are dealt with through appropriate pedagogies, classroom, and beyond the classroom explication of the course content as well as its applications to practical usage in the field.

Peer to Peer Learning, Guest Talks, Site Visits, Assignments, and Mini projects based on industry standards are also planned for each semester to expose the students to experiential learning and achieve the desired balance between theory and practicum of each course. Projects assigned to students cover a diverse range of topics, including mathematical simulation, prototype development, and interdisciplinary experimental studies using advanced technologies

File Description	Documents
Upload relevant supporting document	View File
Link for Additional information	https://www.sahyadri.edu.in/Home/calendar

1.1.2 - The institution adheres to the academic calendar including for the conduct of Continuous Internal Evaluation (CIE)

An Academic Calendar will be prepared by the institution, highlighting all the major events and activities in line with the academic calendar provided by the university. The Department will, in turn, prepare an activity calendar in line with the Institute activity calendar highlighting the important events/activities of the Department. The college Academic calendar includes details such as Continuous Internal Evaluation (CIEs), Faculty Meetings, Public Holidays, Students' feedback, Semester End Exams (SEEs), Internal academic and administrative audit schedules, etc. The SEEs will be highlighted as per the notification of the affiliated university calendar. Tentative academic calendar prepared by the Academic Section is discussed in the presence of all the Heads of Departments as well as the Controller of Examinations (CoE) and distributed to the faculty for any feedback. Post-approval, all the activities listed out in the calendar will be monitored for their completion, with suitable reports. Towards the end of the semester/year, the adherence report will be prepared, highlighting the activities being implemented as per the calendar. Sufficient justifications will be provided to the non-adhering activities.

The Controller of Examination (CoE) at the institute level issues the CIE notification as per the institute academic and activity calendar, with the approval of the Dean (Academics) and the Principal. The respective Heads of Departments (HoDs), Departmental CIE Coordinators, and Module Coordinators design and implement the departmental CIE Timetable and give instructions to begin the question paper preparation and moderation process. The course instructor/s set two sets of question papers in which one set will be selected by the CoE. The questions are framed using Bloom's learning levels as a guide. The course teachers or instructors should provide answer schemes that include the evaluation scheme.

Post CIE, the answer booklets are evaluated and the marks are displayed to the students within 10 days of the closure of the CIE. The laboratory practices and laboratories with mini-projects are assessed internally. Assessment is carried out once in a semester and at the Semester End Examination (SEE) as per the Academic and Activity Calendar. The major project of the final year students is evaluated as per the rubrics set by the Project Evaluation Committee (PEC). Seminars and internships are to be evaluated by the evaluation committee as per the rubrics, the same is converted into marks.

File Description	Documents
Upload relevant supporting documents	View File
Link for Additional information	https://sahyadri.edu.in/Home/calendar

1.1.3 - Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the year. Academic council/BoS of Affiliating University Setting of question papers for UG/PG programs Design and Development of Curriculum for Add on/ certificate/ Diploma Courses Assessment /evaluation process of the affiliating University

A. All of the above

File Description	Documents
Details of participation of teachers in various bodies/activities provided as a response to the metric	View File
Any additional information	View File

1.2 - Academic Flexibility

1.2.1 - Number of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

1.2.1.1 - Number of Programmes in which CBCS/ Elective course system implemented

07

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

1.2.2 - Number of Add on /Certificate programs offered during the year**1.2.2.1 - How many Add on /Certificate programs are added during the year. Data requirement for year: (As per Data Template)**

15

File Description	Documents
Any additional information	No File Uploaded
Brochure or any other document relating to Add on /Certificate programs	No File Uploaded
List of Add on /Certificate programs (Data Template)	View File

1.2.3 - Number of students enrolled in Certificate/ Add-on programs as against the total number of students during the year

553

1.2.3.1 - Number of students enrolled in subject related Certificate or Add-on programs during the year

553

File Description	Documents
Any additional information	No File Uploaded
Details of the students enrolled in Subjects related to certificate/Add-on programs	View File

1.3 - Curriculum Enrichment

1.3.1 - Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum

The institute conducts several activities related to the Professional Ethics, Environment, Human Values and Gender Sensitization at regular intervals in collaboration with Red Cross, NSS, Women's Cell, and Anti-Sexual Harassment Cell of the College. Students are encouraged to participate in these activities, understand their role in society and thus nation building.

Environment and Sustainability: SCEM is surrounded by a lush green campus. The college has an internal committee for community engagement and an Environment Club through which various programs are conducted to create student awareness in relation to concepts of environment, sustainability. Along with this, an initiative to promote environmental socio-eco responsibility like Eco-friendly green campus, Recycling of Wet waste, LED lighting infused with motion sensors, Rainwater harvesting are undertaken. Social awareness encouraging Civic sense and preservation of the natural ecosystem highlighting responsibility towards the surrounding areas are infused amongst students using social programs like Beach cleaning and Swachh Bharat Abhiyan.

Human Values: The College in association with the Ramakrishna Mission, Mangaluru, conducts sessions promoting harmony and equality among all, irrespective of caste, color, religion, and gender. The students are addressed by eminent personalities regarding equality, self-respect and leadership.

Gender Sensitization: The institute has a gender diversity with a percentage ratio of 63% boys and 37% girls. The institute encourages equal participation in all the co-curricular and extra-curricular activities and also motivates them to work in teams. The day scholars are also encouraged to stay in the campus beyond the regular working hours to follow their passion in co-curricular activities by providing hygienic dormitory spaces, irrespective of the gender

Apart from the above, the AICTE prescribed Student Induction Programme is conducted for the First Year B.E students during which Universal Human Values (UHV), Ethical Practices, Social Harmony, Gender equality, and Societal concern sessions are organized in a blended mode by inviting eminent personalities across different sectors.

File Description	Documents
Any additional information	View File
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum	View File

1.3.2 - Number of courses that include experiential learning through project work/field work/internship during the year

96

File Description	Documents
Any additional information	View File
Programme / Curriculum/ Syllabus of the courses	View File
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	No File Uploaded
MoU's with relevant organizations for these courses, if any	No File Uploaded
Number of courses that include experiential learning through project work/field work/internship (Data Template)	View File

1.3.3 - Number of students undertaking project work/field work/ internships

1734

File Description	Documents
Any additional information	View File
List of programmes and number of students undertaking project work/field work/ /internships (Data Template)	View File

1.4 - Feedback System	
1.4.1 - Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders Students Teachers Employers Alumni	A. All of the above
File Description	Documents
URL for stakeholder feedback report	No File Uploaded
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View File
Any additional information(Upload)	No File Uploaded
1.4.2 - Feedback process of the Institution may be classified as follows	B. Feedback collected, analyzed and action has been taken
File Description	Documents
Upload any additional information	View File
URL for feedback report	https://sahyadri.edu.in/Home/accreditatio n
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment Number Number of students admitted during the year	
2.1.1.1 - Number of sanctioned seats during the year	
873	
File Description	Documents
Any additional information	View File
Institutional data in prescribed format	View File
2.1.2 - Number of seats filled against seats reserved for various categories (SC, ST, OBC,	

Divyangjan, etc. as per applicable reservation policy during the year (exclusive of supernumerary seats)

2.1.2.1 - Number of actual students admitted from the reserved categories during the year

270

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

2.2 - Catering to Student Diversity

2.2.1 - The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners

The institute conducts an awareness/orientation program to all the parents and the students, soon after the enrolment to the program. The program structure, campus information, stakeholder expectations and other crucial information is provided to both the students and the parents. Before the commencement of the first semester regular classes, activities like induction program, Bridge course are conducted for preparing the students for the professional course. In order to continuously monitor and help improving the students' ability, following initiatives have been taken up:

1. A separate first year coordinator (of HoD cadre) to monitor the entire process of enhancing the students ability
2. Mentor-Mentee system, where every student will be allotted with a faculty mentor (of their parent department) for monitoring the student activities - academic and personal.
3. A professional student counsellor for addressing the grievances and issues.
4. Feedback system

A common working protocol is established by the institution, which all the departments adhere to.

Advanced Learners: The institute has a variety of activities for promoting advanced learners from the first semester onwards. Bright students are motivated to participate in national and international events held in various recognized

universities. The advanced learners in the group are nominated as the mentors for the junior students in the subsequent cycles and are responsible for guiding the junior students in every step. Further, advanced learners will be identified based on their past excellence in co-curricular and extra-curricular activities by the respective class teachers. All the identified advanced learners are felicitated during important events like departmental association day, college annual day etc. The faculty mentors of the advanced learners will monitor the students abilities and motivate them to take part in various club level activities.

Weak Students:

Identification: Initially, after every semester end examination, based on the academic performance, the students will be segregated into red band (scores <60%); Yellow band (Scores between 60% and 70%) and Green Band (Scores >70%). These segregations are subjected for revisions after every Continuous Internal Evaluations (CIE) tests. The student falling under the Red band are termed as "Weak Students" and will be subjected to continuous monitoring by their respective faculty mentors for improvement in the academic performance. actions like Remedial classes, peer-to-peer learning etc. is initiated for the improvement of Red Band students.

File Description	Documents
Link for additional Information	Nil
Upload any additional information	View File

2.2.2 - Student- Full time teacher ratio (Data for the latest completed academic year)

Number of Students	Number of Teachers
3221	178

File Description	Documents
Any additional information	View File

2.3 - Teaching- Learning Process

2.3.1 - Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

The institution offers a very unique learning experience to the students, irrespective of their academic performance. These can be categorized into four major category - Interactive Learning; Collaborative Learning; ICT based Learning; Project based Learning

The Interactive learning encompasses of the following techniques - Foundation Courses, Bridge course, Aptitude Cell, Programming Cell.

The Foundation course at Sahyadri was initiated in the academic year 2017-18, with the objective of helping the students to build a very strong foundation in the basic science concepts, basic programming skills and aptitude. Bridge course is a journey of a young tech enthusiast from different background coming together to learn engineering in a fun-filled way, which is conducted every year before the commencement of the first semester classes. The major objective of the bridge course is to bridge the gap between the learning and the application of the concepts. The Aptitude cell is a body developed at Sahyadri for training the students in quantitative aptitude and analytical reasoning. The Programming cell has been developed for training the students in the basics and core programming languages like C, C++, Java and Python. Aptitude training and Programming is being offered to the students as a part of the regular curriculum, i.e. dedicated slots for these have been provided in the regular timetable and the students spend time honing their skills during the aptitude and programming hours.

Collaborative Learning is a special type of learning developed for the students, where students will be motivated towards self-learning. This type of learning consists of various learning facilities such as Peer-to-Peer learning; Case-study based Learning; Hands-on laboratory and SOSC. In order to improve the learning process and the self-esteem of the students, cooperative and peer-to-peer learning process is practiced. Peer-to-Peer learning is the self-learning process conducted by the students in the supervision of the faculty member. All the tasks will be designed by the peers and involve other students to take up the tasks, thereby building healthy relationship among the peers. Similarly, Case-based study approach is provided to improve the communication and presentation skills of the student fraternity. One of the unique learning initiative of Sahyadri is the Hands-on laboratory, which was established with the main objective of enriching the student's

skill with respect to the daily life requirements, its working and the use. Further, the hands-on laboratory provides an opportunity to the graduates to work closely n the household devices, where the students are offered the freedom to disassemble and reassemble the device, check the functioning of the devices. Sahyadri Open Source Community (SOSC) is another learning platform which provides the opportunity to the students for exploring, learning and mastering the skills revolving mainly around coding and design. The SOSC believes in the promotion of collaborative traits like collaboration, team-building etc. which provides a high benefit to the students in their careers.

ICT based Learning - Sahyadri College of Engineering and Management is a recognized center for MOOC courses. Separate server is established , which provides access to the videos even in the offline mode. A lot of MOOC courses from recognized platforms like Edx, Swayam, MIT Open CourseWare, Udacity, Coursera, Khan academy etc. are being provided for the benefit of the students. Further, the college has a NPTEL local chapter, using which, the students and the faculty members can access video tutorials within the campus.

The institute emphasizes on the Project based Learning right from the first semester onwards. The institute has introduced two major initiatives namely the Social Innovation Project (SIP) and Sahyadri Project Support Scheme (SPSS) in this regards. The SIP projects is developed mainly for all the first year students, who will be motivated by the Sahyadri Centre for Social Innovation (SCSI) for developing basic idea on social innovations. The main objective of this idea is to make the students apply the academic knowledge for creating new products or service to address social and environmental needs. For the second and third year students, another initiative called SPSS is created, which focus on converting the talent and creativity of the students into projects.

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

2.3.2 - Teachers use ICT enabled tools for effective teaching-learning process. Write description in maximum of 200 words

Teachers at SCEM are well trained in ICT-enabled tools to effectively reach out to the students in the Teaching-Learning and evaluation processes:

- **Google Classrooms:** Section-wise Google classrooms are created, where the students and the teachers mainly use the platform for sharing notes, videos, assignments, feedbacks, model question papers and other learning materials. This tool has been in use even in the pre-pandemic period and saw a surge during the pandemic times.
- **Google Forms:** are extensively used for Assignments, collecting the feedback of the Course Outcomes, feedback on academic and co-curricular events. This tool is also used for Continuous Internal Evaluation Examination (CIE), for a two-way brisk communication between the teacher and the students being taught.
- **PowerPoint Presentations:** Majority of the faculty members prepare their own PowerPoint presentations for the courses allotted to them, which are shared with the students through Google Classrooms, mails, and Whatsapp. Students also present their internship, seminar and project works through Power Points.
- **E-Mail groups:** Every section has been maintaining a common mail group where all the students are a part of the group. Major notifications like circulars and academic activity schedules are posted by the teachers for the benefit of the Learners.
- **Blogs:** Faculty members have created individual blogs into which class notes, presentations, assignments, question banks and other relevant learning materials are shared with the students, for accessing them seamlessly, at their time and space, beyond the classrooms.
- **Online Video Recordings:** For ensuring seamless and continued learning (even during the pandemic times), a provision for recording the videos of the courses were provided to the faculty members. The institution has an in-house dedicated audio-visual studio, which facilitates recording and editing of the videos. Faculty members are provided with dedicated slots for recording their videos. The recorded videos are appropriately edited and streamed as video series for the benefit of the student community.
- **Digital Library (e-resources):** The extensive digital library is used effectively by both, the faculty and the

student community for reference work related to research, projects, academic mentoring and entrepreneurial ventures.

- **YouTube Channels/Videos:** A major ICT tool used especially by the Placement department is for disseminating the placement-related information to the students. Videos of Information pertaining to pre-placement training schedules, information related to various Companies visiting/seeking placements, Placement schedules/rounds of interviews, placement results of students etc. are recorded and streamed in the YouTube for quick/instant benefit and outreach to the student fraternity.
- **CET Blogs for training the aspirants:** This is one of the ICT tools developed specifically by the faculty members handling Basic Science courses. Using this tool, faculty members upload videos of basic science concepts for the CET aspirants for enriching their knowledge, posting their queries to the tutor, for instant guidance and responses.
- **Online Meeting Platforms:** Virtual platforms like Zoom, Google Meet and such others are extensively used for enhancing the Teaching-Learning process as also processes related to assignments/evaluation, FDPs, Workshops, and Placement drives.

Smart Boards: Teachers use interactive smart boards for effectively-enhancing the Teaching-Learning experience of students

File Description	Documents
Upload any additional information	View File
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	Nil

2.3.3 - Ratio of mentor to students for academic and other related issues (Data for the latest completed academic year)

2.3.3.1 - Number of mentors

94

File Description	Documents
Upload, number of students enrolled and full time teachers on roll.	View File
Circulars pertaining to assigning mentors to mentees	View File
mentor/mentee ratio	View File

2.4 - Teacher Profile and Quality

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

178

File Description	Documents
Full time teachers and sanctioned posts for year (Data Template)	No File Uploaded
Any additional information	View File
List of the faculty members authenticated by the Head of HEI	No File Uploaded

2.4.2 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.B Superspeciality / D.Sc. / D.Litt. during the year (consider only highest degree for count)

2.4.2.1 - Number of full time teachers with Ph. D. / D.M. / M.Ch. /D.N.C Superspeciality / D.Sc. / D.Litt. during the year

39

File Description	Documents
Any additional information	No File Uploaded
List of number of full time teachers with Ph. D. / D.M. / M.Ch./ D.N.B Super specialty / D.Sc. / D.Litt. and number of full time teachers for year(Data Template)	View File

2.4.3 - Number of years of teaching experience of full time teachers in the same institution (Data for the latest completed academic year)

2.4.3.1 - Total experience of full-time teachers

4

File Description	Documents
Any additional information	No File Uploaded
List of Teachers including their PAN, designation, dept. and experience details(Data Template)	View File

2.5 - Evaluation Process and Reforms

2.5.1 - Mechanism of internal assessment is transparent and robust in terms of frequency and mode. Write description within 200 words.

COE prepares a test timetable for all common courses and the same will be communicated to all the HODs. HODs prepare the test timetable, pertaining to their departments by following the slot as communicated by COE for the common courses. The approved test timetable will be announced in the departmental notice boards.

Each department appoints faculty member(s) of their department as test coordinator (s). They prepare indent for blue books required to conduct two tests and submit a request through the HOD to the COE before the commencement of the test for procurement. COE arranges for the distribution as per the indent.

Test question papers are set by the concerned faculty members. Two question papers are set for all courses. The test question paper consists of three questions with a maximum of three sub-divisions each, covering the specified syllabus. Test question papers are scrutinized and forwarded to the COE in a sealed cover along with the question paper indent through the test coordinators.

COE selects one test question paper for all the courses and makes necessary arrangements to prepare a sufficient number of copies as per the indent submitted by the department. The question papers so prepared are distributed to the test coordinators during each session of the test.

Each department will prepare and announce the seating arrangement for each session in their department notice boards. Invigilators are instructed to report to the concerned HOD 15 minutes before the commencement of the test. Test coordinators

will issue blue books, question papers, room allotment, and attendance sheets to the invigilators. Invigilators ensure that all the candidates are seated according to the seating arrangement displayed and distribute the blue books to the candidates present in the hall. All the candidates enter the details on the facing sheet of the blue book. The invigilator affixes the signature on the blue book after verifying all the details. Immediately after the completion of the test, the invigilator will collect all the blue books, arrange them in order, and handover them to the concerned test coordinators. They in turn send the blue books to the concerned faculty for evaluation.

The Principal appoints senior faculty members of various departments as squad members and they are informed to visit the venue of the test according to the schedule. The responsibility of squad members is to ensure that the tests are conducted smoothly and to caution the students not to indulge in malpractice of any kind. The student(s) indulging in malpractice, will be reported to the Chief Superintendent of Examinations.

Students who have missed quizzes, tests on account of participation in co-curricular activities, and cultural fests are permitted to take alternative quizzes and tests. A copy of the letter recommended by the concerned authorities and approved by the principal for the above said activities should be produced to the faculty in charge along with the original to take quizzes and tests.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.5.2 - Mechanism to deal with internal examination related grievances is transparent, time-bound and efficient

A transparent and efficient method is being followed in SCEM to deal with grievances related to continuous internal examinations namely, CIE-I, CIE-II, CIE-III, assignments, Lab, continuous evaluation, Quiz, Project evaluations, etc.

Within an hour of conclusion of the test, solution of the same

along with question-wise marking scheme is displayed on the notice board showcasing transparency and uniformity in the internal test assessment. Test papers are evaluated within 10 days of test commencement to the students to discuss any query arising due to the evaluation of these answers. At the end of the semester the average marks of all the CIE-tests are calculated and validated with the students to resolve any discrepancies/parity with the marks.

Faculty evaluates assignments based on the rubric. The rubric consists of the criteria's like-timely submission, clarity, neatness, etc.

The lab experiments are immediately evaluated by the faculty and the marks are assigned based on the lab rubric designed by the faculty. Details about lab rubrics mentioned in the lab manual and is cascaded to students as well. Conducting transparent on-the-spot marking mechanism is helpful for the students to understand their grey areas and work on the same.

Students indulging in malpractices during Continuous Internal Evaluation will be reported to the HOD in a prescribed format, by the invigilator or the squad team. A flying squad comprising of faculty members will be constituted by the COE during CIE. The members of the squad will visit different blocks and report back to COE if they come across any sort of malpractices leading to a breach in guidelines adherence.

Awareness of Malpractice in exams is conducted by the department, CIE coordinator or subject teacher wherein they will brief Exam guidelines, impact of malpractice case and its disadvantages in future examinations. The effectiveness of established full proof system and awareness will help the students to follow the department guidelines and ensure effective functioning of the system.

File Description	Documents
Any additional information	View File
Link for additional information	Nil

2.6 - Student Performance and Learning Outcomes

2.6.1 - Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Outcome-Based Education (OBE) is executed in this Institute since 2016. In accordance with OBE Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are developed. This OBE is compulsory in all regulating bodies like NBA and NAAC etc. OBE assists the students to accomplish outcomes of significance prior to leaving the Institute.

Each department sets up the Program Specific Outcomes (PSOs), Program Outcomes (POs) in steady with the Graduate Attributes commanded by NBA and PEOs of the program by considering the contributions from faculty and alumni in comprehension of most recent innovation interest, work possibilities, and societal requirements.

Program Specific Outcomes (PSOs)/Program Outcomes (POs) exhibit what students are generally anticipated to do or learn by the time of their graduation. These are advanced through discussion measures with the stakeholders by keeping these Graduate credits as a premise. Course outcomes are resultant knowledge skills the student acquires at the end of a course. It defines the cognitive processes a course provides.

The Institution has adopted Program Outcomes (POs) which are in line with the graduate attributes. The institution has 12 POs, which are common across all technical education programs.

Each department has a minimum of 2 and a maximum of 4 Program Specific Outcomes (PSOs) depending on the requirement at the departmental level. Every course has 4-6 Course Outcomes (COs). The COs are defined according to the reasonable CO-PO matrix provided by the departmental accreditation coordinators who is also a member of IQAC. Next, the COs are outlined as per the well-defined and developed checklist by the course coordinator including the CO-PO/PSO mapping, levels of mapping, and the rationale behind each mapping. Likewise, assessment tools are also mentioned by the course coordinator, and all these are approved by the module coordinator. These COs are finally verified by the Program Assessment Committee of each department in order to maintain consistency of purpose.

