



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SAI RAJESWARI INSTITUTE OF TECHNOLOGY**

LINGAPURAM(V) PRODDATUR - 516362 YSR DISTRICT ANDHRA PRADESH

516362

[www.srit.edu.in](http://www.srit.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

Sai Rajeswari Institute of Technology (SRIT) was established in the year of 2009 by Sri Sai Rajeswari Educational society with the aim of providing high standards to pursue excellence in the technical education. The college campus is located 4 kilometres away from Proddutur at Lingapuram on the Mydukur main road in a calm and vast area spreading 10 acres. The college is set in a serene environment with lush greenery and fresh air. College is highly connected with excellent public and private bus facilities to major cities like Hyderabad, Chennai, Bangalore, Vijayawada, Nellore, Tirupati, Kurnool and Chittoor. We at Sai Rajeswari Institute of Technology provide good quality technical education and training to transform the budding students into full-fledged engineers with self-confidence of getting Job anywhere in the globe. SRIT believes in imparting professional education through discipline, values & ethics.

With the inspiration of Swami Vivekananda, we want to develop SRIT technocrats with infinite energy, infinite zeal, infinite courage and infinite patience to reach great heights and to become great engineers. The Institute is built on a foundation of Core values, Quality, High academic standards and Integrity is progressing in a sustained manner.

As a testimony to its excellent infrastructural facilities and innovative teaching practices, SRIT was accredited by National Board of Accreditation in 2022 for the first time. The college was reaccredited by NBA in 2025. The institute received NAAC Accreditation in 2022 with B+ grade. The institute was granted Autonomous status by UGC in 2024. In addition to this, the institute also enjoys accreditation by Institution of Engineers (India) since 2021.

### Accreditations :

- UGC Autonomous status granted in 2024 .
- Accredited by NAAC
- UG Programs accredited twice by NBA
- Institute Accredited by IE (India) in the year 2021
- Recognized by UGC under section 2(f) in the year 2019

### Vision

To be a Technologically vibrant Institution of Quality Education with Values and Innovation.

### Mission

- Practice outcome-based teaching learning processes towards quality education
- Provide a conducive environment for learning and intellectual development
- Promote industry-institution interaction to develop indigenous technology
- Facilitate research and innovation with focus towards the societal values
- Inculcate entrepreneurship with networking and optimum resource utilization

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Serving the rural students to make their dreams a reality.
- Aspiring and motivated management for growth of the institution.
- Focused Vision & Mission. Well-developed infrastructure.
- Qualified and experienced faculty & staff.
- Good academic culture, ambience and working environment leading to high students and faculty satisfaction.
- Students are given awards and rewards for merit achievement.
- Mentor system with regular monitoring of attendance of students and their performance in examinations.
- Reputation and prestige of the college is rated high by students for its overall training, holistic development and academic results & placements.

### Institutional Weakness

- Limited employment and industry potential in the area impacted internship and employment of students.
- Difficulty to attract sizeable research funds from the Government funding agencies being a private institution.
- Lack of vibrant Industrial interface with dearth of apprenticeship opportunities for students. However, full attempts are being made towards attracting an augmented Industry-Institution interaction.
- Less financial contribution from alumni Less industrial exposure in faculty

### Institutional Opportunity

- One college in the vicinity with long term focus to provide quality education.
- Huge potential of students to pursue engineering and technology in their interest.
- Leveraging locational advantage to network with institutes of higher learning, industry and research organisations for consultancy, collaborative R & D Projects, sponsored research, academic interaction, student internships etc.

### Institutional Challenge

- Government policies on fee structure and long delays in the fee reimbursement.
- Sudden change in the teaching methodologies due to pandemic.
- Rural students studied in telugu medium admitted for UG programs.
- Quality of student intake in certain departments due to change in preferences. Change in mind set towards R&D.

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

The curricula for the six undergraduate programs of engineering have been formulated in accordance with the guidelines of AICTE, Andhra Pradesh State Council of Higher Education (APSCHE), affiliating university and is in tune with the vision and mission of the Institution. Considering the technological advancements, the curriculum for the undergraduate programs of engineering is shaped in the form of Humanities, Basic Sciences and Engineering Sciences, Professional Core, Open electives and Skill oriented courses.

