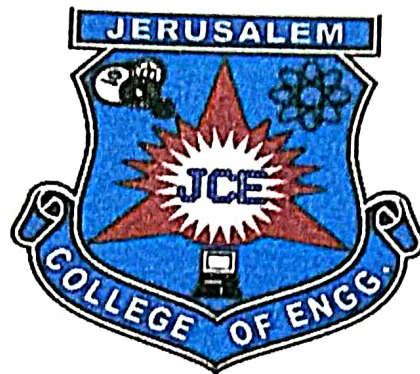


Jerusalem College of Engineering

(An Autonomous Institution affiliated to Anna University, Chennai)

NBA and NAAC Accredited Institution
Velachery Main Road, Narayanapuram,
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TEACHING LEARNING PROCESS

Prepared by
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Dr. RAMESH S
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ABOUT THE INSTITUTION

Jerusalem College of Engineering (JCE) was established in the year 1995 under the umbrella of Jerusalem Educational Trust to impart Quality Engineering Education. Over the period of 29 years it has made a mark for itself and got established as an Institution which offers excellent Engineering Education. The institution was granted Autonomous status by University Grants Commission in 2019. It is one of the very rare Institutions which is situated in close proximity to premier educational institutions and also the IT Hub of Chennai. The faculty of the college have a nice blend of both academic and industrial experience. The alumni of the college holding key positions in various National/International organizations and Academic Institutions have brought laurels to the institution. The Institution is accredited by NAAC and NBA accreditation is obtained for B.E.- BME and B.E.- CSE programs.

The Institution offers the following nine Undergraduate programmes in Engineering, four postgraduate programmes in Engineering and two Management programmes. The departments of Civil Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering and Chemistry are recognized research centres under Anna University

Undergraduate Programmes

- B.E. Biomedical Engineering
- B.E. Civil Engineering
- B.E. Computer Science and Engineering
- B.E. Computer Science and Engineering (Artificial Intelligence and Machine Learning)
- B.E. Computer Science and Engineering (Cyber Security)
- B.E. Electrical and Electronics Engineering
- B.E. Electronics and Communication Engineering
- B.Tech. Artificial Intelligence and Data Science
- B. Tech. Computer Science and Business Systems
- B.Tech. Information Technology

Postgraduate Programmes

- M.E. Applied Electronics
- M.E. Computer Science and Engineering
- M.E. Construction Engineering and Management
- M.E. Power Electronics and Drives
- Master of Business Administration
- Master of Business Administration (Hospital Administration)

VISION

Jerusalem College of Engineering is committed in emerging as an International Institution of Excellence in imparting the finest quality Engineering, Technology and Management Education rooted in ethical and societal values through various academic programmes, multi-disciplinary research, consultancy and entrepreneurship activities, and hence in contributing towards social transformation and nation building.

MISSION

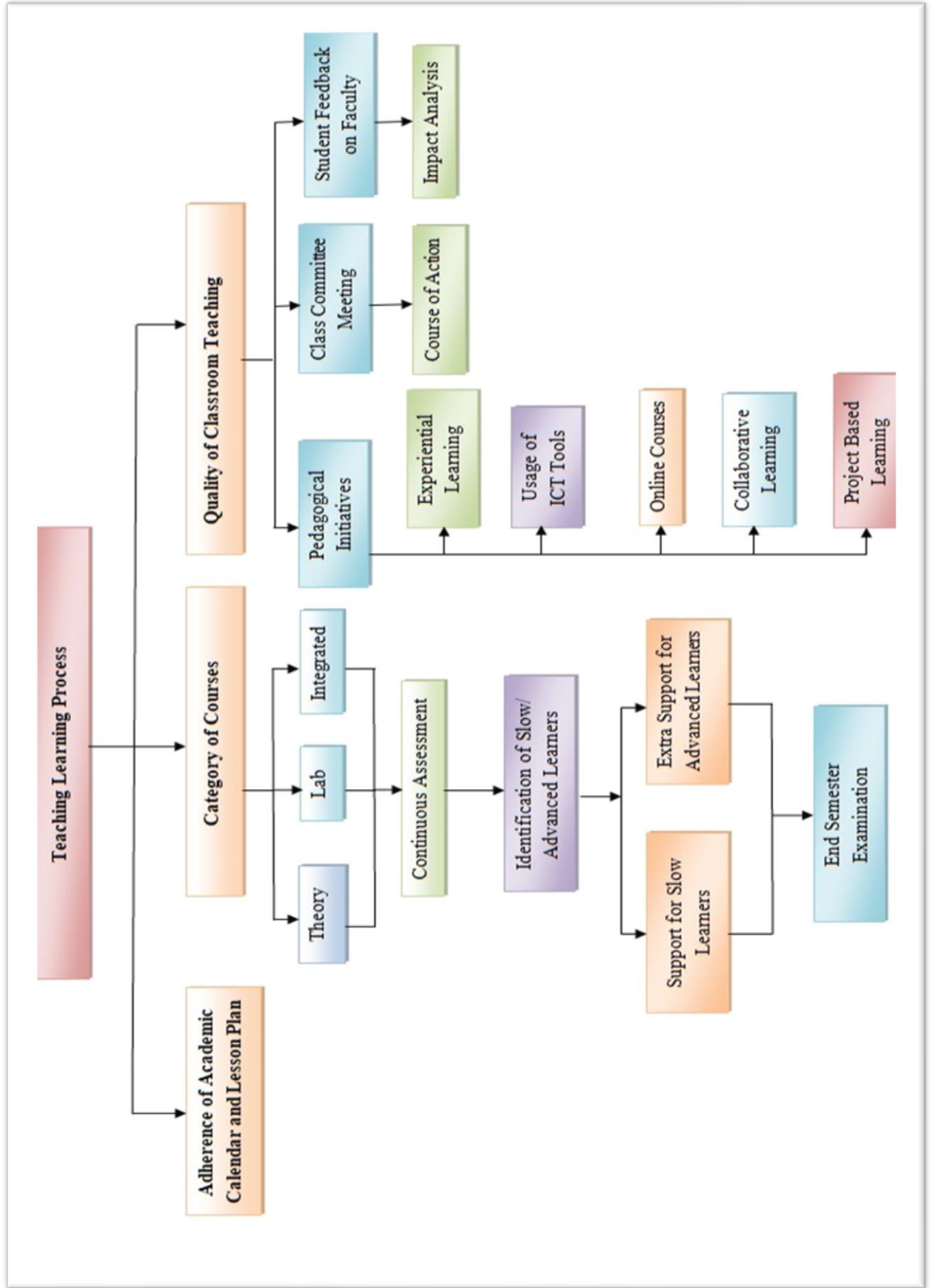
- Generating abundant resources and making conducive policies, the management led by the Chairperson strives towards promoting globally competitive academic programmes augmented with value added courses, in-plant training, co-curricular activities and ambience that support intellectual growth and skill acquisition.
- Promoting collaborative trans-border research programmes, continuing education in synergy with academia, industries and research organizations leading to real time solutions and lifelong learning.
- Transforming young men and women into competent professionals and entrepreneurs motivated by a passion for professional excellence, driven by human values and proactively engaging in the betterment of the society through innovative practices and academic excellence.
- Facilitating effective interaction among faculty and students, and fostering network of alumni, industries, institutions and other stakeholders for successful career gain and placement.

QUALITY POLICY

Qualitative Education and sense of high discipline are promises, we at the Jerusalem College of Engineering make to posterity and accordingly shall adopt and adhere to Quality policies, constantly monitor accountability and assure all stake holders that

“WE SHALL KEEP OUR PROMISE”

FLOW CHART – TEACHING AND LEARNING PROCESS AT JCE



ENHANCING EDUCATIONAL EXCELLENCE: TEACHING AND LEARNING PROCESS

The process of teaching and learning is a two - way process – Teaching impacts Learning and Learning Influences Teaching. This process at Jerusalem College of Engineering is designed to equip students with a strong foundation in engineering principles, practical skills, and professional attributes essential for their future careers. It emphasizes a blend of theoretical knowledge, hands-on experience, and continuous learning to prepare graduates who can contribute effectively to the field of engineering and technology.

The following measures are taken in the Institution for improving the quality of teaching and learning -

- Adherence of Academic Calendar and Lesson Plan
- Pedagogical Initiatives
- Identification of Slow and Advanced learners
- Support for Slow Learners
- Extra Support for Advanced Learners
- Quality of Classroom Teaching
- Class Committee Meetings
- Exploring Theory Sessions
- Continuous assessment for Theory Courses
- Exploring laboratory Sessions
- Continuous Assessment for
 - Laboratory Courses
 - Integrated Courses
- Student Feedback on Teaching Learning Process and Actions Taken

ADHERENCE OF ACADEMIC CALENDAR AND LESSON PLAN

Each academic year is divided into two semesters – odd semester from July to December and even semester from January to June. Before the commencement of each semester during an academic year, a uniform academic calendar for all programmes, is prepared by Dean Academics of the Institution, with a minimum of 75 working days and which specifies all important dates pertaining to various academic activities planned for the ensuing semester such as Commencement of Classes, Assessment Test Schedules, Parent Teacher Meet, common functions namely Symposium, International/National Conference, College day, Sports Day, Graduation day and the Last working Day of the semester, after which the end semester practical and theory examinations are scheduled and conducted by the office of Controller of Examinations of JCE.

After approval from Principal, the academic calendar is then forwarded to all departments to incorporate their schedules of Class Committee Meetings, Industrial visits, Guest Lectures, Project Expo, Club activities, Hands on Workshops, Seminars etc. The final version of the calendar is then forwarded to students and faculty members for their planning and effective implementation of the activities.

During the ongoing semester, if a department wishes to advance or postpone certain declared dates in the academic calendar such as Assessment test dates due to a suddenly arranged placement drive or a visit, a request is put up to the Dean Academics and Principal for their approval. Once approved, the academic calendar is correspondingly revised for that particular program.

Based on the working days mentioned in the academic calendar, each faculty member prepares the lesson plan for the course he/she would be handling in the subsequent semester. A faculty member plans the order of units and dates on which the topics need to be taught. The number of periods allotted in the syllabus is adhered to, by the faculty members, while preparing the lesson plan. The lesson plan also specifies the mode of teaching a particular topic such as board and chalk or a power point presentation or a video session etc.

The follow up of the adherence to the academic calendar and Lesson Plan is done by the respective Heads of the Departments and Dean Academics of the college. At times, few scheduled activities are deviated under unavoidable situations like heavy rains or holidays declared by Government.

PEDAGOGICAL INITIATIVES

1. Experiential Learning –

To provide **Industry exposure for students**, the following inclusions are made in the newly designed curriculum –

- a. A separate unit on “real time applications” has been introduced in syllabi of courses, wherever possible, along with a mini project for hands on experience.
- b. A number of Integrated courses have been introduced to enable more practical exposure either in the laboratories or in an industry. On an average around 30% of courses in the curriculum are under experiential learning category.
- c. Industry collaborated laboratories such as
 - Gaming and Crafts Studio,
 - Technology Sandbox,
 - e – Protoshop,
 - MERN Stack Development Laboratory,
 - Industry 4.0 Laboratory,
 - Computational Intelligence Laboratory and
 - Product Development Laboratoryare introduced in semesters 2, 4, 5 and 6 for all programmes to have better interaction with industry experts and working with them.
- d. Through Value Added Programmes and Certificate Courses conducted by various leading companies, students are exposed to emerging technologies and become Industry ready.

2. Usage of ICT tools –

Information and Communication Technology (ICT) tools are very powerful today as they bring more materials and resources for classroom interaction. ICT tools such as Interactive boards, Google classroom, power point presentations, video lectures, online quizzes and assignments etc are widely used by all faculty members.

3. Modern Tool Usage –

To provide audio-visual experience, videos by eminent academicians and NPTEL videos are played in classrooms. Students are encouraged to participate in online quizzes too. Online Assignments are given, to nurture their problem-solving skills.

4. Online Courses –

Students are encouraged to choose NPTEL courses as their Professional or Open elective from third year onwards. This enhances students' learnability skills. Each student is given a mentor support to successfully complete the course. Credit transfer facility is also provided for his/her GPA calculation.

5. Collaborative or Participative learning –

Students are encouraged to work in groups for effective learning through involvement in

- i. Laboratory Activities
- ii. Group Discussions
- iii. Mini Projects and Final semester Project
- iv. Technical Club activities
- v. Symposiums

6. Project Based Learning (PBL) –

Students are given an opportunity to develop their knowledge and skills by engaging through mini projects from the third year onwards. Students shall focus on problem identification based on conditions, generating ideas to solve the problem, finding potential solution for the problem and testing the solution. A faculty mentor would help the students in this process

IDENTIFICATION OF SLOW AND ADVANCED LEARNERS

The learning levels of students are continuously monitored from the time they enter the college in the first year.

Induction Program –

A Three - week Induction program is conducted in Basic Sciences, Mathematics and English. Apart from the basic subjects, sessions on Universal Human Values, Personality development are arranged during which students enthusiastically participate. Experts from society are invited to make students aware on the existing social issues and ways and means to address them.

A screening test is conducted in basics of Mathematics, Computer Science and Communication Skills, during the first week of the Induction program. Based on the scores obtained, bridge classes are conducted for needy students in the three domains before the commencement of the semester.

Identification of students based on Performance –

Two Assessment tests are conducted in a semester. Each Assessment test is conducted for 50 marks for a period of one and half hours covering two and a half units.

Based on the performance in the first Assessment Test, students are identified as slow or advanced learners. Students scoring less than 60% of marks are identified as slow learners and the rest as advanced learners.

SUPPORT FOR SLOW LEARNERS

Slow Learners are encouraged and constantly motivated to improve their knowledge and skills through the following ways –

- i. Special remedial classes after college working hours are arranged where students can clear their doubts and practice by writing, in the presence of their faculty.
- ii. The mentor identifies the reasons for below average performance and counsels the student or ensures the student is given proper professional counselling.
- iii. Parents are briefed about their ward's performance and their feedback also helps in effectively counselling the student.
- iv. Students are provided with additional course materials and question banks.
- v. Students are grouped together and activities are assigned to boost their confidence levels.
- vi. Alumni Mentoring System is a very effective system which enables a student to be in touch with one alumnus (with whom he/she is comfortable) and whose guidance and support, helps the student to shape his/her future.

A continuous follow up is done by the mentor/faculty and Head of the Department to ensure that these students improve not only in their academic performance but also gain self-confidence.

Impact Analysis -

The end semester result analysis clearly shows an improvement in the overall pass percentage when compared to the result analysis of the Assessment tests. The remedial classes and constant motivation has ensured improvement in both the attitude of the student towards his growth along with his academic performance.

EXTRA SUPPORT FOR ADVANCED LEARNERS

Advanced Learners are encouraged to:

- i. Opt for getting Honours Degree with Specialization or Honours Degree or Minor Degree by doing extra Six Professional Elective Courses each of 3 credits either from the parent department or from other departments respectively, provided, their CGPA up to third semester is a minimum of 7.5.
- ii. Choose NPTEL courses as Professional or Open electives which enables him/her to compete with other university students and avail credit transfer facility for the computation of Grade Point Average (GPA).
- iii. Learn Foreign Languages such as French, Japanese & German, through the Augmentation Cell of the Institution, to enable him/her to pursue his/her dreams of studying abroad.
- iv. Crack exams such as GATE and Government Exams with the help of training programmes conducted by the Augmentation Cell of the Institution.
- v. Get connected to Industry experts via Industry Mentorship Program, through which, each student is attached to an Industry expert for a period of 6 months, who guides and mentors the student in the manner in which he/she would like to proceed in future.
- vi. Complete the courses in the earlier semesters so that he/she may proceed with Internships in the fourth year.
- vii. Take up Industrial training in companies to have hands-on training in their area of interest and take up real time projects.

- viii. Participate in International/National Conferences, Workshops, seminars, Project Expos, hackathon etc.
- ix. Take up Online Certification Courses in advanced areas to inculcate their interest in research.
- x. Publish their project work as papers in reputed peer reviewed Journals
- xi. Work towards becoming an entrepreneur by getting the required skills through Entrepreneurship Skill Development training programs conducted by the ED cell of the Institution.
- xii. Secure Placements in reputed companies.

Impact Analysis –

With the opportunities provided for advanced learners, it is seen from the placement record, that number of students have been placed very well in reputed companies such as and some students have become entrepreneurs while the rest have opted for higher studies both in India and Abroad.

QUALITY OF CLASSROOM TEACHING

- Apart from the usage of traditional Chalk and Board teaching, today, faculty members have resorted to more technological tools such as ICT tools, which include Power point presentations, video lectures, Online lectures through interaction with experts across the globe.
- This enables students to have a wider perspective of the concepts studied and paves way for more interactive and participative learning. Virtual labs are also being used for better understanding.
- The quality of classroom teaching is constantly monitored by respective Heads of Departments, Dean Academics and Principal.
- Continuous feedback from students in the form of interactions is taken by Dean Academics during the semester to ensure the smooth functioning of classes.
- Dean Student Affairs also holds meetings with students through the Student Welfare Committee and gets feedback regarding general facilities apart from classroom ambience.

In case of any difficulties that are reported by students, they are immediately addressed and students are informed of the same.

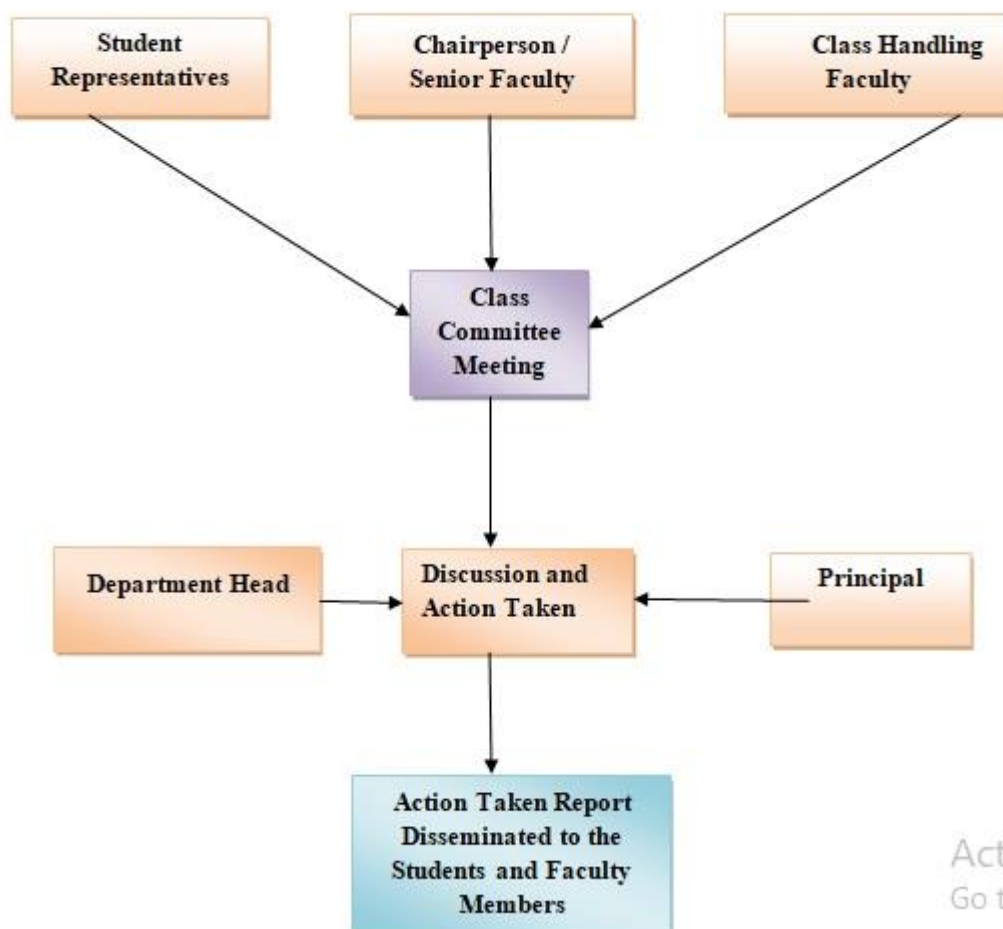
CLASS COMMITTEE MEETINGS

Class Committee meetings play a key role in improving the Teaching Learning Process.

These meetings are conducted periodically during a semester. The meeting is conducted by a chairperson, who does not handle the class, in the presence of faculty members handling the class and students. The first meeting is conducted in the first week of the semester and thereafter, meetings are conducted before and after each assessment tests

- to track the coverage of the topics in each subject and
- to check on any difficulties faced by students with regard to both classes taken and general matters. In case of any noted issues, the chairman addresses the issue in discussion with the Head of the Department and ensures students are made comfortable.

PROCESS INVOLVED IN CLASS COMMITTEE MEETING




Activ
Go to 8

EXPLORING THEORY SESSIONS


- Each theory course prescribed in the curriculum is allotted a minimum of 4 and a maximum of 6 periods per week based on the credits allotted for the course.
- The classes are handled using both traditional methods and ICT tools wherever possible, for better understanding.
- Faculty members ensure to make classes interactive, by making students work on the topic of discussion, a day before the class, so that they come prepared with their materials and the class is open for further discussion and doubt clarification after the faculty member explains the concept.
- Industrial visits are planned based on the courses studied during the particular semester to gain better exposure and understanding of the topics studied in the course.

CONTINUOUS ASSESSMENT FOR THEORY COURSES

- The Internal mark for a theory course is 40.
- The internal mark is calculated out of 100 and then converted to 40 marks.
- Two assessment tests are conducted covering 2.5 units each. Each test is conducted out of 50 which is then converted to 60marks. Remaining 40 marks for each assessment is calculated based on class tests, viva and assignments, conducted before the assessment test. Thus, the 100 mark split up includes 60 marks from assessment test and 40 marks from continuous assessment.
- The templates for the internal theory mark calculation is shown below:

| Theory Course - Template - A1 (for students admitted from the A.Y. 2021-22) | | | | | | | | | |
|---|-----------------|--|-------------------------|------------------------|--------------------------|---|-------------------|-----------------|-------------|
|  | | JERUSALEM COLLEGE OF ENGINEERING (An Autonomous Institution, Affiliated to Anna University, Chennai) Department of _____ ACADEMIC YEAR: 20 - 20 EVEN / ODD SEMESTER ASSESSMENT TEST - I / II | | | | | | | |
| | | Subject Code: Subject Name: Name of the Faculty: Dept. of Faculty: | | | | Year/Sem/Sec: Regulation: Date of Exam: Report Period: | | | |
| S. No. | Register Number | Name of the Student | Attendance | Continuous Assessment | | | | Assessment Test | Total Marks |
| | | | No of Periods Taken () | Class Test 20 Marks | Subject Viva 10 Marks | Assignment 10 Marks | Total 40 Marks | | |
| | | | | | | | | | |
| | | | | | | | | | |

Template for Theory Course Assessment Test 1 & 2

| Theory Course - Internal Marks - Template - A2 (for students admitted from the A.Y. 2021-22) | | | | | | | | | |
|---|-----------------|---|-------------------------------|--------------|---------------|-------------------|----------------|------|--|
|  | | JERUSALEM COLLEGE OF ENGINEERING (An Autonomous Institution, Affiliated to Anna University, Chennai) Department of _____ ACADEMIC YEAR : 20 - 20 EVEN / ODD SEMESTER INTERNAL MARKS | | | | | | | |
| | | Name of the Faculty and Department : Branch : Year/Sem./Section: : Subject Code and Title : Regulation : | | | | | | | |
| S. No. | Register Number | Name of the Student | Attendance | Test I (100) | Test II (100) | Total Marks (200) | Internal Marks | | |
| | | | Total No of Periods Taken () | | | | (100) | (40) | |
| | | | | | | | | | |
| | | | | | | | | | |

Template for Theory Course Internal mark

EXPLORING LABORATORY SESSIONS

- The curriculum contains theory, practical and theory with laboratory (Integrated) courses.
- Sufficient laboratory time is given to both practical and integrated courses in the timetable.
- Students are provided with an e manual which contains the list of experiments they need to be performed with procedure specified.
- Students come prepared for the class, perform the experiment, and record their findings in an observation note book.
- After getting approval from the concerned faculty, the findings and analysis is entered in the record for final correction before the next laboratory class.
- Viva questions are posed to the student while performing the experiment by the concerned faculty.

It is ensured by all Department Heads that students take the laboratory classes seriously as it gives hands-on experience of what they studied in the classroom.

CONTINUOUS ASSESSMENT FOR LABORATORY COURSES

a. Laboratory Course

- The Internal mark for a Laboratory course is 60.
- The internal mark is calculated out of 100 and then converted to 60 marks.
- The 100-mark split up includes 75 marks for continuous assessment of which 40 marks are awarded for record, 20 marks for viva and 15 marks for regularity.
- The record marks out of 40 is calculated based on class preparation, doing the experiment in the laboratory and his/her findings. Marks are recorded in the record for each experiment and average marks are calculated.
- The remaining 25 marks are obtained from the model examination conducted out of 100 during the end of the semester.
- The template for the Internal Laboratory Mark calculation followed is given below –

Laboratory Course - Internal Marks Template B
(for students admitted from the A.Y. 2021-22)

JERUSALEM COLLEGE OF ENGINEERING
(An Autonomous Institution, Affiliated to Anna University, Chennai)

Department of

ACADEMIC YEAR: 20 - 20
EVEN / ODD SEMESTER
INTERNAL MARKS


Name of the Faculty and Department :
 Branch :
 Year/Sem/Section: :
 Subject Code and Title :
 Regulation :

| S. No. | Register Number | Name of the Student | Attendance | Continuous Assessment (75) | | | | Model Lab Exam | | Total Marks (100) | Internal Marks (60) |
|--------|-----------------|---------------------|-------------------------------|----------------------------|-----------|-----------------|------------|----------------|------|-------------------|---------------------|
| | | | Total No of Periods Taken () | Record (40) | Viva (20) | Regularity (15) | Total (75) | (100) | (25) | | |
| | | | | | | | | | | | |
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Template for Laboratory Internal Mark

b. Integrated Course

- The Internal mark for a Integrated course is 50.
- The internal mark is calculated out of 100 and then converted to 50 marks.
- The 100-mark split up includes average of the following
 - i. 100 marks from Assessment Test 1 & 2
 - ii. 100 marks from End Semester Laboratory Exam (Split up similar to that for a pure laboratory course)
- The templates followed for an integrated course is given below –

| Integrated Theory Assessment - Template - C1 (for students admitted from the A.Y. 2021-22) | | | | | | | | | |
|---|-----------------|---|---|------------------------------|--------------------------------|-------------------------------|----------------------|--------------------------------|-------------------------|
|  | | JERUSALEM COLLEGE OF ENGINEERING (An Autonomous Institution, Affiliated to Anna University, Chennai) Department of ----- | | | | | | | |
| | | ACADEMIC YEAR: 20 - 20 EVEN / ODD SEMESTER ASSESSMENT TEST - I / II | | | | | | | |
| Subject Code: | | Year/Sem/Sec: | | | | | | | |
| Subject Name: | | Regulation: | | | | | | | |
| Name of the Faculty: | | Date of Exam: | | | | | | | |
| Dept. of Faculty: | | Report Period: | | | | | | | |
| S. No. | Register Number | Name of the Student | Attendance No of Periods Taken () | Continuous Assessment | | | | Assessment Test 60 Marks | Total Marks (100) |
| | | | | Class Test 20 Marks | Subject Viva 10 Marks | Assign ment 10 Marks | Total 40 Marks | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

Theory Component – Test 1 & Test 2

Integrated Theory - Internal Component - Template - C2
(for students admitted from the A.Y. 2021-22)



JERUSALEM COLLEGE OF ENGINEERING
(An Autonomous Institution, Affiliated to Anna University, Chennai)

Department of -----

ACADEMIC YEAR : 20 - 20

EVEN / ODD SEMESTER

THEORY INTERNAL MARKS

Name of the Faculty and Department :
Branch :
Year/Sem./Section: :
Subject Code and Title :
Regulation :

| S. No. | Register Number | Name of the Student | Attendance | Test I (100) | Test II (100) | Total Marks (200) | Theory Internal Marks (100) |
|--------|-----------------|---------------------|-------------------------------|--------------|---------------|-------------------|-----------------------------|
| | | | Total No of Periods Taken () | | | | |
| | | | | | | | |

Internal Theory Component

Integrated Lab - Internal Component - Template C3

(for students admitted from the A.Y. 2021-22)



JERUSALEM COLLEGE OF ENGINEERING
(An Autonomous Institution, Affiliated to Anna University, Chennai)

Department of -----

ACADEMIC YEAR : 20 - 20

EVEN / ODD SEMESTER

LAB INTERNAL MARKS

Name of the Faculty and Department :
Branch :
Year/Sem./Section: :
Subject Code and Title :
Regulation :

| S. No. | Register Number | Name of the Student | Attendance | Continuous Assessment (75) | | | Model Lab Exam | | Lab Internal Marks (100) |
|--------|-----------------|---------------------|-------------------------------|----------------------------|-----------|-----------------|----------------|-------|--------------------------|
| | | | Total No of Periods Taken () | Record (40) | Viva (20) | Regularity (15) | Total (75) | (100) | |
| | | | | | | | | | |

Internal Laboratory Component

Integrated Course - Internal Marks - Template - C4

(for students admitted from the A.Y. 2020-21)



JERUSALEM COLLEGE OF ENGINEERING

(An Autonomous Institution, Affiliated to Anna University, Chennai)

Department of _____

ACADEMIC YEAR : 20 - 20

EVEN / ODD SEMESTER

INTERNAL MARKS

Name of the Faculty and Department :

Branch :

Year/Sem./Section: :

Subject Code and Title :

Regulation :

| S. No. | Register Number | Name of the Student | Attendance | Theory Internal | Lab Internal | Total Marks | Internal Marks | |
|--------|-----------------|---------------------|-------------------------------|-----------------|--------------|-------------|----------------|------|
| | | | Total No of Periods Taken () | (100) | (100) | (200) | (100) | (50) |
| | | | | | | | | |
| | | | | | | | | |


Template for final Internal Mark for the Integrated Course

STUDENT FEEDBACK ON TEACHING LEARNING PROCESS AND ACTIONS TAKEN

- Feedback from students regarding the smooth functioning of classes (both theory and lab) is taken twice every semester
- The first feedback is taken after Assessment Test 1
- The template of the feedback form is given below –
- The feedback is taken on a 10-point scale
- Question wise score is shown in a bar graph which clearly shows the strength of the faculty and places for improvement.
- If a faculty receives a score of less than 8.5 out of 10, he/she is called for a discussion, with the respective HOD, Dean Academics and Principal.
- Based on the scores earned for each question, the faculty is appraised to improve on them immediately for smooth understanding of the subject, by students, thereafter.
- The second feedback is taken at the end of the semester
- The final feedback is the average of the two feedbacks.
- Based on the average feedback, faculty members, who earned overall score less than 8.5 out of 10 are asked to enrich their knowledge in the subject handled, by doing some certification courses.
- Faculty are asked to attend classes handled by senior faculty and periodically give demonstration classes in front of senior faculty of the department for further improvement.
- Action Taken Reports are prepared by the team, after each Feedback Analysis meeting.
- If overall feedback in 3 subsequent semesters continues to be less than 8.5 out of 10, serious steps are taken by the Principal and Management



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