The POs and PSOs have been published on the Department webpage

on the Institute website, Display boards at different locations (Department Library, HOD room, Department Office, Student Notice Board), Departmental Magazine, Departmental Calendar, and Lab Manuals. POs and PSOs are made available to all the stakeholders of the program through meetings, student awareness classes, and student orientation programs. The faculty discuss the COs during the class session in every semester of their respective subject highlighting the OBE practices adopted and CO-PO Mapping and assessment methodology to bring more quality and to ensure proactive participation of the students in learning.

The POs/PSOs of the program are displayed in the Institute and Department Premises like Program-specific classrooms, Program-specific laboratories, Department Notice Boards

The POs/PSOs of the program is disseminated to all the stakeholders of the program through Faculty meeting, Student induction program, Alumni meetings, Parents meetings, Employer meetings, Professional Body meetings.

File Description	Documents
Upload any additional information	View File
Paste link for Additional information	Nil
Upload COs for all courses (exemplars from Glossary)	No File Uploaded

2.6.2 - Attainment of Programme outcomes and course outcomes are evaluated by the institution.

Course Outcomes (CO) Attainment: The evaluation of the COs is based on Direct and Indirect Assessment. The weightage of the Direct Assessment and the Indirect Assessment is 80% and 20% respectively. Each assessment is initially assessed for 100 % individually, which is later scaled down to 80% (Direct Assessment) and 20% (Indirect Assessment) respectively.

The Direct Assessment (for which the mark is awarded) part consists of two types of tools - Direct and Indirect Tools. The Direct tools consist of different types of tools like Continuous Internal Evaluations (CIE), Assignments, and Semester End Examination (SEE), each given a weightage of 50%, 20%, and 30% respectively. The Indirect Tools consist of

different tools like CO Feedback and other relevant tools. Currently, the CO Feedback is the tool used for the indirect evaluation of the CO, which is assigned with an overall weightage of 100%

The Indirect Assessment (for which the marks are not awarded) part consist of all the activities carried out like Industrial Visits, Guest Lectures, Workshops, Conferences, Quiz, Group Discussions, Field Visits, Hands-on Trainings, Demonstrations, Video Streaming, etc. If assessments are conducted and marks are awarded for any of the above-mentioned activities, it will be considered under the "Assignment" of the Direct Tools under Direct assessment.

The process adopted for the Course Outcome Attainment Evaluation:

- The evaluation of CO attainment is done through various assessments, depending on the type of assessment tools. The faculty member handling the course will gather the data pertaining to the Direct tools of CIE, Assignment, and the Course Exit Survey as an indirect tool of CO Assessment.
- Any required remedial action is taken depending on the attainment of the COs.
- The analysis of the Semester End Examination for the CO attainment is carried out once the results are announced by the university. An excel sheet is designed to process this data.
- If any of the COs are not attained, then the Gap in the COs is identified and the required action plan is provided in the Course Coordinator Closure Report.
- The entire process of CO Attainment Calculation is shown in the Figure shown below (Add the Figure.3.2.2 f: Course Outcome Attainment Calculation)
- The performance of the students in the CIE and Assignment is computed and the analysis of the CO attainment is done based on the number of students scoring the threshold score for a particular course. In this, the Threshold value is considered as 60% of maximum assessment marks for all courses.
- $CO \text{ Attainment} = ((\text{Number of Students scoring } \geq \text{Threshold score}) / \text{Number of students attempted the assessment}) * 100$

Attainment of the COs is measured using three different levels and the achieved level of the CO attainment is shown below:

Students scoring < 50% : Level 0

Students scoring >=50% and <60% : Level 1

Students scoring >=60% and <70% : Level 2

Students scoring >=70% : Level-3

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

2.6.3 - Pass percentage of Students during the year

2.6.3.1 - Total number of final year students who passed the university examination during the year

757

File Description	Documents
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View File
Upload any additional information	View File
Paste link for the annual report	Nil

2.7 - Student Satisfaction Survey

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

https://sahyadri.edu.in/files/Student_Satisfaction_Survey.pdf

RESEARCH, INNOVATIONS AND EXTENSION

3.1 - Resource Mobilization for Research

3.1.1 - Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

3.1.1.1 - Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the year (INR in Lakhs)

32.435	
File Description	Documents
Any additional information	View File
e-copies of the grant award letters for sponsored research projects /endowments	View File
List of endowments / projects with details of grants(Data Template)	View File
3.1.2 - Number of departments having Research projects funded by government and non government agencies during the year	
3.1.2.1 - Number of departments having Research projects funded by government and non-government agencies during the year	
6	
File Description	Documents
List of research projects and funding details (Data Template)	View File
Any additional information	View File
Supporting document from Funding Agency	View File
Paste link to funding agency website	https://www.kscst.org.in/spp.html
3.1.3 - Number of Seminars/conferences/workshops conducted by the institution during the year	
3.1.3.1 - Total number of Seminars/conferences/workshops conducted by the institution during the year	
12	
File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
List of workshops/seminars during last 5 years (Data Template)	View File

3.2 - Research Publications and Awards**3.2.1 - Number of papers published per teacher in the Journals notified on UGC website during the year****3.2.1.1 - Number of research papers in the Journals notified on UGC website during the year**

31

File Description	Documents
Any additional information	No File Uploaded
List of research papers by title, author, department, name and year of publication (Data Template)	View File

3.2.2 - Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during the year**3.2.2.1 - Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings during the year**

17

File Description	Documents
Any additional information	View File
List books and chapters edited volumes/ books published (Data Template)	View File

3.3 - Extension Activities**3.3.1 - Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the year**

SCEM has always been sensitive to relevant extension activities in support of the neighborhood community, and has been providing good exposure to its students to social issues, inculcate compassion, and nurture their holistic development. Towards this, SCEM established the Centre for Social Innovation (CSI) in 2016, to identify emerging problems in the community and provide opportunities to our students to innovate sustainable solutions to the issues, under the guidance of their in house mentors acting as Limited Liability Partners (LLPs). Through the CSI, SCEM has been conducting the Social Innovation Program (SIP) for all the first year engineering

students. This SIP introduces students to both, the theory and practice of Social Innovation & Entrepreneurship. Working in a team, our students apply design thinking, human-centered design and social outreach through research to provide solutions to the identified social issues. Every year, around 120 teams undertake community visits, to identify problems in sectors like Fisheries, Agriculture, Healthcare, Education and Environment, that are specific to the Dakshina Kannada district. These projects designed in the first year are continued in the higher semesters.

Impact of the Extension activities of SCEM:

During the last 2 years, 24 such community-centric ideas have been incubated under the New Age Innovation Network (NAIN) and Nidhi Prayas; 41 community-centric projects have received a total grant of Rs. 1.53 crores, and 4 student-led startups have been awarded a funding of Rs. 1.05 crores. At the prestigious Elevate event organized by the Govt. of Karnataka.

In continuation, our students are also encouraged to visit neighboring villages and carry out extension activities through the Unnat Bharat Abhiyan. Under this scheme, students have visited several villages around SCEM and have carried out surveys to identify the social and economic issues that people face. Interactions with local villagers have led to mutual benefit of students. Through the 100-point activity(now 50 points) to be scored by students, awareness programmes on various government schemes such as Online education, use of e-banking facilities, schemes for the Girl child, healthcare, malnutrition and such others have been delivered by students. These activities bridge the gap between theory/ technology and the people on ground-who are completely unaware of facilities, and ensure that such people are made aware of what they are entitled to receive.

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/Home/socialInnovation
Upload any additional information	View File

3.3.2 - Number of awards and recognitions received for extension activities from government / government recognized bodies during the year

3.3.2.1 - Total number of awards and recognition received for extension activities from Government/ government recognized bodies during the year

5

File Description	Documents
Any additional information	No File Uploaded
Number of awards for extension activities in last 5 year(Data Template)	View File
e-copy of the award letters	View File

3.3.3 - Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, AIDS awareness, Gender issues etc. and/or those organized in collaboration with industry, community and NGOs) during the year**3.3.3.1 - Number of extension and outreach Programs conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

10

File Description	Documents
Reports of the event organized	View File
Any additional information	No File Uploaded
Number of extension and outreach Programmes conducted with industry, community etc for the last year (Data Template)	View File

3.3.4 - Number of students participating in extension activities at 3.3.3. above during the year**3.3.4.1 - Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the year**

1450

File Description	Documents
Report of the event	View File
Any additional information	No File Uploaded
Number of students participating in extension activities with Govt. or NGO etc (Data Template)	View File

3.4 - Collaboration

3.4.1 - The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, On-the- job training, research etc during the year

04

File Description	Documents
e-copies of linkage related Document	No File Uploaded
Details of linkages with institutions/industries for internship (Data Template)	View File
Any additional information	No File Uploaded

3.4.2 - Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the year

3.4.2.1 - Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. during the year

13

File Description	Documents
e-Copies of the MoUs with institution./ industry/corporate houses	View File
Any additional information	No File Uploaded
Details of functional MoUs with institutions of national, international importance, other universities etc during the year	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

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

The campus of Sahyadri College of Engineering and Management is spread over 14 acres of lush green land adjacent to the banks of River Nethravathi and is strategically situated in close proximity to the Mangaluru - Bengaluru National Highway NH75 (oldNH-48). The Institution is equipped with State-of-the-Art infrastructure to Facilitate Teaching and Learning.

SCEM has an OPEN and thematically structured organization. It bestows the stakeholders' optimum power to provide constructive feedback with regard to the day-to-day operational standards of SCEM. Given the situation where the World today is sky-rocketing in terms of Emerging technologies and rapid development in E-Learning, SCEM's Stakeholders are one notch ahead and are working in a mode of continuous improvement that will, in turn, keep SCEM ahead of other colleges domestically and meet global requirements internationally.

SCEM has 49 spacious classrooms spanning 43140 sq. ft of space. It also has 42 laboratories spanning 49175 sq. ft of space (including Hands-on Labs for the First-year students and Virtual labs for the higher semester students) structured according to the norms and protocols of the Statutory Regulatory Authorities (AICTE & VTU). All classrooms, have been integrated with Information and Communication Technology (ICT) to optimize the Teaching-Learning experience of the students, and are monitored through the CCTV surveillance systems.

SCEM has a well-equipped/maintained library spanning across 1050 sq.m., which has a total of 7906 Titles and is loaded with 43,838 volumes, annually subscribed leading dailies, magazines, domestic and International Journals, and updated research resources. 42 workstations are allocated to access the Digital Library platform, over a dedicated leased line with a speed of over 450 Mbps. Access to the Library and its digital resources is provided to all the students and faculty, with individual User ids'. Library usage and activities are monitored with the provision of the firewall. Every department of SCEM is well-equipped with the latest configuration of workstations and is seamlessly connected with the Library and the seminar hall. Digital resources in the form of e-books and Audio-Visual content motivate and drive our students to participate and/or organize and lead curricular and co-curricular seminars and workshops.