The emphasis is on overall development and knowledge acquisition. The curriculum also includes, Mini projects, laboratory and project work, technical report writing, and training in latest software's and technologies which is offered under technical skills. The core subjects in the curriculum provide technical knowledge in the chosen program. Students learn important concepts in professional core subjects and advanced concepts in professional elective subjects. With a view to promote self-learning, students are required to complete at least one online certification course of minimum eight weeks duration from SWAYAM /COURSERA/eduX. The students are also encouraged to participate in technical symposiums, take up internships and involve in NSS events and join in extra-curricular clubs which aim at enhancing their inherent creative talents.

The curriculum imparts transferrable and life skills through subjects such as Human Values and Professional Ethics, Skills Development courses - Soft skills, Communication skills and Technical skills, and co-curricular activities which train students in all aspects, striving towards technological and human excellence. The curriculum including examination pattern and assessment system. New skill based courses that give students better placement opportunities have also been introduced.

Choice based credit system has been implemented in all the programs since 2019-20. The success of curriculum design and development towards employability can be gauged through increase in net selections in placements and gradual improvement in the average pay-package, and also by admissions into higher educational institutions both in India and abroad. Post graduate Engineering and MBA programs are designed with advanced core and elective courses along with emphasis on laboratory and research work. The curriculum of postgraduate courses includes all the aspects outlined above.

### **Teaching-learning and Evaluation**

The quality of students seeking admission has been improving year on year which is evident by the ranks of the students joining. As they are from diverse backgrounds the institution is providing academic and other support. Remedial classes are conducted for slow learners. Bridge courses are organized for the lateral entry students. The advanced learners are encouraged to participate in Hackathons/Design contests etc. The institute follows a Mentoring system in which around twenty students are assigned to each faculty and he/she functions as their local guardian.

The institute has a policy of recruiting well qualified and experienced faculty as per AICTE norms and this has contributed to improving the Teaching-Learning process. The institute maintains the requisite teacher-student ratio. The courses are assigned to the faculty based on their competencies and specializations. Teachers prepare an elaborate course plan, lesson plan and handouts as part of the academic schedule.

Innovative processes in Teaching and Learning such as ICT tools and modern pedagogical techniques are adopted by the faculty. Learning Management System (LMS) is implemented for enriched student-teacher interaction. To bridge the gap between the curriculum and the industry requirements, discipline specific technical training programs are conducted. To further strengthen students' domain knowledge guest lectures,

workshops conferences etc. are organised.

The examinations and evaluation system is followed systematically in par with the rules and regulations laid by the Institute which are revised from time to time making the system more efficient. A set of PEOs, POs and PSOs are formulated for every programme based on the 'outcome based education' approach. Course objectives and outcomes, are prepared for each course following the appropriate levels of Blooms taxonomy. The Continuous Internal Evaluation (CIE) and Semester End Examinations (SEE) question papers setters also follow various levels of Bloom taxonomy such as Application, Analysis and Evaluation, so as to set quality questions which do not cater to the rote learning method.

Systematic procedures have also been devised for assessing the attainment of PEOs, POs, PSOs and COs. The appropriate corrective measures are implemented based on the attainment levels perceived every year.

### **Research, Innovations and Extension**

The Institute has a vibrant Research environment with linkages to Government R&D Institutes, Industry and Consultancy agencies. The Institute has an approved R&D policy document to provide important information to the faculty and staff about R&D objectives, schemes, available resources and financial benefits. The Institute has formed Research Coordinators Committee and an Industry Institute Interaction committee for promoting and directing Research and Consultancy. The faculty gets to share the generated revenue according to defined revenue sharing policy. Original Research work is ensured through well publicized plagiarism policy document.

The Institute has 34 (perpetual & time bound) functional Memoranda of Understanding (MoU). The Institute encourages the faculty to undertake research by providing seed money, access to laboratories and research facilities. The Institute provides academic leave, for pursuing doctoral work, permission and financial support to attend conferences for paper presentation and Faculty Development Programs (FDP). The Institute faculty have published 48 papers in UGC recognized journals. The faculty have filed 10 patents. A total of more than 20 linkages for internships and industrial project work have been provided to the students.

A total of more than 40 extension activities for the community were conducted in the last five years besides organizing several blood donation camps. More than 90 Percentage of students on an averages participated in these activities through NSS unit. Every year NSIT receiving awards and recognition from various Government and Non- government bodies.

### **Infrastructure and Learning Resources**

The Institute has ICT enabled classrooms, well equipped laboratories, sports facilities and good infrastructure spread over 10 acres with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The classrooms are well-furnished, spacious with good ventilation and are well illuminated. They are maintained as per norms for proper visibility and audibility.

The institute has 2 seminar halls, one open auditorium and one gallery. All seminar halls have same seating capacity, and these are equipped with ICT facilities. Digital boards have been installed at selected locations.

The institute website provides all the essential information for the stakeholders. Updates in technology shared by faculty as blogs in the website in case of emergency, and classroom used for the teaching-learning process.

A bulk ERP-SMS facility is also available to communicate important messages to all students and faculty. Webinar and Alumni talk series in a collaborative manner.

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The central library has a facilitated with Library management Software, reading space, reprographic facilities, Digital library. DELNET, National Digital Library of India (NDLI) membership for access e-resources. The digital library facilitated with internet facility. It enables student's remote access to DELNET e-journals.

CCTVs installed at strategic places help to monitor the campus activities. The Institution has power management department to ensure uninterrupted power supply and maintenance of electrical assets. The Institution has power house installed with Diesel Generators and solar power with an installed capacity of 125 kW. The maintenance of equipment like Diesel Generator Sets, Power Distribution Systems, Elevators, Air-conditioners, Fire-Fighting Equipment, Drinking water, Water- coolers and Solar Panels etc. is undertaken by authorized vendors under annual maintenance contract. The Institution provides Cafeteria, Books & Stationary and Transport facilities which includes 21 buses for all students and staff.

### **Student Support and Progression**

The key aspects as below describe the steps taken by the institution to provide necessary assistance to the students in terms of academics such as providing meaningful experiences for learning at the campus facilitating holistic development and progression. It also aims at student performance and alumni engagement and the progression of student for higher education and/or achieving employment.

- The economically and socially challenged students are provided with financial assistance by State Government based on certain economic criteria.
- Financial assistance is also given by institute management to the needy students through concessions.
- The capability enhancement and development schemes include skill development courses: communication skills, soft skills, and technical skills and structured CRT programs.
- Co-curricular and Extra- curricular activities are also embedded into the system for an overall development of a student.
- Remedial coaching is provided for academically weak students so that they can improve in their academics.
- Bridge courses are conducted for lateral entry students in the II year to address the curriculum gaps between diploma and current course of study.
- The institute follows a Proctorial system in which around fifteen students are assigned to each faculty. Besides this, personal counselling is given to students through a qualified professional Student Counsellor.
- The consistent academic and other support rendered, has resulted in increased net selections in placements and gradual improvement in average pay package. Performance in competitive exams have also increased resulting in admissions into Higher Educational Institutions both in India and Abroad.
- A sports and cultural activities / competitions are organized by the institution every year wherein the students play an important role in planning and organizing.
- The institution also has a transparent mechanism for timely redressal of student grievances. Students are represented in several academic & administrative bodies/committees of the institution. The committees are Class Review Committee, Library committee, Anti ragging committee, Canteen committee, IQAC, Women Development cell etc.

There is also a registered Alumni Association which contributes significantly to the development of the institution through financial and non-financial initiatives

### **Governance, Leadership and Management**

The institute has a well-defined organizational structure and the policies of the management committee and Governing Body are implemented by the Principal with the help of Heads of the Department and various committees constituted for specific purposes. Faculty are represented in the GOB, Academic council and Board of studies as part of participative management. As part of decentralization, representatives of faculty, non-teaching staff and students participate in various Committees of the institution. E-governance has been implemented for the purpose of admissions, finance and accounts and examinations using the in house developed software.

The institute implements several welfare measures for the faculty and staff for their personal and professional growth. These include maternity leave for women, provident fund etc. and financial support for higher education.

Faculty are encouraged to attend faculty development programs, Refresher courses workshops, conferences etc and are financially supported by the way of providing on duty, travelling allowance, daily allowance, registration fee etc. Professional development programs are conducted for teaching faculty and administrative / technical training programs for non-teaching staff.

The faculty is also encouraged to enhance their educational qualifications by reducing their work load, adjusting their time table and providing academic leave with pay. The institute has a well-defined performance appraisal system for faculty and non-teaching staff. The institute has a well-defined policy for budgeting and audit including internal and external auditing. IQAC cell looks after quality aspects in the institute. The IQAC regularly reviews the teaching learning process evaluation and assessment, structure etc. and as a result, new courses have been introduced with an aim to enhance not just the quality of placements but also to develop their knowledge, skillsets and overall personality. The institute has formulated a strategic plan and continues to implement it for its overall development.

### **Institutional Values and Best Practices**

The institution follows all the rules as per the statutory requirements with respect to academics, finance and administration and maintains complete transparency in all its activities. The institute understands and meets the requirements of women employees and girl students with respect to safety, security, counselling and has made provision for requisite facilities accordingly.

The institution has adopted an environment friendly approach in maintaining the campus with continuous attention towards tree plantation, adopting water harvesting methods, sewerage recycling through an STP, Facilities have been provided for the differently abled students, like ramps, elevators etc.

The students participate in Swachh Bharat activities, conduct blood donation camps to provide assistance to those affected by natural disasters and take part in Street cause events. The students are trained through two regular courses on Human Values and Professional Ethics with credit weightage.

Enhancing employability skills by conducting various training programs in communication skills, logical thinking, Group- discussions, Interview skills, in IT related skills (Fundamental and Advanced Programming Skills) and domain specific skills

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | SAI RAJESWARI INSTITUTE OF TECHNOLOGY                        |
| Address                         | Lingapuram(V) Proddatur - 516362 YSR District Andhra Pradesh |
| City                            | Proddatur  |
| State                           | Andhra Pradesh   |
| Pin                             | 516362   |
| Website                         | <a href="http://www.srit.edu.in">www.srit.edu.in</a>         |

| Status of the Institution |                |
|---------------------------|----------------|
| Institution Status        | Self Financing |

| Type of Institution |              |
|---------------------|--------------|
| By Gender           | Co-education |
| By Shift            | Regular      |

| Recognized Minority institution            |    |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details                                   |            |
|---|------------|
| Date of Establishment, Prior to the Grant of 'Autonomy' | 30-06-2009 |
| Date of grant of 'Autonomy' to the College by UGC       | 01-01-1970 |

| University to which the college is affiliated |   |                               |
|---|---|-------------------------------|
| State   | University name                                     | Document                      |
| Andhra Pradesh                                | Jawaharlal Nehru Technological University, Anantpur | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 17-06-2022 | <a href="#">View Document</a> |
| 12B of UGC    |            |                               |

**Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)**

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
|--------------------------------|---|--------------------------------|--------------------|---------|
| AICTE                          | <a href="#">View Document</a>                                 | 23-03-2024                     | 12                 |         |

**Recognitions**

|   |    |
|---|----|
| Is the College recognized by UGC as a College with Potential for Excellence(CPE)? | No |
| Is the College recognized for its performance by any other governmental agency?   | No |

**Location and Area of Campus**

| Campus Type      | Address  | Location* | Campus Area in Acres | Built up Area in sq.mts. |
|------------------|--|-----------|----------------------|--------------------------|
| Main campus area | Lingapuram(V) Proddatur - 516362 YSR District Andhra Pradesh | Rural     | 10                   | 17676                    |

**2.2 ACADEMIC INFORMATION**

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                              |                            |                                |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/ Course</b>  | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BTech,Civil Engineering,  | 48                        | XII                        | English                      | 30                         | 10                             |
| UG  | BTech,Mechanical Engineering,   | 48                        | XII                        | English                      | 30                         | 5                              |
| UG  | BTech,Computer Science And Engineering,   | 48                        | XII                        | English                      | 240                        | 264                            |
| UG  | BTech,Computer Science And Engineering,Artificial Intelligence and Machine Learning | 48                        | XII                        | English                      | 60                         | 64                             |
| UG  | BTech,Electronics And Communication Engineering,                                    | 48                        | XII                        | English                      | 120                        | 129                            |
| UG  | BTech,Electrical And Electronics Engineering,                                       | 48                        | XII                        | English                      | 30                         | 6                              |
| PG  | Mtech,Electronics And Communication Engineering, VLSI System Design                 | 24                        | B.Tech                     | English                      | 7                          | 0                              |
| PG  | Mtech,Electrical And Electronics Engineering,Electoral Power System                 | 24                        | B.Tech                     | English                      | 0                          | 0                              |

|    |  |    |        |         |   |   |
|----|--|----|--------|---------|---|---|
| PG | Mtech,Electrical And Electronics Engineering,Power Electronics | 24 | B.Tech | English | 0 | 0 |
| PG | MBA,Management Studies,  | 24 | B.Tech | English | 0 | 0 |

### Position Details of Faculty & Staff in the College

| Teaching Faculty  |           |        |        |       |                     |        |        |       |                     |        |        |       |
|---|-----------|--------|--------|-------|---------------------|--------|--------|-------|---------------------|--------|--------|-------|
|   | Professor |        |        |       | Associate Professor |        |        |       | Assistant Professor |        |        |       |
|   | Male      | Female | