

Criteria 6- Governance, Leadership and Management

Key Indicator - 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

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St. John College of Engineering and Management,
Palghar





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Approved by AICTE and DTE, Affiliated to University of Mumbai/MSBTE
St. John Technical Campus, Vevoor, Manor Road, Palghar (E), Dist. Palghar, Maharashtra-401404

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1. Report on One-Day Workshop on Gamification in Education


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DTE Code : 3218 AICTE Permanent ID : 1-4790201

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Report on One-Day Workshop on Gamification in Education

Date: 14th August 2024.

Venue: MMS Hall, 3rd Floor, SJCEM.

Organized by: IQAC, SJCEM.

Participants: 59 Faculty Members of SJCEM.

1. Introduction

The one-day workshop on "Gamification in Engineering Education" was successfully conducted at St. John College of Engineering and Management, Palghar on 14th August 2024. The workshop was organized by Internal Quality Assurance Committee, SJCEM, aimed at educators, curriculum developers, and education technology enthusiasts. The primary focus of the workshop was to explore the concept of gamification and its practical application in enhancing educational experiences.

2. Objectives

The key objectives of the workshop were:

- To introduce the concept of gamification and its relevance in modern education.
- To discuss various gamification strategies and tools that can be integrated into the classroom.
- To provide demonstrate different gamification techniques.

3. Workshop Sessions

The workshop was divided into several sessions, each focusing on different aspects of gamification in education.

Session 1: Introduction to Gamification

The workshop commenced with an introductory session led by Dr. Kamal Shah, Principal SJCEM, who explained the basics of gamification. The speaker emphasized the importance of creating a playful learning environment to increase student engagement and motivation.

Session 2: Demonstration of different Gamification techniques

In this session seven faculty members demonstrated different gamification techniques for the subjects they teach. They presented their plans and received feedback from peers and facilitators. Other participants worked individually or in groups to learn from these demonstrations.

Details:

Sr. No.	Name of the Faculty	Subject	Type of Game	Pros	Cons
1	Avinash Chavan	Mechanics	1. 'Truss me' mobile game 2. Stack up game	1. Better student engagement. 2. Better Understanding of the concept 3. Stack up game good for teamwork.	1. Time consuming 2. Class control issue
	Rosy Pradhan	Data Structures	Model based game	1. Promotes logical thinking	1. Time consuming

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				2. Good for planning and analysing	2. Needs clarity in instructions
3	Parul Jha	Basics of Electronics	1. Mobile App based game 2. Crossword game	1. Better student engagement. 2. Better Understanding of the concept 3. Promotes Brainstorming, Strategy learning, Happy Learning	1. Class control issue
4	Subhasini Shukla	Computer Networks	Prop based Game	1. Promotes teamwork 2. Good for 1 st RBT level	1. Needs clarity in instructions 2. Class control issue
5	July Tarade	Artificial Intelligence	Mobile App based game	1. Promotes Brainstorming, Strategy learning. 2. Good for Critical Thinking	1. Needs clarity in instructions
6	Dhanashree Pawgi	Logical Pursuit (Maths)	Game involving Physical Participation of students	1. Promotes Brainstorming, Strategy learning. 2. Promotes teamwork	1. Time consuming 2. Class control issue

Session 3: Self-Reflection Session by Dr. Latha Ramachandran, Dean, MMS.

This was a small session in which speaker mainly focused on Self worth realization through a questionnaire. Participants were given a set of question and were asked to reflect, write answer and few were encouraged to come forward and share their answers. It was a very enlightening session.

Latha Ramachandran
Principal

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4. Outcomes

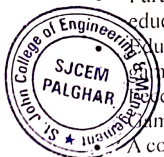
The workshop achieved the following outcomes:

- Participants gained a comprehensive understanding of gamification and its application in education.

Facilitators were educated about various practical tools and strategies to implement gamification in their classrooms.

Feedback taken after every game helped in better understanding about effectively introducing gamification in education.

A collaborative network was established among participants to continue sharing resources and





experiences related to gamification.

5. Conclusion

The workshop concluded with a discussion on the future of gamification in education, with participants expressing interest in attending follow-up sessions for more in-depth exploration of the topic.

SWOC Analysis

Strengths:

1. **Engagement and Motivation:** The workshop successfully introduced educators to the concept of gamification, highlighting its potential to increase student engagement and motivation in learning.
2. **Practical Application:** The sessions provided hands-on demonstrations of various gamification techniques, offering educators practical tools and strategies they can directly apply in their classrooms.
3. **Collaborative Learning:** Participants were able to engage in group activities, share experiences, and provide feedback, fostering a collaborative learning environment.
4. **Positive Feedback:** The overwhelmingly positive feedback from participants indicates that the workshop effectively met its objectives and left attendees motivated to apply what they learned.

Weaknesses:

1. **Time-Consuming Activities:** Some gamification techniques demonstrated were noted to be time-consuming, which could be a challenge when trying to cover extensive syllabi within limited class time.
2. **Classroom Management Challenges:** Techniques like physical participation games and mobile-based activities raised concerns about maintaining class control, which could hinder their implementation.
3. **Clarity in Instructions:** Several activities required clearer instructions, suggesting that educators may need additional training to effectively communicate game rules and objectives to students.

Opportunities:

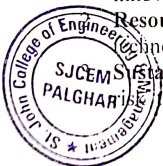
1. **Follow-Up Sessions:** There is a strong interest among participants for more in-depth exploration of gamification. Follow-up workshops could dive deeper into specific tools and advanced techniques.
2. **Expansion to Other Disciplines:** The success of this workshop could lead to similar initiatives across different departments or educational levels, broadening the impact of gamification in education.
3. **Resource Sharing Network:** The establishment of a collaborative network among participants presents an opportunity for ongoing resource sharing and support, enhancing the collective knowledge and application of gamification in education.

Challenges:

1. **Resistance to Change:** Some educators may be resistant to adopting gamification techniques, preferring traditional teaching methods, which could slow down the integration of these innovative approaches.

Resource Constraints: Implementing gamification may require additional resources, such as technology or training, which might not be readily available in all educational settings.