Staff and Students have a multitude of opportunities to undergo numerous training programs related to different courses both, online and offline. This keeps them abreast of the changing trends in Teaching-Learning, and allows them to freely exchange academic and creative enterprise ideas. Multiple Centres of Excellence for Cyber Security and Artificial Intelligence/Machine Learning, laced and supported with the state-of-the-art infrastructure provide the students ample opportunities to learn and work on modern tools and technologies

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sahyadri.edu.in/

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

SCEM believes in providing holistic education to its wards, encompassing a spectrum of facilities for cultural activities, sports, games (both indoor and outdoor), gymnasium and yoga. The on campus provision of a wide variety of opportunities for co-curricular and extra-curricular activities have had a spiraling effect on the physical, mental and holistic development of our students.

The Physical Education department has a dedicated team of 3 qualified Full Time trainers and 03 specific trainers, who provide and monitor appropriate training programme of students. The Institution has created necessary infrastructure with modern training facilities that fall under the continuous improvement cycle wherein innovative methods are included to meet the psychological/physiological challenges of students. A Sports Cell has been established to provide constructive feedback and post monitoring of these sports activities. The department provides all the facilities as per the AICTE and VTU norms. The college currently has well-developed facilities for sporting events like cricket, football, shuttle badminton, hockey, volleyball, handball, throw ball, kabaddi, Kho-Kho, Athletics and an Indoor & Outdoor multi gym facility for all students. Students participating in intercollegiate sports are

provided TA/DA along with attendance and are compensated with additional classes on demand, to make up for their absence in class.

An interdepartmental cultural event "Sinchana" is conducted annually on November 1st to showcase and identify the talents of students in Music, Dance and Art, to encourage performing artists. Several competitions are conducted for the students by giving them a platform to showcase their extra-curricular talents in various areas of art and culture.

Yoga Session for students is conducted as a part of their Induction programme and also during International Yoga day. 21 days' yoga session is conducted for student as well as staff.

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

4.1.3 - Number of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.

53

4.1.3.1 - Number of classrooms and seminar halls with ICT facilities

53

File Description	Documents
Upload any additional information	View File
Paste link for additional information	https://www.sahyadri.edu.in/Home/coreFacilities
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View File

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

4.1.4.1 - Expenditure for infrastructure augmentation, excluding salary during the year (INR in lakhs)**2331.41**

File Description	Documents
Upload any additional information	No File Uploaded
Upload audited utilization statements	No File Uploaded
Upload Details of budget allocation, excluding salary during the year (Data Template)	View File

4.2 - Library as a Learning Resource**4.2.1 - Library is automated using Integrated Library Management System (ILMS)**

Description:The state of the art library at SCEM is spread over 1050 square meters with two floors, and with a capacity to accommodate 400 students at a time. The working hours of the library is 8.00am to 8.00pm. The library has 43,838 books with 7906 different titles and subscribes 87 printed journals for different academic streams (Tabulated Below). It also subscribes e-resources under VTU Consortium and Elsevier - Science Direct, IEEE Proceedings Order Plan, Taylor & Francis, Springer Nature, Emerald- Management and Proquest e-resources which are accessible via IP based anywhere in the campus and also with remote access. The E-Book collections are from Taylor & Francis, McGraw Hill Express, Elsevier SD, Springer and New Age International. There are 11,261 E-Journals subscribed under VTU consortium All the E-resources are accessible through Knimbus Technology platform. Our Library is a member of NDL and DELNET. Library provides plagiarism checking service for Projects, Articles and thesis using Turnitin plagiarism software. It is enabled with Wi-Fi technology and security systems with Closed Circuit Television System (CCTV).

Name of ILMS software : LIBSYS 4 (Entire Automation System for Libraries)

Nature of automation (fully or partially) : Fully Automated

Version : 6.0

Year of Automation : 2007

LIBSYS Library Management System Software has been deployed for automating the entire library operations and Barcode technology is employed for the library housekeeping transactions. LIBSYS stands for entire automation system with all the necessary modules needed for running a library very professionally and efficiently. Library members are able to access the entire library collection through intranet using IP address <http://192.168.6.66:8080/webopac/html/SearchForm>.

File Description	Documents
Upload any additional information	View File
Paste link for Additional Information	http://192.168.6.66:8080/webopac/html/SearchForm .

4.2.2 - The institution has subscription for the following e-resources e-journals e-ShodhSindhu Shodhganga Membership e-books Databases Remote access toe-resources

A. Any 4 or more of the above

File Description	Documents
Upload any additional information	View File
Details of subscriptions like e-journals,e-ShodhSindhu, Shodhganga Membership etc (Data Template)	View File

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

4.2.3.1 - Annual expenditure of purchase of books/e-books and subscription to journals/e-journals during the year (INR in Lakhs)

31.74

File Description	Documents
Any additional information	No File Uploaded
Audited statements of accounts	View File
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the year (Data Template)	View File

4.2.4 - Number per day usage of library by teachers and students (foot falls and login data for online access) (Data for the latest completed academic year)

4.2.4.1 - Number of teachers and students using library per day over last one year

630

File Description	Documents
Any additional information	No File Uploaded
Details of library usage by teachers and students	View File

4.3 - IT Infrastructure

4.3.1 - Institution frequently updates its IT facilities including Wi-Fi

A summary of IT facilities of SCEM is given in the Table below:

Sl. No.

Details of the IT/ICT facilities

Number available

01

Desktops

1266 (Classrooms & Labs)

02

Laptops

20 (apart from each student/faculty member owning one of their own)

03

Servers

04

04

Router

01

05

Video conferencing facility

01

06

Printers

92

07

LCD Projectors

151

08

Wi-Fi AP

60

Distribution of Desktops in various Laboratories

Computer Science and Engineering (CSE)

187

Information Science and Engineering (ISE)

107

Electronics and Communication Engineering (E & C)

82

Mechanical Engineering

156

Civil Engineering

54

Masters of Business Administration

43

Aptitude Lab

217

Total

846

The SCEM campus has a dedicated Internet leased line with a Bandwidth of 450 Mbps provided by AIRTEL with frequent up gradation, the next one to 500 Mbps on the anvil.

There are a Total number of 1266 of Desktop computers out of which 846 are allocated to Laboratories. All the desktops have the latest specification and configurations. The split for the same is detailed in the above table. Sahyadri Campus is fully Wi-Fi enabled with 50 Access Points spread all over the campus.

Girls and Boys Hostels are connected to the main college building through OFC connectivity and Internet access through Wi-Fi. User authentication is strictly governed by adequate access management systems in place, wherein one must register their respective computer/ laptops/ device to get a unique Username and password to access the Sahyadri Network.

SOPHOS firewall authentication is enabled over the network to expose hidden risks, expose unknown threats and for blocking

malicious sites. SOPHOS offers next-generation firewall (NGFW) features that let the IT Team to protect the network with an enterprise-class firewall while securing the college's web traffic.

Every Classroom and lab is equipped with LCD projector and ICT facilities. A total of 151 projectors are available. Every Department faculty staff room and Every lab has well established printer peripheral connectivity. A total of 92 printers are available

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

4.3.2 - Number of Computers

846

File Description	Documents
Upload any additional information	View File
Student – computer ratio	View File

4.3.3 - Bandwidth of internet connection in the Institution

A. ? 50MBPS

File Description	Documents
Upload any additional Information	View File
Details of available bandwidth of internet connection in the Institution	No File Uploaded

4.4 - Maintenance of Campus Infrastructure

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

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

353.81

File Description	Documents
Upload any additional information	View File
Audited statements of accounts.	No File Uploaded
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	No File Uploaded

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

SCEM has a convenient and functional system of maintenance, to ensure, enhance and develop its physical, academic, and support facilities. Since the Library and Sports also have been given the status of departments, led by qualified Section Heads, operations and regular maintenance are ensured.

Classrooms, Laboratories and other Campus areas are closely monitored round the clock through CCTV surveillance, ensuring cleanliness and maintenance by the Housekeeping Staff. Classrooms have been provided with need-based ICT facilities to support, enhance, and optimize academic delivery and exchange. The college has a separate Maintenance and housekeeping department. The optimum usage and utilization of Classrooms is ensured by the Academic Section in tandem with the maintenance department. Further, sufficient reading space is provided for students. Furniture of the classrooms is well maintained and regularly supervised for wear and tear/repair/replacement. Hygiene is of utmost importance at SCEM and is ensured across the entire campus.

Laboratories are also maintained as per the standards set by the statutory bodies. Every lab has a Faculty in charge who monitors its day to day activities and requirements. The institution regularly upgrades the existing Instruments and Softwares to meet the requirements of periodic changes in syllabus and as per the directions of the affiliating University. At the start of every Academic year, Faculty place their requirement to the HoD who in turn places it before the Principal. Equipment procurement is carried out through the Purchase Committee and is tracked through the Stock registers

and ledgers. Annual maintenance and services are monitored and conducted periodically as per the service contracts. Replacement of instruments/parts is carried out as per the warranty and contractual guidelines, monitored by the Lab in charge faculty and HODs.

Computers undergo adequate software and hardware upgrades once in five years. These systems are maintained by the IT team and are patched with required patches to meet the vulnerability standards as recommended by Microsoft and Red Hat. The software procured for labs have original and perpetual licenses. If there are any mandatory guidelines set by the University for a particular Software, the same is procured through the Purchase Committee. The System Administrator with his team of dedicated staff, monitors all the systems in the departments/Labs for regular maintenance and software upgrades, and raises an indent for need-based purchase of software and license requirement/renewal.

SCEM has a convenient and functional system of maintenance, to ensure, enhance and develop its physical, academic, and support facilities. Since the Library and Sports also have been given the status of departments, led by qualified Section Heads, operations and regular maintenance are ensured.

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

STUDENT SUPPORT AND PROGRESSION

5.1 - Student Support

5.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

5.1.1.1 - Number of students benefited by scholarships and free ships provided by the Government during the year

1682

File Description	Documents
Upload self attested letter with the list of students sanctioned scholarship	No File Uploaded
Upload any additional information	View File
Number of students benefited by scholarships and free ships provided by the Government during the year (Data Template)	View File

5.1.2 - Number of students benefitted by scholarships, free ships etc. provided by the institution / non- government agencies during the year

5.1.2.1 - Total number of students benefited by scholarships, free ships, etc provided by the institution / non- government agencies during the year

50

File Description	Documents
Upload any additional information	View File
Number of students benefited by scholarships and free ships institution / non- government agencies in last 5 years (Date Template)	View File

5.1.3 - Capacity building and skills enhancement initiatives taken by the institution include the following: Soft skills Language and communication skills Life skills (Yoga, physical fitness, health and hygiene) ICT/computing skills

A. All of the above

File Description	Documents
Link to institutional website	https://www.sahyadri.edu.in/
Any additional information	View File
Details of capability building and skills enhancement initiatives (Data Template)	View File

5.1.4 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

459

5.1.4.1 - Number of students benefitted by guidance for competitive examinations and career counseling offered by the institution during the year

459

File Description	Documents
Any additional information	No File Uploaded
Number of students benefitted by guidance for competitive examinations and career counseling during the year (Data Template)	View File

5.1.5 - The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

A. All of the above

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

5.2 - Student Progression**5.2.1 - Number of placement of outgoing students during the year****5.2.1.1 - Number of outgoing students placed during the year**

395

File Description	Documents
Self-attested list of students placed	View File
Upload any additional information	No File Uploaded

5.2.2 - Number of students progressing to higher education during the year**5.2.2.1 - Number of outgoing student progression to higher education**

03

File Description	Documents
Upload supporting data for student/alumni	No File Uploaded
Any additional information	No File Uploaded
Details of student progression to higher education	View File

5.2.3 - Number of students qualifying in state/national/ international level examinations during the year (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)**5.2.3.1 - Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) during the year**

3

File Description	Documents
Upload supporting data for the same	View File
Any additional information	View File

5.3 - Student Participation and Activities**5.3.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national / international level (award for a team event should be counted as one) during the year****5.3.1.1 - Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national / international level (award for a team event should be counted as one) during the year.**

07

File Description	Documents
e-copies of award letters and certificates	View File
Any additional information	No File Uploaded
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/national/international level (During the year) (Data Template)	View File

5.3.2 - Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

SCEM has a unique and transparent platform for the students to participate in different activities i.e. Curricular, Co-curricular and Extra Curricular activities of the College. SCEM believes in Outcome Based Education (OBE) and thereby empowers students to achieve the desired Graduate attributes as mandated by the SRAs. Every year, students are nominated to lead the activities of the Students' Council.

Objectives of the Students' Council

Students' Council is the representative body of the students of the college. The objective is to make the students participate in the processes and activities related to their self-development, personality, organizational skills, Leadership and career skills, through interactive programs with the faculty, administration and society. The goal of the student council is to provide a common platform to the students for co-curricular and extra-curricular activities in a coordinated manner. It is responsible for all the major technical, cultural, literary and sports activities organized within the college premises. Under the aegis of the Council, students are guided and monitored by a team of faculty members towards the following:

- To represent the student body in all matters pertaining to the betterment and well-being of the college
- To foster communication among students, administrators,

staff, and the community

- To promote, organize and execute activities that encourage students' pride, self-esteem and build the academic rigor and image of the college.
- The Heads of the Students' Council represent the organizing body in the respective sections. Further the committees will be formed under the leadership of various sections selecting committee members from the elected/nominated representatives of each class
- Council Heads bring to the notice of administration any common problems/grievances of students and helps in arriving at possible solutions.
- Council Heads with the support of other representatives plan various activities such as academic, cultural, sports, training, workshops, placement, social service, community service, leadership development programmes etc.

Students are also actively involved in Professional body committees of the College viz. SOSC, ISTE, IEEE, IETE, ACM, SAE-India. Further, NSS, Red Cross, Anti Ragging, SC/ST, Grievance Redressal, Hostel Committees of the College have Student members and their active involvement contributes to their overall development.

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

5.3.3 - Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions)

5.3.3.1 - Number of sports and cultural events/competitions in which students of the Institution participated during the year

04

File Description	Documents
Report of the event	View File
Upload any additional information	No File Uploaded
Number of sports and cultural events/competitions in which students of the Institution participated during the year (organized by the institution/other institutions (Data Template)	View File

5.4 - Alumni Engagement

5.4.1 - There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Sahyadri College of Engineering & Management has a registered alumni association namely, "Sahyadri College of Engineering and Management Alumni Association" under the Provisions of the Societies Registration Act, 1860. This Alumni Association provides a platform for ongoing dialogue between the various departments and their accomplished achiever alumni of the 10 batches of students (> 8000 graduates/postgraduates), who have passed out of SCEM, and located all over the world. This ongoing interaction between the Done Group and the Doing Group will become a germinating HUB of ideas and vision that can yield fruitful results.

The Alumni Association addresses the following core objectives:

1. To prepare a database of all the passed-out students and invite them to be a part of the Alumni Association. It is a two-way approach wherein, Sahyadri would be aware of its alumni global presence and the Alumni would be briefed with the ongoing activities of the College.

2. To provide a platform for sharing and exchanging information with present students by appraising them of the domain knowledge and expertise of the alumni thereby helping the students to understand the industry requirements and upcoming technologies.

3. To foster a Networking culture amongst the alumni by inculcating and encouraging personal and friendly relations through interactive meetings and get-togethers.

4. To advertise the true capabilities of Student potential and requesting Alumni-run companies to visit our campus and encourage placement of our students in their and other reputed organizations.

The alumni association has set up an alumni portal, which serves as a touch-point for all alumni-based engagement activities including updating the database of the alumni and broadcasting college updates to the alumni. Coordinators from each programme are made responsible for their student-alumni interface and interactions.

The alumni association facilitates regular engagement of alumni with the present students. These interactions enable distinguished alumni members to share their industrial experience, entrepreneurial experience and Weblinks for Placement and internship/apprenticeship opportunities. Such insightful interactions have been truly inspirational and have served as a guiding light for many outgoing engineers who will then have a better vision and a clearly directed path of success. It has also opened up newer avenues for jobs and placement, wherein it will help our students to explore internship and career opportunities and gradually rise up to occupy coveted positions in various Companies, bringing name and fame to their alma mater.

To make this a memorable engagement, The Annual Alumni day is celebrated in the month of December every year. This event is marked by various events such as lectures, one-to-one and group Alumni-Faculty interactions and one-to-one and group Alumni-Students interactions.

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

5.4.2 - Alumni contribution during the year (INR in Lakhs) D. 1 Lakhs - 3Lakhs

File Description	Documents
Upload any additional information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of and in tune with the vision and mission of the institution

The governance of SCEM adequately reflects the institution's Vision and Mission:

1. Vision: To be a premier institution in Technology and Management by fostering excellence in education, innovation, incubation and values to inspire and empower young minds.

1. Mission Statements:

M1: Creating an academic ambience to impart holistic education focusing on individual growth, integrity, ethical values, and social responsibility.

M2: Develop skill-based learning through industry-institution interaction to enhance competency and promote entrepreneurship.

M3: Fostering innovation and creativity through a competitive environment with state-of-the-art infrastructure.

The Institution is managed by The Bhandary Foundation, a registered trust under the able leadership of its President,

Sri Manjunath Bhandary. The sole aim of the trust is to enhance the quality of professional education to render it on par with the best in the class,

The Governing Council steers a clear Vision and has set forth a Mission to accomplish these goals. The Short Term and Long-Term Goals highlighting strategies in various areas of Teaching & Learning, Research and Innovation, Enrolment (admission) are discussed.

The Principal who is the Secretary of the Governing Council discusses the policies, academic matters, and other College Initiatives to the Governing Council to seek their suggestions and approval. The college aims to excel in orienting students to newly developed technical and management skills and hence students are also encouraged to "Walk in with an Idea and Walk out with a product" by providing opportunities right from the First Year through Hands-on Training labs and Social Innovation Programs

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/
Upload any additional information	No File Uploaded

6.1.2 - The effective leadership is visible in various institutional practices such as decentralization and participative management.

The Institution has a layered Leadership practice as laid down by both, our Trust as well as the concerned SRAs. The main Leadership is provided by the Chairman of our Trust - Sri. Manjunath Bhandary. The administrative and Executive Leader of SCEM is the Principal-Dr Rajesha S, who believes in decentralized and participative management and encourages Leadership at all levels of the teaching/administrative cadres.

The Institution has a well-defined organizational structure with equal employee opportunities for participation in various academic and administrative positions with defined yet autonomous roles and responsibilities with accountability.

The Governing Council is the highest body responsible for the management of the Institution. Its function includes the following;

1. To approve the strategic plan of the institution that is in line with the mission and the vision of the Institution. Its duty is to enable the Institution to achieve the primary objectives of student-centric learning, teaching, research, and innovation.

2. The Governing Council approves the budget, financial outlays, recruitments, new initiatives for the betterment of staff, students and other stakeholders of the Institution.

Management: The Management comprising of the Chairman, Principal and the Director conducts meetings at regular intervals to discuss plans and goals of the Institute and to put forth action plans. The Management has the power to plan and deliberate the Administrative decisions of the College.

Heads of Department: The Heads of all Departments put forth plans pertaining to departmental Academic activities such as subject allocation, time table, request for procurement of equipment's and consumables.

File Description	Documents
Paste link for additional information	https://sahyadri.edu.in/
Upload any additional information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic/ perspective plan is effectively deployed

The Institutional Perspective Strategic Plan (IPSP) as derived by taking feedback from all the stakeholders and aligning it with the Vision, Mission and Objectives of the institution, is the guiding resource for SCEM. Department-wise visions are framed for the execution of the strategic plan in a phased manner. The strategic plan is reviewed periodically to ensure successful implementation of the same.

The IPSP is presented before the Governing Council for its approval, post which the roles and responsibilities are fixed for various committees and departments for the purpose of execution of the same in a timely manner. The GC approved IPSP

is also presented before the Management for any infrastructure requirement, with necessary budgetary allocation and manpower requirement, to put the plan into action

Each department prepares the action plan for each academic year and presents it before the Principal and the Director, in the HODs meeting and seeks approval. The departmental budget is prepared in line with the action plan and approved for seamless implementation of the plan.

The Strengths, Weaknesses, Opportunities and Challenges (SWOC) analysis is done at the departmental level and collated at the institutional level, to understand the current situation and what needs to be done to achieve the vision of the department/institution, in due course of time. Regular reviews are done at various levels, to ensure that the targets are met within a fixed timeframe and/or any amendments are to be undertaken to the existing plan.

File Description	Documents
Strategic Plan and deployment documents on the website	No File Uploaded
Paste link for additional information	Nil
Upload any additional information	No File Uploaded

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

The Institution is governed by the Bhandary Foundation, a registered trust and is led by the President of Bhandary Foundation, Shimoga. SCEM has a well-defined organizational structure with ample employee participation in various academic and administrative roles and responsibilities. The Director-Sahyadri Educational Institutions is a management representative, who provides timely and valuable directions for the overall development of the Institution.

Policies

All faculty allocations and appointments are approved by the Governing Council. Appointments are done by following the due

process and selection of staff members are done based purely on merit.

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

Faculty Appointment Procedure

Recruitment & Selection Process of Employees maintains fairness and transparency which helps to select the best candidates who are competent, motivated and highly dedicated.

Service Rules

Service Rules Include details of service conditions, Pay and allowances, leaves, appointment procedure, conduct and discipline applicable to all staff members. These rules were made in July 2008 and are updated regularly. Copy of the Service Rules is available in the establishment section and every staff member is required to read and sign the same at the time of joining. Copy of the service rules is also available with all the departments.

File Description	Documents
Paste link for additional information	Nil
Link to Organogram of the Institution webpage	https://sahyadri.edu.in/Home/mandatory
Upload any additional information	No File Uploaded

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

A. All of the above

File Description	Documents
ERP (Enterprise Resource Planning) Document	View File
Screen shots of user interfaces	View File
Any additional information	No File Uploaded
Details of implementation of e-governance in areas of operation, Administration etc (Data Template)	View File

6.3 - Faculty Empowerment Strategies

6.3.1 - The institution has effective welfare measures for teaching and non- teaching staff

SCEM believes in reaching out to its Staff, by providing them the right opportunities and ambience for welfare, growth and wellbeing, with several policies in place.

The Pay Scales of the Teaching faculty are as per the AICTE norms and the VI Pay Commission norms.

All teaching and non-teaching staff are members of the Management initiative of Employees Accidental Medical expenses and Accidental death cover Insurance. This is a welfare measure provided to all the Staff, Students and covers even one parent of the Students.

Both Teaching and Non-Teaching staff are entitled to Annual increments, Employees Provident Fund, Gratuity, Maternity Leave, and ESI benefits, as per the norms of the Statutory Regulatory authorities and the State government

- The Staffs are provided annual/vacation leaves in every semester for rejuvenation. The College provides Casual Leaves, Earned Leaves, Special Casual Leaves, On Duty Leaves, and Restricted holidays as per the state government norms. This is inclusive of 15 Casual Leaves and 10 Special Casual Leaves. The staff can also avail leave for their Marriage for 7 days.
- Faculty are encouraged to attend FDPs, Conferences and Online academic/research Programmes. Further, they are encouraged to publish Book Chapters and Papers. Incentives are reached to them by the management as Seed money for research/startup ventures/travel and

registration costs of conferences and such others.

- For enhancing their skills, Faculty are deputed to In house Industries for Skill enhancement and build institution-interface.

A systematic Orientation program is also conducted for newly recruited staff members, to appraise them of the institutional routine practices, best practices, culture and ethos.

- Periodic Medical counselling facilities are provided free of cost to all employees.
- Free Eye and other Medical Camps are conducted for all Teaching and Non-Teaching staff. Medical facilities are also provided in the Primary Health Care centre (PHC) which is located in the jurisdiction of the College.

The College has a tie-up with Fr. Muller Hospital, Mangalore for medical care. Medical facilities for tests/treatments are also provided at reasonable charges at the Fr Muller Hospital, Mangalore.

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

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

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

13

File Description	Documents
Upload any additional information	No File Uploaded
Details of teachers provided with financial support to attend conference, workshops etc during the year (Data Template)	View File

6.3.3 - Number of professional development /administrative training programs organized by the institution for teaching and non-teaching staff during the year**6.3.3.1 - Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff during the year**

5

File Description	Documents
Reports of the Human Resource Development Centres (UGCASC or other relevant centres).	View File
Reports of Academic Staff College or similar centers	No File Uploaded
Upload any additional information	No File Uploaded
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff (Data Template)	View File

6.3.4 - Number of teachers undergoing online/face-to-face Faculty development Programmes (FDP) during the year (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course etc.)**6.3.4.1 - Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course during the year**

107

File Description	Documents
IQAC report summary	No File Uploaded
Reports of the Human Resource Development Centres (UGCASC or other relevant centers)	No File Uploaded
Upload any additional information	View File
Details of teachers attending professional development programmes during the year (Data Template)	View File

6.3.5 - Institutions Performance Appraisal System for teaching and non- teaching staff

SCEM has developed a Faculty Performance Appraisal System (PAS) which includes a self-appraisal followed by Management evaluation. A customized form is designed and used for sanctioning of Annual increments and other allowances to the faculty members. The revised Faculty Performance Appraisal form in a Digital format was prepared and put into force from January - 2021 and was circulated in March - 2021. The faculty have to self-evaluate their performance across each parameter as outlined and marked, for subsequent points to be earned.

Part-A

1. Basic Details
2. Subject handled
3. Result Analysis
4. Students Feedback
5. Project Handled
6. Learning Resources Developed
7. Academic Events Participated
8. Funded Projects Sanctioned
9. Research Publication/Book Chapters
10. Contribution in Institutional governance
11. Affiliation and Accreditation documents completion

Part-B

Academic activities:

1. Classes taken, Result Analysis and Student Feedback

2. Academic Record Keeping (OBE/ NAAC/ VTU)
3. Remedial Actions/ Activities
4. Innovative Assignments
5. Innovative Teaching Methodologies related to pedagogies/evaluation reforms for internal evaluation and student-centric academic/research practices.
6. Creative and innovative Laboratory practices developed/ Manuals Developed/ newer experiments which are design-based and such other creative academic endeavours.
7. Any other Special Achievements

Research-related activities:

1. Funds/ Grants Received
2. Patents published/awarded
3. Consultancy Projects
4. Organizing Activity
5. Number of research Proposals applied and received
6. New Product Designs and developments
7. Number of student Academic Projects guided
8. Sponsored students projects guided
9. Number of PhDs guiding/guided
10. Member of Doctoral Committee
11. Incubation involvement/ Limited Liability Partnership

Department-level activities:

1. Support towards Internship
2. Placement related activities
3. Industrial visits undertaken
4. Launching idea into product
5. Students Project Support System/Social Innovation Program/WHIZQUIZ
6. Student Mentoring
7. Mentee participation in events
8. Coordinating extracurricular/outreach activities relevant to AICTE
9. Co-ordinating Sports/ cultural activities
10. Co-ordinating Alumni activities
11. Co-ordinating AICTE Quality Initiatives
12. Deputations to the institute activities co-ordination
13. NAAC/NBA/NIRF/ARIIA/CII- Coordination /activities

Institution-level activities:

1. Institution branding in Social Media

2. Admission process coordination
3. University-level examination activities
4. Admission of quality students
5. Any other Outstanding achievements

File Description	Documents
Paste link for additional information	https://sahyadri.digital/DigitalCampus/
Upload any additional information	View File

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal and external financial audits regularly Enumerate the various internal and external financial audits carried out during the year with the mechanism for settling audit objections within a maximum of 200 words

The Institute believes in Audits (internal and external), Internal Quality checks and regulation, especially for the department of Finance. The institution has a mechanism of internal audit on a regular/annual basis, of all the different divisions of the college in the key areas of finances. The details of accounts, bills, vouchers, fee payment receipts, ledgers and cash books are maintained and monitored under the supervision of the Finance Officer. Further, the books of accounts are Audited by the External Statutory Auditors every year in which each and every transaction is scrutinised to satisfaction and as per the regulations of the Income Tax department. As a result, no financial irregularities are observed by the auditors during the last 15 years. Budgeting and Proper Approvals are taken before release of funds for conducting various Activities across departments, Procurement of Equipments and Library resources, Consultancy work, Maintenance of equipments and Infrastructure expansion.

Systematic Mechanism followed by Institute annually include the following aspects:

1. Each department is expected to prepare and submit a proposal on Budget allocation to the Principal before the start of each academic year, taking into account all of the department's estimated expenditures as recommended by the Head of the Department and faculty members, The Institution and thus the Departments upgrade the existing

Instruments and Softwares to meet the requirements of periodic changes in syllabus, as per the directions of the affiliating University.

- Estimated Expenditure of each department include stationery expenses, Training/ workshop/FDP expenses, Extra - curricular, maintenance, Procurement of equipment, Calibration of Equipment, conduction of Programmes and any other expenses incurred for initiatives proposed by department or any other consumable charges, which are scrutinised by the Purchase Committee and approved by the Chairman of the Institution.
 - Estimated Expenditure of College include salary, electricity, Rent/maintenance cost, stationery, Advertisement, travelling expenses, Internet leasing charges, Procurement of equipment, conduction of Programmes and any other consumable charges.
1. Budgeting and Proper Approval are taken before release of funds for conduction of Activities across departments, Procurement of Equipment and Books, Consultancy work, Maintenance of equipments and Infrastructure expansion.

Each expense are supported by authentic vouchers and each department has to submit the documentation along with vouchers post the completion of each programme or purchase of any equipment, Stocks are maintained in the Stock Registers of the Respective departments and any obsolete and outdated items are written off in the Stock Registers and ledgers.

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

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

6.4.2.1 - Total Grants received from non-government bodies, individuals, Philanthropers during the year (INR in Lakhs)

50

File Description	Documents
Annual statements of accounts	No File Uploaded
Any additional information	View File
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the year (Data Template)	View File

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources

Financial Management of the institution is handled by a team of experienced, dedicated and efficient Staff of the Finance Department. The institution stands on a sound financial footing. From the inception, optimum importance has been given to the finance department which is planned every year and executed effectively in accordance with the budgeting exercise prepared in the beginning of an Academic Year. The institute has hardly faced financial crunch during the last 15 years which is mainly due to prudent financial planning. Whenever, there is a shortage of funds the college has availed loans and has managed the loan-returns through its own resources.

The fee income from the students is the main source of income to the college which has gradually increased in a phased manner with the passage of each year. Apart from this, the institution is now generating funds through sponsored Research Projects and also receiving sufficient funding from the government institutions. Thus the project finance supplements the resources. In addition, a small amount is also generated through Consultancy work. Copies of Budget proposals, invoice and vouchers, and supporting documents of every purchase /event is maintained in the respective Departments and the original documents are sent to the accounts Department of the Institution for records and perusal.

Annual budget: Every Department gives the Budget Proposal at the start of the Semester and the same is put forth to the Purchase committee. The committee Scrutinizes the requirements laid out by departments and only after being approved, the Quotations from Vendors are sought for. This helps in Optimal Utilization of Resources without hampering the regular Academic requirements and it is put forth in the Governing Council. Allocated funds are optimally utilized.

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

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

The Internal Quality Assurance Cell (IQAC) of Sahyadri College of Engineering & Management (SCEM) was constituted on 29-08-2015, to address all issues pertaining to the enhancement of institutional quality (of both educational delivery and educational services) and drive/motivate all stakeholders within the institution to march towards the aspirational excellence in academics and student-centric endeavors, as envisaged in its preamble.

SCEM, which endeavors to bring out innovation in Teaching and Learning, has structured academic auditing systems in place and has implemented quality management techniques in all the academic and administrative aspects of the institution. The IQAC has been driving the various quality initiatives of the institution, ensuring feedbacks and analysis of the outcomes of such activities.

The IQAC has contributed immensely to implementing quality assurance strategies and processes at all levels. The IQAC has significantly contributed to enhancing the Teaching-Learning Process, Examination reforms, Evaluation rubrics, Research and Development Activities. The activities of the IQAC are described below:

1. Internal Academic and Administrative Audits:

Academic and administrative audits are conducted every semester by the Audit team comprising intra-departmental faculty. The audit focusses mainly on:

- Teaching-Learning process
- Result Analysis
- Attainment of Course Outcomes and Programme Outcomes
- Student upskilling through MOOCs/NPTEL courses

- Research, Funded Projects, Consultancy, and Quality Publications
- Quality of Student Projects
- Quality of Student Internships
- Departmental budget utilization
- Institution's budget allocation and expenditure (Financial Audit)
- Quality of student admissions (Admission Audit)
- Library Audit
- Various AICTE-/UGC-mandated committee audits
- Placement Audit
- Sports and Cultural activities Audit

1. Faculty Skill Enhancement Programmes:

The IQAC gives directions to the departments to chart out plans for the faculty skill enhancement focussing on the Future Skills as prescribed by NASSCOM. The major intention of this initiative is to up-skill the faculty to the current and future new-age courses that are being opted by the institution. In this regard, departments direct their faculty to take up Massive Online Courses (MOOC) through NPTEL, Coursera, UdeMy, and others. Further, ATAL FDPs are mandated for the faculty members. The institution regularly conducts workshops on accreditation, related to NAAC, NBA, NIRF, and such others, so that the new entrants understand the various modalities of quality assessment/accreditation and ranking.

1. Participation in Accreditation and National Surveys

The impact of the Quality Initiatives will be measured by participating in various accreditation and national level survey programmes. The institute undergoes National Assessment and Accreditation Council (NAAC), National Board of Accreditation (NBA), Institute of Engineers (India) (IEI) accreditation after every cycle. SCEM participates in various national-level surveys such as National Institutional Ranking Framework (NIRF), Atal Ranking of Institutions on Innovation Achievements (ARIIA), B-School Surveys, Outlook, Green Campus, etc.

On the whole, the SCEM-IQAC has been relentlessly working towards ushering the quality awareness (to new students and new teacher/administration recruits), quality sustainability-,

improvement-, and enhancement-related activities (across curricular, Teaching-Learning, student-centric augmentation of learning resources and student progression to higher studies, placement, and start-up ventures). SCEM-IQAC has also been responsible for bringing about professional networking through organization of several quality-related and academic seminars, workshops and conferences, thereby promoting a quality culture across the institution.

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

6.5.2 - The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

The institute reviews its Teaching-Learning Process, structures, and methodologies at the following levels:

Level-1: Course Level

At the Course Level, the Course Coordinator, in association with the Course Associates, will define the Course Outcomes, map them with all the relevant Program Outcomes, design the activities, assignments, and delivery methods. All the information gets recorded into the Course files of the Faculty members, which are produced to the Module Coordinator for deliberation at the Module level.

Level-2: Module Level

The courses offered by the program are mapped into four modules, each of which has a designated coordinator. The coordinator will scrutinize, recommend, and monitor all the courses in the module through regular meetings. The coordinator performs regular audits to identify syllabus coverages, moderation, CO attainment statistics, best practices, etc. The deficiencies in the courses, like weak mapping, low attainments, etc., are noted and informed to the Course Coordinator and the Program Coordinator for initiating appropriate actions.

Level-3: Program Level

At the program level, a dedicated committee called Program Assessment and Quality Improvement Committee (PAQIC) is formed, which conducts regular academic audits in line with the guidelines provided by the IQAC. The committee will audit the CO and PO Attainment of the program, best practices. The suggestions provided by the committee will be considered, and appropriate corrective actions are planned through the Program Assessment Committee (PAC) and deliberated at the Department Advisory Committee (DAC). The finalized actions are reflected in the Departmental Academic and Activity Calendar, which gets approved by the IQAC.

Level-4: Institute Level

At the Institute Level, the IQAC will obtain the observations of the PAQIC and the action reports from the Programs. The IQAC will, in turn, form a peer team comprising of Senior faculty members for auditing the Programs. The observations and the suggestions of the team will be compiled and deliberated in the IQAC Meeting. The approved plan of actions and the identified quality metrics will be informed to the Program Coordinators, who will implement the suggested corrective actions appropriately. The attainment levels for the COs and POs are fixed by the IQAC post the deliberations by the experts.

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

6.5.3 - Quality assurance initiatives of the institution include: Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analyzed and used for improvements Collaborative quality initiatives with other institution(s) Participation in NIRF any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)

B. Any 3 of the above

File Description	Documents
Paste web link of Annual reports of Institution	Nil
Upload e-copies of the accreditations and certifications	View File
Upload any additional information	No File Uploaded
Upload details of Quality assurance initiatives of the institution (Data Template)	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

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

Institution shows gender sensitivity in providing facilities such as

- a) Safety and Security
- b) Counselling
- c) Common Room on campus.

a) Safety and Security:

The Institution emphasizes the 'Safety and Security of its stakeholders. It has utilized all its available resources to safeguard its stakeholders inside the campus. Some of the major initiatives are:

- 24 x7 CCTV surveillance across the campus including college corridors, classrooms with a centralized control room.
- Enough number of security guards
- Highly intensive illumination at all prominent places on the campus.
- A separate hostel facility is provided for girl and boy students with round-the-clock security for safety with full-time hostel wardens
- The college dispensary takes care of the health of the staff and students.

- Well-structured and fully equipped health care center with a visiting doctor and certified emergency first responder during normal working hours.
- The Women Cell Committee and Anti- Sexual Harassment Committee of the institute address the grievances related to gender safety and security if any.

b) Counselling:

The Institution has a Campus Counsellor who takes care of students with behavioral and academic problems. He interacts with the students, conducts several counseling sessions, and helps students to overcome their behavioral and academic issues. A separate counseling room is available on campus. The Campus Counsellor is always available to the students even after college working hours. Also, there is a full-fledged counseling cum mentoring committee formed as per the regulations of VTU.

Along with this, a unique counseling and mentoring system is in place in the institute. Each student has a faculty mentor with scheduled interactions. 1:20 Mentor-student ratio is being maintained and is helping the students to realize their academic and personal goals. The student meets his/her mentor regularly to seek help regarding academics, personal guidance, and stress-related issues. All the Mentoring and Counselling activities are recorded in a mentoring book. ICT method is also developed to keep the mentees in touch as needed and to monitor their progress.

c) Common rooms:

Separate and well-maintained washrooms are available on every floor of all the buildings for boys and girls. Separate common rooms are provided for boys and girls, where they can rest and take care of their personal requirements

File Description	Documents
Annual gender sensitization action plan	https://sahyadri.edu.in/Home/antiSexualHarassment
Specific facilities provided for women in terms of: a. Safety and security b. Counseling c. Common Rooms d. Day care center for young children e. Any other relevant information	Nil

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

B. Any 3 of the above

File Description	Documents
Geo tagged Photographs	View File
Any other relevant information	No File Uploaded

7.1.3 - Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 200 words) Solid waste management Liquid waste management Biomedical waste management E-waste management Waste recycling system Hazardous chemicals and radioactive waste management

Sahyadri College of Engineering Management (SCEM) has been taking several measures in managing the degradable and non-degradable waste that is generated in the campus. The whole concept of preserving the environment and reducing waste is practiced within the Campus.

The Waste generated is classified into 4 types:

a. Solid waste management:

Sources and management methods

Office waste: Waste Papers, plastics, and others produced due to day-to-day activities- dustbins are kept in all prominent places and the housekeeping staff collects the waste from the bins every day and is segregated.. Since most Administration

work, Academic work and Admission process is being managed through a customized ERP solution and Campus initiatives are digitally undertaken, considerable reduction in usage of paper and stationery is achieved. Dry Leaves and grass: Dry waste generated due to the fallen leaves, garden waste and cut grass is recycled used in a scientific manner, by collecting it in a Vermicompost pit. Earthworms are used to aid in the decomposition process. The vermicompost thus generated is used as manure for the plants and shrubs grown in the campus

Liquid waste management:

- Potable Water is filtered through Reverse Osmosis (RO) and used for drinking purposes
- Both, Roof water harvesting and Rainwater harvesting is gainfully adopted on the campus.
- from laboratories, workshops and e-waste from the administrative section:

E-waste mainly includes obsolete electronic devices, such as computer systems, servers, monitors, compact discs (CDs), printers, scanners, copiers, calculators, battery cells and such others. Exclusive e-waste dustbins are kept in prominent locations on the campus, to collect the e-waste. It is then disposed through a private vendor as approved by Karnataka State Pollution Control Board for recycling.

. Disposal of hazardous chemicals and radioactive waste management:

We do not use hazardous chemicals and further as the Chemicals from the Chemistry lab and Environmental lab are diluted they are sent through the drains without polluting/disrupting the environment and causing any environmental hazards.

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

7.1.4 - Water conservation facilities available in the Institution: Rain water harvesting Bore well /Open well recharge Construction of tanks and bunds Waste water recycling Maintenance of water bodies and distribution system in the campus	B. Any 3 of the above
--	------------------------------

File Description	Documents
Geo tagged photographs / videos of the facilities	View File
Any other relevant information	No File Uploaded

7.1.5 - Green campus initiatives include

7.1.5.1 - The institutional initiatives for greening the campus are as follows:	B. Any 3 of the above
<ol style="list-style-type: none"> 1. Restricted entry of automobiles 2. Use of Bicycles/ Battery powered vehicles 3. Pedestrian Friendly pathways 4. Ban on use of Plastic 5. landscaping with trees and plants 	

File Description	Documents
Geo tagged photos / videos of the facilities	View File
Any other relevant documents	No File Uploaded

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

7.1.6.1 - The institutional environment and energy initiatives are confirmed through the following 1.Green audit 2. Energy audit 3.Environment audit 4.Clean and green campus recognitions/awards 5. Beyond the campus environmental promotional activities	B. Any 3 of the above
--	------------------------------

File Description	Documents
Reports on environment and energy audits submitted by the auditing agency	View File
Certification by the auditing agency	No File Uploaded
Certificates of the awards received	No File Uploaded
Any other relevant information	No File Uploaded

7.1.7 - The Institution has disabled-friendly, barrier free environment Built environment with ramps/lifts for easy access to classrooms. Disabled-friendly washrooms Signage including tactile path, lights, display boards and signposts Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment 5. Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading

A. Any 4 or all of the above

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

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

SCEM has been adopting several measures, to promote Communal and Cultural harmony amongst students and staff by organising Cultural events, commemorating religious festivals to celebrate the vast religious and cultural diversity of India. College

commemorates the Republic Day, Independence Day, Rajyothsava, and Teachers Day to pay homage and respect to the leaders who have sacrificed their lives for the country, to observe the statehood of Karnataka and in apt glorification of the Kannada language as also to pay respect to our Teaching fraternity.

Sadhbhavana and Ekta Diwas is observed in the campus, with a pledge taken by all staff members and students to promise allegiance towards Unity in diversity going beyond caste, creed, colour, religion and linguistic barriers. All the faculties of Sahyadri take Pledge to protect the unity of the nation and spread awareness of unity and integrity among the fellow persons

Every year, on 1st November, which marks the formation of the Karnataka State, Regional and Cultural Festivals are organised to encourage the students to showcase their talent and passion towards folk dance, and other traditional dance forms depicting our culture and its richness in grandeur.

Students are encouraged to do their mite for the Society by partaking in UBA activities. A Social Innovation program, SIP initiated in the First-year level helps the students to identify and become sensitive to the problems faced by people in the society and also to address the problem by designing cost-effective, feasible and collaborative solutions. Under the Unnat Bharat Abhiyan scheme - departments have taken several initiatives wherein people have adopted the villages and address the issues faced by people.

File Description	Documents
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View File
Any other relevant information	No File Uploaded

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

Institute sensitizes the students and the employees of the institution to the constitutional obligations about values, rights, duties, and responsibilities of citizens which enables them to conduct themselves as responsible citizens. To have a perfect balance between knowledge, skills, values, and duties

as a citizen institute organizes several programs and talks to ensure that students have holistic growth by being responsible to the society.

As a part of the Curriculum, the Subject Constitution of India and Professional Ethics and Environmental Studies creates awareness among students regarding the various laws and responsibilities towards the environment and the Constitution.

As a part of the Induction Programme, for the First years, Sessions on Universal Human values are conducted every year to inculcate ethos and values that the students need to learn and implement in their life. The Spiritual scholars are invited to the Campus from Ramakrishna Mission to deliver sessions on several occasions on the Concept of Success and Service to one another and thus to Nation.

On October 2nd every year, besides celebrating the Gandhi Jayanthi Institute observes the Swach Bharath Abhiyan by conducting beach cleaning activities to clean the environment. All National Holidays such as Independence Day and Republic day are celebrated with great fervor upholding the spirit of Patriotism towards our motherland.

File Description	Documents
Details of activities that inculcate values; necessary to render students in to responsible citizens	View File
Any other relevant information	No File Uploaded

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

4. Annual awareness programmes on Code of Conduct are organized

A. All of the above

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

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

The Institution organizes several national, international, and state-level festivals to commemorate the contribution of national leaders and to instill patriotism among the stakeholders. It organizes Republic Day, Independence Day, Teachers' Day, Karnataka Rajyothsava, Engineer's Day, to celebrate the spirit of love for the country, state, and fellow Engineers.

Every year, besides celebrating the Gandhi Jayanthi, we observe the Swacch Bharath Abhiyan as well. All National Holidays such as Independence Day and Republic day are celebrated with great fervor upholding the spirit of Patriotism towards our motherland. For active participation of voters during the election, the Voters day is commemorated on 25th January every year. The role of the government during the election is also emphasized during this day and the responsibility of every citizen in voting is highlighted. Talks and events on Sadhbhavana Diwas, Rashtriya Ekta Divas are delivered by Prominent personalities to promote unity and equality among all.

International Yoga Day is celebrated to ensure the wellness of mind and body in staff and students. World Aids Day to create awareness among students and the negative stigma we have about AIDS is discussed. International Women's day is celebrated with great fervor and great Enthusiasm by the Lady Teaching and Non-Teaching Faculty and Staff of the College.

File Description	Documents
Annual report of the celebrations and commemorative events for the last (During the year)	No File Uploaded
Geo tagged photographs of some of the events	No File Uploaded
Any other relevant information	View File

7.2 - Best Practices

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

BEST PRACTICE NO.1:

1. Title of the Practice: SAHYADRI SCIENCE TALENT HUNT (SSTH)

2. Objectives of the Practice

1. Creating awareness about project-based learning in students from adolescence.
2. Promoting science and technology related innovations.
3. To inspire, motivate and give a thrust to scientific and technological education, Research and Development.
4. To bring together technocrats and students in a relaxed and informal atmosphere to encourage dialogue amongst them.

3. The Context

Sahyadri has been organizing its flagship event Sahyadri Science Talent Hunt (SSTH) since 2014, urging K-12 students to build solutions for regional problems connected to the UN's SDGs of 2030 -reaching out to over 5000 plus students every year, including students across all Atal Tinkering Labs and mentoring 250 plus projects that are prototyped along with the assistance of our engineering students. Students develop projects for the problems in identified regional sectors - Agriculture, Education, Healthcare, Environment and Fisheries which are specific to Dakshina Kannada district. SSTH has been highly successful in promoting an innovation and entrepreneurial

mindset among the students from schools and PU colleges.

4. The Practice

- **Creating awareness:** 2 hours of Ideation sessions conducted in over 100 schools to seek cognitive, strategic and practical methods for problem-solving.
- **Registration of 350 ideas:** The Ideas are submitted in our online portal and evaluated by social experts. Top 200 ideas get seed funded by different organisations to a tune of INR 2000 per project.
- **Top 40 Projects:** All the 400 projects get evaluated by the social experts, community heads and technocrats. The shortlisted 40 teams are rewarded with INR 5000, also, free mentorship from the start-up. The Proof of concepts are then evaluated by a team of experts to select the top 20 Projects.
- **Top 20 teams are incubated by SHINE foundation:** The top 20 Ideas will be incubated at SHINE foundation to provide them the necessary resources, support and mentoring to launch as a start-up. The incubation period will be for 18 months within which the ideas are expected to emerge as start-ups.

5. Evidence of Success

- SSTH was initiated in the year 2014. Since then, we have had a community of students working towards social problems of the region.
- Every year, over 30 projects are awarded. These projects are further mentored by the industry and startup experts.
- In the year 2019, we have had top 30 teams that pitched their projects to international judges in a post-SSTH event named INUNITY, where the teams would take their projects.
- In the year 2020, we have shortlisted 50 ideas to move forward to the project building phase with mentoring and financial support.

6. Problems Encountered and Resources Required

Resources required:

- Mentors from diverse fields during the project building phase.
- Lab with rapid prototyping facility.
- Means to make more students aware about the program.

7. Notes (Optional)

Appreciations on SSTH as received from Eminent People:

The Chairman has an undying and persistent vision which drives the Start-Up culture at Sahyadri. Karnataka now stands as the No.1 State in innovation. SSTH should reach every corner of the State in the years to come and help Karnataka to be a model innovation hub not only in the country but in Asia and the rest of the world.

-PRASHANTH PRAKASH CHAIRMAN OF KARNATAKA STARTUP VISION GROUP

The passion of Mr. Manjunath Bhandary towards the field of education is worthy of praise. Of all the engineering institutes, Sahyadri is the best Engineering College I have ever visited.

-BHARATH SHETTY PRINCIPAL OF A. J. INSTITUTE OF DENTAL SCIENCES

BEST PRACTICE NO. 2:

1. Title of the Practice: SOCIAL INNOVATION PROGRAM (SIP)

2. Objectives of the Practice:

Program Outcomes: Participants of this course have been able to

1. Develop awareness regarding the sector in the regions and the sustainable development goals.
2. Acquire essential skills such as interpersonal skills, communication skill to indulge with different

- stakeholders of the community to identify the problems.
3. Apply research methods to organize, analyze and define the problem.
 4. Design solutions to the challenges identified along with the stakeholders of the community.
 5. Build prototypes of the ideas using rapid prototyping tools.

The program is designed to teach students Human Centered Design (HCD), Design Thinking and Social Research Method, to inform, inspire and create lasting and meaningful solutions.

3. The Context

The success of the Social Innovation Program is mainly dependent on the following:

- Strong network with the regional organisations of the sector:

The most important aspect of the program is to identify the problems in the community. These problems can be provided from experts, industrialists, and the stakeholders of the community. Hence interacting with these community stakeholders and organizations to set the stage ready for the students is important. For example, we have discussed the SIP model with organisations like Father Muller Research Center (Healthcare Sector), KrishiVigyan Kendra (Agriculture Sector), Central Marine Fisheries Research Institute (Fisheries Sector) and such others.

- Strong Mentoring Network

In order for the ideas to reach the prototype or MVP stage, the students need mentoring from seniors, faculties, Alumni network who can guide and steer the project.

- Prototyping Facilities

Labs with rapid prototyping facilities like 3D printer, Laser Cutting, Electronics Boards and sensors help in quickly building prototypes.

4. The Practice

The role of an education institution has always been to support the community and to provide competent and compassionate youth to the society. On the same line Sahyadri College of Engineering and Management established the Center for Social Innovation (CSI) in the year 2016 to identify problems /opportunities in the community and build sustainable solutions to the same. Through the CSI, we have been conducting the Social Innovation Program for the first year engineering students. The Social Innovation Program (SIP) introduces students to both theory and practice of Social Innovation & Entrepreneurship through highly experiential, interactive, and collaborative workshops. Working in a team and on a social issue they care about, students apply design thinking, human centered design and social research methods to bring in innovation in the region. Every year around 120 teams from the first year visit the community to identify problems in sectors like Fisheries, Agriculture, Healthcare, Education and Environment that are specific to Dakshina Kannada district.

5. Evidence of Success

SIP was initiated in 2016. Over the years we have been experimenting with the course to bring the best out of the students. In the last 2 years ,24 community centric ideas have been incubated under New Age Innovation Network (NAIN) and NidhiPrayas, 41 community centric projects have received a grant of Rs. 1.53 crores, 4 student led startups have won Rs. 1.05 crore funding in the prestigious Elevate event by the Govt. of Karnataka, 22 startups have been supported.

6. Problems Encountered and Resources Required

Problems encountered:

All students might not be able to come to the prototyping stage, since problem identification and analysis might take more time. However, students complete their prototypes in the 3rd semester with validation from the stakeholders.

Resources required:

- Trainers for running the program
- LMS platform for providing the course contents and learning resources.
- Lab with rapid prototyping facility

7. Notes (Optional)

File Description	Documents
Best practices in the Institutional web site	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Portray the performance of the Institution in one area distinctive to its priority and thrust within 200 words

True to its Vision "To be a premier institution in Technology and Management by fostering excellence in education, innovation, incubation and values to inspire and empower the young minds" Sahyadri College of Engineering & Management believes and is distinctively practicing Innovation and Entrepreneurship' through 'Project-Based Learning'. Sahyadri is continuously striving to nurture quality Engineering and Management Graduates to become job creators rather than job seekers.

1. SAHYADRI SCIENCE TALENT HUNT (SSTH):

SSTH is an annual gathering in which eminent national and international scientists gather and provide an interactive platform for our young students and dedicated teachers to showcase the excitement of scientific ideas, investigations and works which in turn motivate them to take up deeper study of science as their careers.

2. SAHYADRI STUDENT PROJECT SUPPORT SCHEME (SPSS):

Through SPSS, the institution provides financial and academic support for engineering student projects. This scheme is the novel paradigm and first of its kind amongst contemporary technological institutions in India. While most of the engineering projects in the other engineering colleges and

universities are generally conducted as academic final year projects or club projects, SPSS is quite distinctive wherein students execute beyond-academic, real-world engineering projects related to the social sector.

3. HANDS-ON EXPERIENCE LAB:

This is based on the lines of "Make in India" concept where students are encouraged to pursue their ideas and innovate continuously. In order to bridge the gap between theory and technology, the college has established this lab as a full-fledged 24X7 technical workspace for the students

4. START-UPS & INDUSTRIES:

At Sahyadri, we believe that just an engineering or management degree is not sufficient but a practical experience of applications and training in an actual industry environment is necessary for real-time skill set development. This innovative leap forward to provide infrastructure, and invite Corporates/Industries to establish their offices within our campus has ensured our student's easy access to the real-time work environment

File Description	Documents
Appropriate web in the Institutional website	View File
Any other relevant information	No File Uploaded

7.3.2 - Plan of action for the next academic year

1. Constitution of various statutory committees for Autonomous College including Academic Council, Board of Studies (BoS) for all the courses, Board of Examiners(BoE), Finance Committee and Student Welfare Committee
2. Preparing the academic rules and guidelines for the autonomous batches in line with the affiliated university Academic Guidelines for autonomous colleges
3. Design and development of the curriculum of First-Year Syllabus under the autonomous scheme, in line with AICTE

- model curriculum of 160 credits and National Education Policy (NEP) and affiliated university(VTU) guidelines
4. Designing Integrated Professional Core courses which will include laboratory components along with the theory
 5. Developing and Implementing Skill Lab to give additional future skill relevant hands-onto the students
 6. Re-constitution of Program Assessment and Quality Improvement Committee(PAQIC) by including an external member as recommended by NBA
 7. Re-constitution of IQAC as per the autonomous guidelines
 8. Setting up of multi-disciplinary Center of Excellence(COE) in the areas of Cyber Security and Fintech solutions
 9. Initiating CSR activity of Power loom training for women by setting up "Power Loom Training Centre for Women" in association with Department of Scientific and Industrial Research Ministry of Science and Technology Government of India
 10. Implementing the remaining modules of Sahyadri Digital Campus