Sustainability of Engagement: While initial enthusiasm for gamification is high, there is a concern that the novelty could wear off, leading to a decline in student engagement if not





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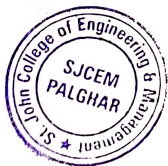
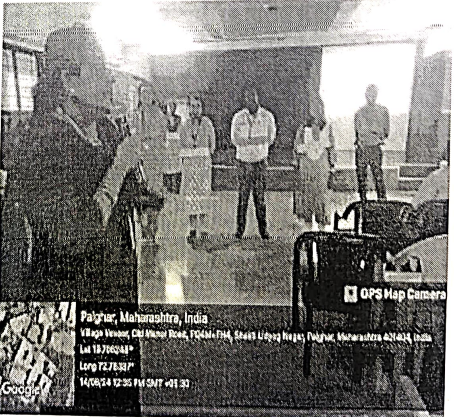
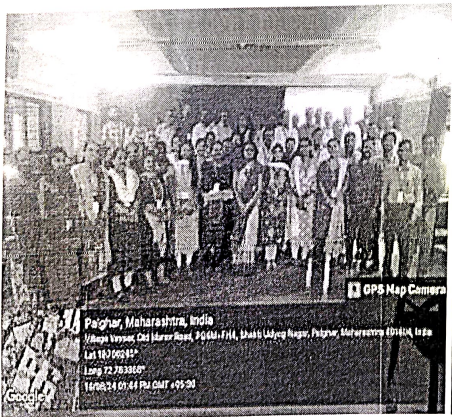
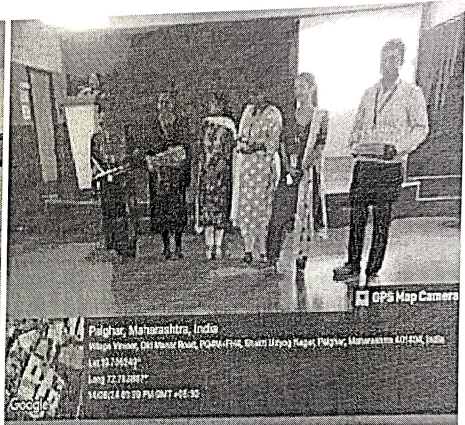
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continuously refreshed with new and creative approaches.

Overall, the one-day workshop on "Gamification in Education" was a resounding success, leaving participants motivated and better prepared to innovate their teaching practices through gamification.

Photographs of the Session



Kishal
Principal
St. John College of Engg. & Mgmt
Palghar (E), Palghar



St. John College of Engineering and Management

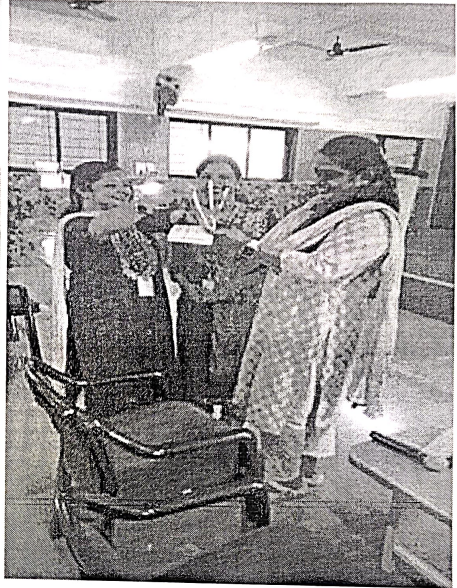
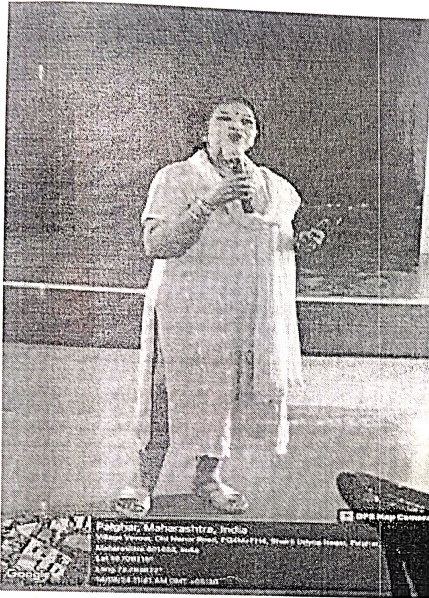
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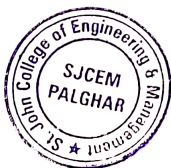


Prepared by: Mrs. Dipti S. Lopes
Date: 16th August 2024

IQAC Coordinator



Principal

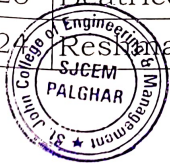


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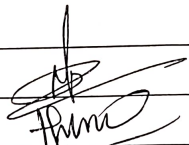
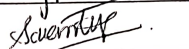
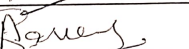
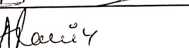
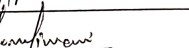
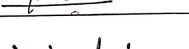
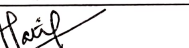
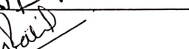
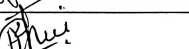

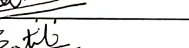
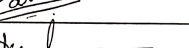
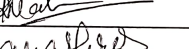
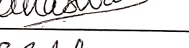

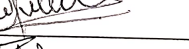



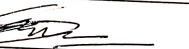
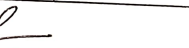

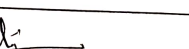

FDP held on 14.08.2024

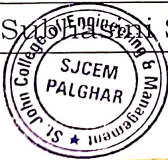
Sr. No	Name	Signature
1	Dipti Seraj Lopes	
2	Aditi Bharat Raut	
3	Shreeshail Basappa Heggond	
4	Vidya Narasham Kawtikwar	
5	Shraddha Subhash More	
6	Swati Narendra Bawankar	
7	Sangam Subhash Rane	
8	Swapnil Channamallappa Malipatil	
9	Ajay Ramrao Sirsat	
10	Vivek Sadashiv Narnaware	Present
11	Kiran Ramkrishna Beldar	
12	Avinash Dattatray Chavan	Present
13	Ashok Nagappa Meti	
14	Chirag Kedar Kale	Admission Duty
15	Uttara Mahadev Dalvi	
16	Rahul Rakesh Mishra	Admission Duty
17	Eknath Dodhu Patil	
18	Pandharinath Appasaheb Ghonge	
19	Rashmi Omkar Bhat	
20	Sunny Bhavan Sall	
21	Vivian Brian Lobo	
22	Buddharatna J Godbole	
23	Beatrice Lobo	Absent
24	Rishika Chavan	



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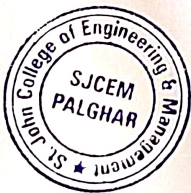
25	Nilesh Deotale	
26	Kishor Rambhad	
27	Vishakha Rane	
28	Arun Saxena	
29	Abira Banik	
30	Sonu Tiwari	
31	Shubham Nanal	Admission duty
32	Basavaraj Nyamagoud	Absent
33	Tanvi Patil	
34	Maya Yogesh Patil	
35	Aishwarya Rajan Churi	
36	Shilpa Sunil Katre	
37	Pooja Sandip Patil	
38	Deepika Karthesan Nadar	
39	Dhanashree Mukul Pawgi	
40	Sandip Umajirao Patil	
41	Uday Shree Prasad Prajapati	
42	Parul Narendra Jha	
43	Aasma Gulam Dastagir Shaikh	
44	Hiral Pragnesh Patel	Present
45	Oniza Ridwan Shaikh	
46	July Nachiket Tarade	
47	Deepti Vikram Torne	
48	Divya Dnyaneshwar Mali	
49	Sagar Ravikant Patil	
50	Joslyn Benalva Gracias	
51	Shivam Shivam Shukla	



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52	Sachin Mohan Sase	<i>Smsase</i>
53	Pratiksha Aniket Patil	Absent
54	Suvarna Shrikrushna More	<i>SM</i>
55	Meenal Suryakant Kate	<i>Meenal</i>
56	Rosy Pradhan	<i>Rosy</i>
57	Abhaysinh Devidas Bhosale	<i>Abhaysinh</i>
58	Kamal Sehul Shah	✓
59	Chetan Hiranman Patil	<i>Chetan</i>
60	Adil Gulam Shaikh	<i>Adil</i>
61	Shalini	Absent
62	Sandipan Shankar Pawar	<i>Sandipan</i>
63	Natali Ghanshyam Sankhe	<i>Natali</i>
64	Divya Vindyachal Dubey	<i>Divya</i>
65	Praniti Ram Patil	<i>Praniti</i>
66	Manthankumar Jayantbhai Surti	<i>Manthankumar</i>



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2. Awareness Session on NAAC Reforms 2024: Binary Accreditation

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St. John College of Engineering and Management,
Palghar





Dr. Kishor Rambhad <kishorr@sjcem.edu.in>

NAAC REFORMS 2024

1 message

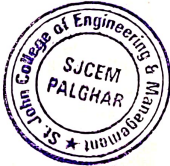
Dr. Kishor Rambhad <kishorr@sjcem.edu.in>

18 August 2024 at 20:14

To: Teaching SJCEM-Engineering <teaching_engg@sjcem.edu.in>, Teaching SJCEM-MMS <teaching_mms@sjcem.edu.in>

Cc: Principal SJCEM <principal@sjcem.edu.in>, Dipti Seraj Lopes <dipatil@sjcem.edu.in>, "Dr. Kamal Shah" <kamal.shah@sjcem.edu.in>

Awareness session on "NAAC REFORMS-2024" is scheduled on 19/08/2024 (Monday) at 10.30 am in MMS hall. Attendance of all teaching faculty is mandatory.

*Thanks and Regards**Dr. Kishor S. Rambhad**Associate Professor and HOD,**Department of Mechanical Engineering,**IQAC & NAAC Coordinator**St. John College of Engineering and Management, Palghar**Mobile:9970855014**kishorr@sjcem.edu.in**Kishor***Principal****St. John College of Engg. & Mgmt
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Date: 19/08/2024

Report On Awareness Session on NAAC Reforms 2024: Binary Accreditation

Date: August 19, 2024

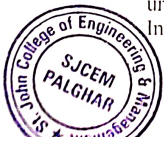
Organized by: Internal Quality Assurance Cell (IQAC), St. John College of Engineering and Management

Presented by: Dr. Kishor Rambhad, IQAC Coordinator

An awareness session was conducted on August 19, 2024, at St. John College of Engineering and Management to inform the faculty about the upcoming NAAC Reforms 2024, with a particular focus on Binary Accreditation. The session was led by Dr. Kishor Rambhad, the IQAC Coordinator, and aimed to familiarize the participants with the transformative changes introduced by the National Assessment and Accreditation Council (NAAC) to strengthen the assessment and accreditation process for Higher Education Institutions (HEIs) in India.

Key Highlights of the Session

- Status of NAAC Accreditation in India:** The session began with an overview of the current status of NAAC accreditation across various types of institutions in India, highlighting the significant gap between accredited and non-accredited institutions, especially among affiliated colleges.
- Binary Accreditation:** One of the major reforms discussed was the introduction of Binary Accreditation, where institutions will be categorized as either accredited or not accredited. This shift from the traditional grading system aims to encourage all HEIs to engage in the accreditation process, thereby fostering a quality culture within the higher education system. The Binary Accreditation system aligns with global best practices and is designed to be more inclusive, motivating even those institutions that have not previously participated in accreditation to begin their journey towards quality improvement.
- Maturity-Based Graded Accreditation (MBGL):** For institutions already accredited, a Maturity-Based Graded Accreditation system will be introduced, with levels ranging from 1 to 5. This system is intended to encourage continuous improvement, allowing institutions to evolve from national to global excellence through a systematic upgrade of their academic and research capabilities.
- One Nation One Data Platform:** The session also introduced the concept of a unified data platform, "One Nation One Data Platform," proposed to enhance transparency and integrity in institutional data handling. This platform will collect comprehensive data from HEIs, ensuring data authenticity through cross-verification mechanisms and stakeholder validation.
- New NAAC Attributes and Metrics:** The new accreditation process will feature significant changes in metrics, with approximately 50-60% of the metrics being new. Institutions will need to adapt their processes to align with these changes to achieve excellence in accreditation.
- Implications for HEIs:** The session outlined the implications of these reforms for different categories of HEIs. Accredited institutions will retain their current accreditation until its validity expires, after which they can apply for Maturity-Based Graded Levels. Institutions currently in the accreditation process can choose between continuing under the



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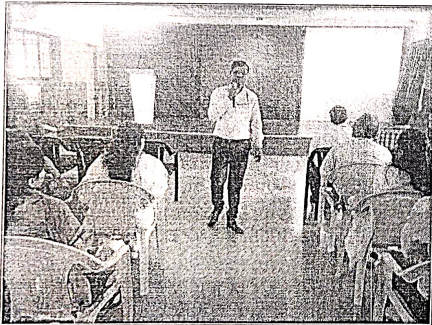


current framework or opting for Binary Accreditation. Non-accredited institutions are expected to apply for Binary Accreditation once it is launched.

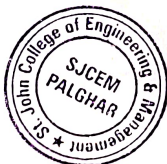
- Advantages of the New System:** The Binary Accreditation system will be valid for three years, with no expert visits and reduced fees (approximately 50% less). The assessment will focus more on process and output (75% weightage) rather than input (25% weightage), making the system more outcome-oriented. However, the new system is also more complex, requiring institutions to significantly enhance their internal processes.

The awareness session on NAAC Reforms 2024 and Binary Accreditation was instrumental in preparing the faculty for the upcoming changes in the accreditation process. The session emphasized the importance of aligning with the new accreditation framework to ensure the institution's continued growth and excellence. The reforms are expected to create a more robust and inclusive accreditation system, ultimately leading to the enhancement of the quality of higher education in India.

Glimpses of the session



J. Lopes
JCSAE
Co-ordinator



K. K. K.

Principal

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TRANSFORMATIVE REFORMS FOR STRENGTHENING ASSESSMENT AND
ACCREDITATION OF HIGHER EDUCATION INSTITUTIONS IN INDIA

AWARENESS SESSION
ON
NAAC REFORMS 2024: BINARY ACCREDITATION



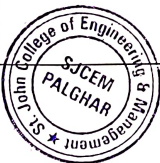
Presentation by
Dr. Kishor Rambhad
IQAC Coordinator
Date: 19/08/2024

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Status of NAAC Accreditation in India

Institute Type	Total Institutes	NAAC Accredited	Not Accredited
University	1168	473 (40%)	695 (60%)
Autonomous	979	482 (49%)	497 (51%)
Affiliated	44494	5694 (13%)	38800 (87%)

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Recommendation by Dr. Radhakrishnan Committee

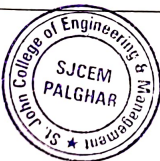
- Binary Accreditation
- Maturity Based Graded Accreditation (Level 1 – 5)
- One Nation One Data Platform

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Binary Accreditation (*Either accredited or not accredited*) rather than grades with an aim to encourage all the institutions to get on-boarded in the accreditation process thereby creating a quality culture in the higher education system. The binary accreditation is also in line with the best practices followed from many leading countries in the world.

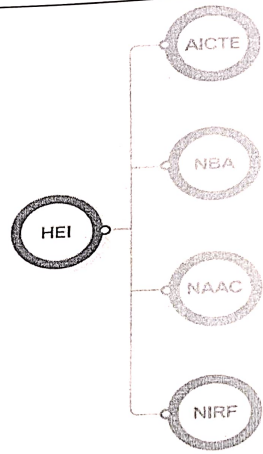
Maturity-Based Graded Accreditation (Level 1 to 5) to encourage accredited Institutions to raise their bar, continuously improve, evolve in-depth or in-breadth in disciplines from 'Level 1' to 'Level 4' as **Institutions of National Excellence**, and then to 'Level-5' i.e. **Institutions of Global Excellence for Multi-Disciplinary Research and Education**. The leveled accreditation shall enable Indian institutions to significantly improve their quality and position themselves among global top institutions.

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One Nation One Data Platform has been proposed as part of the reform to ensure integrity and transparency in handling institutional data. The new platform shall capture superset of data from HEIs for the varied purposes (of approval, accreditation, ranking) with an in-built design for collateral cross-checking to check authenticity of data. In addition, to improve the validity and reliability of the data “Stakeholder validation” has been proposed to effectively integrate stakeholders as part of the accreditation and ranking process.



ONE NATION ONE DATA

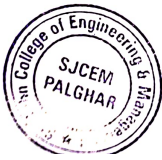
ONODP portal shall be utilized to allow sharing of regulatory HEI data reporting. It covers various stakeholders through a network of Open APIs. So frequently ONODP shall serve as a single point of data reporting related to institutional and academic performance. This shall allow maintenance of an integral record of academic performance & research output over a long period, ensuring transparency, accountability, authenticity with the data and data driven policy decisions making for long term capacity, service & higher education across the country.

Please select the desired option to begin the application process

- NAAC
- AICTE
- NBA
- IQAC&GEM

NEW NAAC ATTRIBUTES AND METRICS

Sr. No	Attributes	U	Au	Aff	Input/ Process/Output
1	Curriculum Design	8	8	3	Input
2	Faculty Resources	6	6	5	
3	Infrastructure	6	5	5	
4	Financial Resources and Management	6	6	6	
5	Learning and Teaching	7	7	6	Process
6	Extended Curricular Engagements	6	6	6	
7	Governance and Administration	8	6	6	
8	Student outcomes	8	8	8	Outcome
9	Research and Innovation Outcomes	8	6	4	
10	Sustainability Outcomes	5	5	5	
	Uniqueness/ Situatdness	15 Discipline Specific Metrics			Process/ Outcome
	Total	88 ^{SICEM}	63	54	



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Binary Accreditation-Colleges

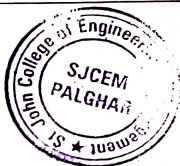
Input- 1. Curriculum Design

No.	Metric Title	Metric Description	Affiliated
1.1	Outcome-based curriculum	Curriculum framework is in alignment with Program Specific outcome covering POs, PSOs & COs	
1.2	Stakeholder Participation	Participation of Students, Teachers, Employers, Alumni, Entrepreneurs in curriculum design	X
1.3	Curriculum Flexibility	Academic Curriculum Flexibility is reflected through incorporation of component such as- MEME, ABC, Elective/optional/Dual Degree/twinning programme/education in mother tongue/creditization of EC and CC engagements/inter-institution credit transfer	X
1.4	Practical and Industry Focus	Percentage of courses with emphasis on field projects / research projects / internships / field work/practical hands on training etc.	
1.5	Practical/Skill Orientation	Percentage of Skill oriented Courses aligned with NSQF and Skill focus included in curriculum design courses in last three years	X
1.6	Online and Blended Learning	Percentage of online course through SWAYAM and other recognized platforms, which are credited in the curriculum during the last three years	X
1.7	Curriculum revision	The frequency of curriculum revision (Program and courses) in the last three years	X
1.8	Indian Knowledge System	IKS is promoted through integration of components in curriculum such as - (1) Certificate Courses/workshops/seminars on IKS (2) Components of IKS in core curriculum (3) Promotion of student projects and researches on IKS	

Input- 2. Faculty Resources

No.	Metric Title	Metric Description	Affiliated
2.1	Recruitment	Faculty sourcing practices includes 1. Short listing based on ORDINANCES of Central/ State/ other Universities 2. List of candidates shortlisted posted on website of the institution 3. provision of appeal against short listing 4. selection committees constituted as per UGC regulation 2018 5. Roster followed for selection of teachers 6. Selection based on Academic Score/Written Test/Personal Interview 7. Required No. of teaching position as per regulatory body and Filled Up Posts of Faculty 8. Selection process for faculty transparent and open	X
2.2	Pay and Allowances	Whether the pay and allowances are as per UGC/AICTE norms	
2.3	Faculty Diversity	Ratio of teachers with gender and geographic diversity to the total number of teachers	
2.4	Faculty development	Percentage of faculty attended training programs (AICTE, UGC, ARPIT and similar), faculty sponsored for industrial training, fellowships etc.	
2.5	Faculty Retention	Percentage of faculty worked in the institution continuously for the past three years against the sanctioned post	
2.6	Faculty Student Ratio	Number of students per faculty, cadre wise faculty strength	

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(Signature)

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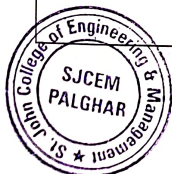
Input- 3. Infrastructure

No.	Metric Title	Metric Description	Affiliated
3.1	Physical Infrastructure	The physical infrastructure facilities includes 1.Classrooms /lecture halls, 2.Laboratories , 3. Workshops, 4.Hostel, 5. Computer Lab, 6. Sports facilities,7. Grounds,8. Gymnasium, 9.Auditoriums, 10. Seminar halls, 11. Health and wellness center, 12.Canteen, 13. Guest House, 14. Transportation facilities, 15. Faculty common room, 16. Separate clean washrooms for girls and boys, 17. Clean drinking water facilities, 18.Adequate lighting facility, 19. Museum, 20.Artifacts(classification in terms of academic/non-curriculum/Area)	
3.2	Learning Resources	Average expenditure on purchase of books, Language lab, e-books consortia membership/subscription and digital resources added to the library year wise during last three years	
3.3	IT infrastructure	The IT infrastructure facilities includes:1. high-speed and reliable internet 2. Effective Learning Management System, 3.Virtual Labs/classroom, 4.Technical support for ICT-related issues, 5. Computers, 6.Licensed software 7. AR/VR	
3.4	Research Resources	The Institution has an e-Library including - e – journals, Membership/subscription of e – ShodhSindhu, Membership/subscription of Shodhganga, Discipline-specific Databases, Plagiarism Check software, Licensed statistical software, discipline specific simulation software	
3.5	Divyangjan friendly facilities	The Divyangjan friendly, barrier free environment includes: 1.Built environment with ramps/lifts for easy access to classrooms. 2.Divyangjan friendly washrooms 3. Signage including tactile path, lights, display boards and signposts 4.Assistive technology and facilities for Divyangjan- accessible website, screen-reading software, mechanized equipment 5.Provision for enquiry and information: Human assistance, reader, signposts, copies of reading material, screen reading	

Input- 4. Financial Resources & Management

No.	Metric Title	Metric Description	Affiliated
4.1	Capital Income	The amount received towards Capital -Government grants, management contributions, loans, endowments etc.	
4.2	Revenue Income	Amount received from multiple sources like Fees, R&D grants, Salary Grants, Alumni contribution, Consultancy, endowments, Scholarships, etc	
4.3	Capital Expenditure	Amount spent on various infrastructure like Instructional building, academic infrastructure including library, hostels, residences, amenities, payment of rentals	
4.4	Revenue Expenditure	Amount spent on various heads like Salaries, maintenance, administration, scholarships & assistance, Electricity, transport, career guidance and skilling, Employee benefits, extra curricular and co-curricular activities etc	
4.5	Sustainability and Growth	1. Strategies for financial sustainability and growth: Corpus created, investments, plans for increasing capital and revenue income, Decentralized budgeting	
4.6	Financial Controls & Risk Management	Mechanisms of financial control are in place 1. Internal audits 2. External/statutory audits 3. Risk management approaches	

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Process- 5. Learning and Teaching

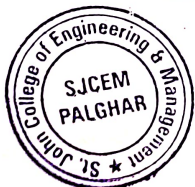
No.	Metric Title	Metric Description	Affiliated
5.1	Pedagogical Approaches	Teaching learning techniques include (1) Lecture based teaching-learning (2) Group- teaching and learning (3) Individual learning/self study (4) Inquiry based learning (5) Kinesthetic learning (6) Game Based learning (7) Expeditionary learning (8) Technology based learning (9) Peer teaching (10) Learning through problem-solving Any (11) other please specify	
5.2	Internships, Field Projects etc.	Percentage of students undertaking internships and field Projects	
5.3	Assessment	The Continuous Evaluation system of the institution is conducted at different intervals using different methods like: (1) MCQ (2) Portfolio (3) Open book exam/ take home exercises (4) Case study (5) Projects/Assignments	
5.4	Academic Grievances redressal	The Grievance redressal system includes: (1) Sharing copies of answer script (2) Re- totaling (3) Re-evaluation (4) Faculty consultation on student performance (5) Attendance (6) Any others	X
5.5	Catering to Diversity	Support for Differential Learning needs include: (1) Inclusive Remedial Teaching (2) Peer assisted Remedial Teaching (3) Multi-Sensory Remedial Teaching (4) Skill Based teaching (5) Individualized teacher interventions (6) Language barrier remedial (7) Any other please specify	
5.6	Learning Management system	The Institution's LMS includes the following: (1) Sharing teaching Material (2) Submission of Assignments (3) Mobile Learning (4) E-discussion platforms (5) Assessment outcome (6) Blended learning support (7) Asynchronous learning	
5.7	Industry Academia Linkage	Nature of industry academia collaboration includes a. Lectures from Industry experts b. Field visit c. collaborative workshop with industry and stakeholders, d. internship, e. industry visit, f. organising seminar/conference	

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Process- 6. Extended Curricular Engagements

No.	Metric Title	Metric Description	Affiliated
6.1	Technical/Domain related Clubs activities and technical festivals	No. of Technical/Domain Clubs with no. of students, activities clubwise, no. of institutions participated in the technical festivals, involvement of industry bodies, establishment of chapters of professional bodies,	
6.2	Hackathons and Ideation workshops	No. of Hackathons/workshops participated by students and no. of hackathons conducted by institution with number of external students participated	
6.3	Cultural Clubs and activities and festivals	No. of Cultural Clubs with no. of students, activities clubwise, no. of institutions participated in the cultural festivals	
6.4	Mental health clubs and activities (yoga)	No. of activities or clubs involved in promoting mental health Yoga, counselling, Meditation etc.	
6.5	Sports clubs/teams and activities	No. of students participated in the sports events organised by other institutions at the state and national levels	
6.6	Community related activities including UBA	(I) The social awareness and impact created by the institution on communities can be illustrated through (1) Improved sex ratio (2) Improved GER (3) Clean Village recognitions (4) Disease free village (5) Eco-friendly communities/village (6) Improved literacy levels (7) Empowered women communities (8) Any other to be specified (Social awareness and impact level to be added) (II) Hygiene related activities/ Medical camps; blood donation camps, promoting village sports, educating rural students etc. (III) Adoption of village under UBA	34

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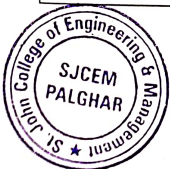
Process- 7. Governance and Administration

No.	Metric Title	Metric Description	Affiliated
7.1	institutional Development Plan	HEI clearly stated its vision and mission and oriented well drafted Institutional development plan (IDP) by promoting the same through: a. Displaying vision and mission statement in various strategic locations, on the website, brochures, and advertisements. b. The IDP along with long term goals, Operational Goals, clearly defined milestones are widely published and hosted in institutional website . c. The regular academic and administrative audit accounts and re-orient the institutional activities towards the IDP d. Specific strategies and interventions are identified. e. Specific interventions strategies and course correction to re-align to IDP.	
7.2	e-governance	Implementation of Digital India initiatives of GOI and others g-Gov initiatives through a. Digital India policy guidelines / NAD and ABC implementation. b. Administration including complaint management and paper less office. c. Finance and Accounts through digital systems d. Student Admission and Support through e-governance platforms e. Digital services in augmenting examination section f. Use of Samarth e-governance platform h. Any other please specify	

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No.	Metric Title	Metric Description	Affiliated
7.3	Student & Employee Welfare	Effective Employee Welfare provisions for teaching, non-teaching staff and other beneficiaries which includes following: (1) Subsidized interest/interest free loans or consideration/concession to employees's dependents in admission (2) Health & life Insurance schemes (3) Support through in-campus infrastructure facilities like in-house crèche, school(s), staff quarters, hospital, and other facilities (4) Policy on various leaves and academic concessions (5) Safety audit and resultant maintenance for continuous quality living & ambience (6) Any other please specify	
7.4	Grievance handling Mechanism	Institutional level grievance handling Mechanisms is available and has the following redressal cells to resolve grievances including sexual harassment and ragging cases. 1. Women Anti Sexual-Harassment Cell 2. Anti Ragging Cell 3. Counseling Centre 4. Grievance redressal Cell 5. Ombudsman 6. Specify if, any other Cell	

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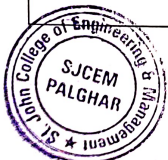
No.	Metric Title	Metric Description	Affiliated
7.5	Quality Assurance System	The institution has dynamic Internal Quality Assurance Centre/System and its facets are: (1) Well represented as per the guidelines of NAAC. (2) It intertwine its activities with several bodies and committees of the institution evidencing through record keeping of data. (3) It aligns its initiatives with IDP conducts orientation programs on institutional quality, seminars, workshops, inter-university collaborations and other measures. (4) Regularly conducts Academic Administrative audits and assess the granularity of performance using data-driven approach and provides feed back to the system. (5) plays crucial role in participating in Ranking and accreditation exercises at national and global levels. (6) Conducts rolling Stake holder satisfaction survey and index the same.	
7.6	Effective Leadership	Effective leadership is reflected in various Institutional practices through: a. Adequate representation of stake holders in decision-making. b. Delegation of powers c. Establishing effective communications d. Effective feedback system. e. Layered Approval f. Provision of escalation levels on important organizational aspects	

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Outcome- 8. Student Outcomes

No.	Metric Title	Metric Description	Affiliated
8.1	Placements/Employment	Percentage of graduates Employed through campus placements or otherwise along with details of median salary	
8.2	Academic Progression	Percentage of graduates progressed to Higher Education and Research	
8.3	Self employment/entrepreneur	Percentage of graduated students becoming entrepreneur/self-employed during the last three years	
8.4	Awards/Prizes/Recognitions in curricular and extended curricular areas	(1) No. of external Academic Awards and Recognitions received by the students in the assessment period (2) Number of awards/ medals for outstanding performance in co-curricular & extra Curricular activities and sports at state/ regional/ national/ international events for students in the last three years (merge)	
8.5	Enrollment ratio	Percentage of students admitted in first year of the program against the sanctioned seats intake	
8.6	Graduation rate	Percentage of students completed the program in stipulated time against the enrollment	
8.7	Student /alumni learning experience	Survey	

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Outcomes- 9. Research and Innovation Outcomes

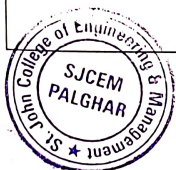
No.	Metric Title	Metric Description	Affiliated
9.1	External Research Grants	No and amount of Externally funded research project per faculty through Government and non-government sources such as industry, corporate houses, international bodies for research project during the last three years	
9.2	Research Publications	Weighted No of Peer reviewed research publications per faculty in Journals listed in SCOPUS/WoS/UGC Care, conference proceedings /book chapters (external) per teacher	
9.3	Research Quality	Institutional Average h-index and citation index from SCOPUS + Web of Science	X
9.4	IPRs produced	Total number of IPR including patent, copyright, trademark granted in the last three years	X
9.5	Research Collaboration	Collaboration with national/international institutions of higher ranking /industries with their focus which include (1) Interdisciplinary research (2) Inter-University national/international faculty(3) Community based research (4) Technology transfer	
9.6	Number of student Startups	Number of start-ups (Non-students) incubated through TBI	

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Outcomes- 10. Sustainability (Green initiatives)

No.	Metric Title	Metric Description	Affiliated
10.1	Community activities	Number of camps conducted by NSS/NCC and other organised bodies for community activities (percentage. of students participated)	
10.2	Waste and Water Management	The institution effectively implements measures to conserve resources and manage waste through:(1) Rain water Harvesting Structures like Bore well recharge, Open well Recharge, Check dams, percolation and the like.(2) Waste water recycling plant(3) Divided water distribution system for recycled water(4) Maintenance of natural water bodies inside or outside campus (5) Segregation of Solid waste at source(6) Bio-waste management plants(7) E-waste management (8) Bio-Medical Waste management(9) Paper waste Recycling plants	
10.3	Progressing towards Net Zero	The facilities for alternate sources of energy and energy conservation measures the institution includes: 1.Solar energy 2.Wind energy 3.Biogas plant 4.Wheeling to the Grid 5.Sensor-based energy conservation 6.Use of LED bulbs/ power efficient equipment	

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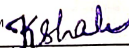
No.	Metric Title	Metric Description	Affiliated
10.4	Green Audits and Initiatives	Environmental Quality of the institution and its surrounding is regularly monitored by: (1) Energy Audit (2) Carbon sequestration (3) Measuring Air pollution (4) Water Budgeting (5) Maintaining Clean and Green Campus (6) Out of campus initiatives	
10.5	Collaborations with industry/NGOs	Collaborations of the institution with Industries, NGO and chapters of recognized bodies can be illustrated through: (1) Active NCC units of Air/Navy/Army wings (2) Active NSS units with course of activities (3) Collaboration with industries as part of their CSR activities (4) Social service and community awareness Programs organised in collaboration with NGO like blood donation camp, tree plantation drive, disaster relief camp, Swachh Bharat initiatives etc. (5) Any other collaboration yield focused results for common good of the communities	

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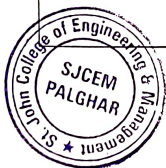
More Insights

- Binary Accreditation will be **valid for 3 years**
- Most likely **no Experts Visit**; Fees will be relatively less (Approx. 50%)
- No CGPA, No Grading; Metrics are categorized as Good, Concern & Weak.
- The weightage for **Input will be 25%; Process & Output will be 75%**
- Nearly 50-60% New Metrics in New NAAC. **HEIs need to align to new processes** to achieve good number of 'Excellence', in all metrics.
- New system is **more complex**.

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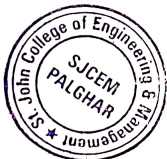
As per the approved recommendations of the Dr. Radhakrishnan Committee:

1. HEIs **already accredited** shall continue to hold the accreditation with the grade till its validity exists. During such a valid period of accreditation, such institutes may apply for **Maturity Based Graded Level** at any time once the MBGL is announced.
2. HEIs **whose IIQA or SSR applications** are under RAF:
 - a. may opt for Binary accreditation (in such a case, the ongoing A & A process under RAF will be closed) or
 - b. may decide to go ahead for A & A process under the current RAF.
5. HEIs who are **not accredited** shall apply for Binary accreditation as and when it is launched.

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Criteria	Suggested Category of HEIs
Orientation and Vision	<ul style="list-style-type: none"> • Multi-disciplinary Education and Research-Intensive • Research-Intensive • Teaching-Intensive • Specialised Streams • Vocational and Skill-Intensive • Community Engagement & Service • Rural & Remote location
Heritage and Legacy	<ul style="list-style-type: none"> • Old and Established • New and Upcoming

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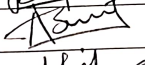
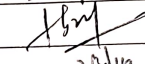

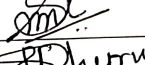
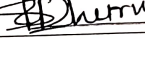
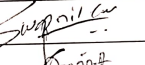





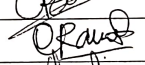


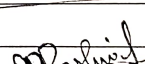


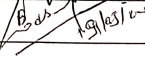
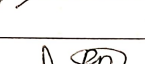

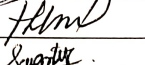
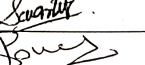
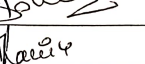


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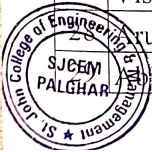
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THANK YOU

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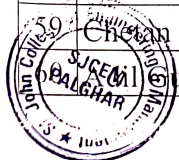
Meeting Held On 19th August, 2024

Sr. No	Name	Department	Signature
1	Dipti Seraj Lopes	Chemistry	
2	Aditi Bharat Raut	Comp	
3	Shreeshail Basappa Heggond	CIVIL	
4	Vidya Narasham Kawtikwar	Comp	
5	Shraddha Subhash More	IT	
6	Swati Narendra Bawankar	CIVIL	
7	Sangam Subhash Rane	Mech	
8	Swapnil Channamallappa Malipatil	CIVIL	
9	Ajay Ramrao Sirsat	Comp	
10	Vivek Sadashiv Narnaware	Mech	
11	Kiran Ramkrishna Beldar	Mech	
12	Avinash Dattatray Chavan	Mech	
13	Ashok Nagappa Meti	CIVIL	
14	Chirag Kedar Kale	Mech	
15	Uttara Mahadev Dalvi	Chemistry	
16	Rahul Rakesh Mishra	Physics	
17	Eknath Dodhu Patil	CSSPD/FE	
18	Pandharinath Appasaheb Ghonge	EXTC	
19	Rashmi Omkar Bhat	Comp	
20	Sunny Bhavan Sall	Comp	
21	Vivian Brian Lobo	AIML	
22	Buddharatna J Godbole	CIVIL	
23	Beatrice Lobo	CSSPD	
24	Reshma Chavan	Mathematics	
25	Nilesh Deotale	Comp	
26	Kishor Rambhad	Mech	
27	Vishakha Rane	EXTC	
	Gun Saxena	IT	
	Shirani Banik	AIML	



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30	Sonu Tiwari	CIVIL	<i>Sonliwari</i>
31	Shubham Nanal	Physics	<i>Shubham</i>
32	Basavaraj Nyamagoud	CIVIL	<i>Basavaraj</i>
33	Tanvi Patil	IT	
34	Maya Yogesh Patil	IT	<i>Maya</i>
35	Aishwarya Rajan Churi	EXTC	<i>Aishwarya</i>
36	Shilpa Sunil Katre	EXTC	<i>Shilpa</i>
37	Pooja Sandip Patil	IT	<i>Pooja</i>
38	Deepika Karthesan Nadar	Comp	<i>Deepika</i>
39	Dhanashree Mukul Pawgi	Mathematics	<i>Dhanashree</i>
40	Sandip Umajirao Patil	EXCS	<i>Sandip</i>
41	Uday Shree Prasad Prajapati	Mech	<i>Uday</i>
42	Parul Narendra Jha	EXTC	<i>Parul</i>
43	Aasma Gulam Dastagir Shaikh	Chemistry	
44	Hiral Pragnesh Patel	EXCS	<i>Hiral</i>
45	Oniza Ridwan Shaikh	EXCS	<i>Oniza</i>
46	Juily Nachiket Tarade	AIML	<i>Juily</i>
47	Deepti Vikram Torne	Physics	
48	Divya Dnyaneshwar Mali	Mathematics	<i>Divya</i>
49	Sagar Ravikant Patil	Mech	<i>Sagar</i>
50	Joslyn Benalva Gracias	EXCS	<i>Joslyn</i>
51	Subhasini Shivam Shukla	EXCS	<i>Subhasini</i>
52	Sachin Mohan Sase	EXTC	
53	Pratiksha Aniket Patil	EXCS	<i>Pratiksha</i>
54	Suvarna Shrikrushna More	CSSPD	<i>Suvarna</i>
55	Meenal Suryakant Kate	EXCS	<i>Meenal</i>
56	Rosy Pradhan	AIML	<i>Rosy</i>
57	Abhaysinh Devidas Bhosale	IT	<i>Abhaysinh</i>
58	Kamal Sehul Shah	Comp	
59	Chetan Hiranman Patil	Comp	<i>Chetan</i>
60	Gulam Shaikh	Comp	<i>Gulam</i>



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61	Shalini	First Year/Other	
62	Sandipan Shankar Pawar	Mech	
63	Natali Ghanshyam Sankhe	Comp	<i>Sankhe</i>
64	Divya Vindiyachal Dubey	Mathematics	<i>Dubey</i>
65	Praniti Ram Patil	Comp (DS)	<i>Patil</i>
66	Manthankumar Jayantbhai Surti	IT	

67 Dipali Arun Tipte

First Year

Tipte

68. Dr. Pradeep Kumar Shetty

HOD of PSLY

Shetty

69. Dr. Latha Ramachandran

HOD - MMS

Latha



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3. One day workshop on 'Outcome Based Education'

A handwritten signature in blue ink, appearing to read 'J. John'.

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Palghar





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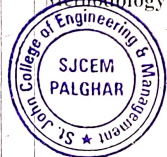
REPORT

Details of Activity:

Name of the Activity	One day workshop on 'Outcome Based Education'		
Date & Time	1 st March 2025, 10.00 am to 4.00pm	Department / Committee	IQAC committee
Venue	SPA lab, A wing first floor, SJCEM building	No. of Participants	50
Nature of Activity	Expert talk and Hands on Activity	Mode of Activity	Offline
Name of Activity In-charge	IQAC	Name of Activity Coordinator	Dr. Kishor Rambhad
Name and Affiliation of Resource person	Dr. Kamal Shah, Principal, SJCEM Mrs. Reshmi Bhat, Assistant Professor, Department of Computer Engineering		

Activity Information:

Objectives	<ul style="list-style-type: none"> • Enhance Understanding of OBE: Provide participants with a comprehensive understanding of Outcome-Based Education, its principles, and its significance in modern teaching and learning. • Practical Implementation: Equip participants with the skills to design course curriculum and assessments based on clearly defined learning outcomes. • Alignment of Assessment Methods: Demonstrate how assessment methods can be effectively aligned with learning outcomes to evaluate student progress accurately. • Promote Student-Centred Learning: Encourage a shift from traditional teacher-centred approaches to those that focus more on student learning and achievement.
Target Audience	Faculty members of SJCEM
Methodology	<p>The workshop utilized a blend of interactive and practical teaching methods to engage participants and foster learning:</p> <ul style="list-style-type: none"> • Presentations and Expert Talks: Conceptual explanations of OBE principles, its advantages, and its implementation. Principal Dr. Kamal Shah and Prof. Reshmi Bhat shared their experiences and challenges with implementing OBE. • Hands-on Activities: Participants were guided through the process of designing a CO-PO Mapping, learning outcomes, and assessment rubrics based on OBE principles. • Q&A Sessions: Open forums where attendees could ask questions, clarify doubts, and exchange experiences regarding the practical application of OBE. • Feedback and Reflection: At the end of the workshop, participants were encouraged to reflect on what they learned and provide



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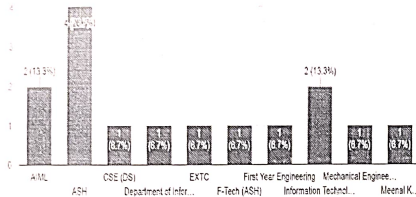
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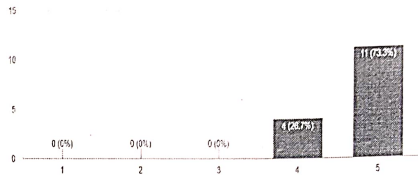
Name of the Department

19 responses



How would you rate the organization of the event?

15 responses



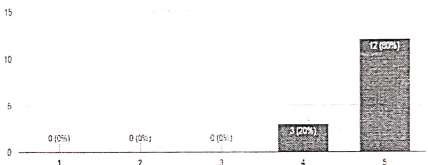
How relevant was the event content to your interests or expectations?

14 responses



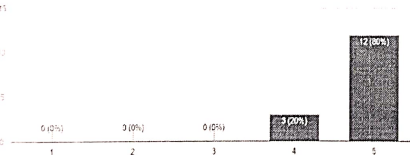
How would you rate the effectiveness of the speaker(s) in delivering the content?

15 responses



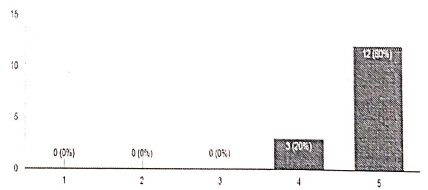
How would you rate the overall usefulness of the session in achieving its objectives?

15 responses



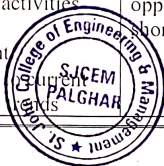
How would you rate your overall experience with this event?

15 responses



SWOT Analysis of the Event:

Strength	Weakness	Opportunity	Threats
<ul style="list-style-type: none"> Comprehensive coverage of OBE concepts. Interactive format with group activities and expert involvement. Relevant educational 	<ul style="list-style-type: none"> Time constraints limited in-depth exploration of topics. Limited networking opportunities due to the short duration. 	<ul style="list-style-type: none"> Potential for follow-up workshops and expanded topics. Opportunity to create a resource kit for OBE implementation. Broadening the audience to include other stakeholders. 	<ul style="list-style-type: none"> Diverse experience levels among participants made it hard to cater to everyone. Resistance to adopting OBE from educators accustomed to traditional methods.



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Proofs & Documents Attached (Tick mark the proofs attached) :

Notice / Brochure		Feedback Form	
Attendance list		Feedback Analysis	
Photos		Media News Details	
Certificate		Any Other	

Prepared By	Checked By
Name & Dated Signature of Coordinator	Name & Dated Signature of Committee In-charge
D. S. Rambhad <i>[Signature]</i> 13/3/25	Dipti S. Lopes <i>[Signature]</i> 13/3/25

Date of Activity: 1st March 2025

Date of Report Submission: 13th March 2025

Reason for delay if any: due to pending faculty feedback and preparation of IQAC meeting.

Approved By
Signature

Date: 13/3/25



[Signature]

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Date: 21/02/2025

NOTICE

This is hereby informed that Internal Quality Assurance Cell (IQAC) of SJCEM is organizing **One Day Workshop on "Outcome Based Education"** on **1st March 2025** at 10.00 am. Attendance of all Engineering and MBA Faculty is mandatory.

Venue: MMS Hall

Time: 10.00 am to 4.00 pm

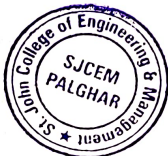
Resource Person:

1. Dr. Kamal Shah
(Topic: CO-PO Mapping as per AICTE Reforms)
2. Ms. Rashmi Bhat
(Topic: PO Attainment Calculation in MIS)

Ms. Dipti Lopes
IQAC Coordinator

Dr. Kishor Rambhad
IQAC Co-coordinator

Dr. Kamal Shah
Principal



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One Day Workshop on OBE

Date :- 01/03/25








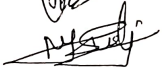







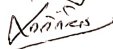


Sr.	Name of faculty	Dept.	Signature
1)	Dr. Ishwar Ramshad	mech	
2)	Ms. Poonithi Patil	DS	
3)	Ms. Riya Rana	DS	
4)	Mr. Shubham Nanal	F.Tech	
5)	Mr. Rahul Mishra	F.Tech	
6)	Mrs. Dhanashree Pawar	F-Tech	
7)	Ms. Divya Aruney	F.Tech	
8)	Ms. Keshma Chao	F.Tech	
9)	Ms. Dipali Tupe	F.Tech	
10)	Mr. Abhaysinh Bhosale	IT	
11)	Ms. Snehal Kaste Mr. Sachin Sase	EXTC	
12)	Mr. Sandip Patil	EXTC	
13)	Dr. Sunny Sall	CSDS	
14)	Dr. Sknath Patil	ASH	
15)	Dr. B.T. Gaudy	Civil Engrg	
16)	Ms. Rashmi Bhat	Comp	
17)	Ms. Suvarang More	F.E.	



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One Day Workshop on OBE Date :- 01/03/25

Sr. No.	Name of faculty	Dept	Signature
01	Meemal Kote	ECS	
02	Dr. Mahesh Maurya	Comp.	
03	Vivek S. Narnaware	Mech	
04	Chirag Kade	Mech.	
05	Uday Prajapati	Mech	
06	Parul Jha	EXTC	
07	Hiral Patel	EXCS	
07	Manthan Sueti	I.T.	
08	Shilpa Kothre	EXTC	
09	Juliy Tarade	AIIML	
10	Dr. P. Ghonge	EXTC	
11	Joslyn Gaurav	ECS	
12	Janhvi Sangoi	Comp.	
13	Oniza Sheikh	Comp	
14	Rosy Pradhan	AIIML	
15	Sangam Rane	Mech	
16	Ms. Tanvi S. Patil	IT	
17	Ms. Maya Patil	IT	



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One Day Workshop on OBE

Date: 01/03/20

S.N.	Name of faculty	DEPT	Signature
1	Uttara Dalvi	FE	<u>ERand</u>
2	Mrs Subhasini Shukla	ECS	<u>[Signature]</u>
3	Swati Bawankar	Civil	<u>[Signature]</u>
4	Vishakha Sangam Rane	ECS	<u>Swati</u>
5	Adil. Gulam. Shaikh	CSE DS	<u>[Signature]</u>
6	Pooja Patil	computer	<u>Patil</u>
7	Abirna Banic	AIML	<u>Alicia</u>
8	Dr. Amruta Mahab	AIML	<u>[Signature]</u>
9	SWAPNIL MALIPATIL	CIVIL	<u>Swapnil-C.M</u>
10	Sonu Tiwari	CIVIL	<u>[Signature]</u>
11	Saswaraj - Nyamagoud	Civil	<u>[Signature]</u>
12	Avinash D. Chavan	FE	<u>[Signature]</u>
13	Ajay R. Sirsat	comp	<u>[Signature]</u>
14	Ashok Mefi	Civil	<u>[Signature]</u>
15	Kiyah Baldeci	Mech	<u>[Signature]</u>
16	Deepika Nadeel	Comp	<u>[Signature]</u>



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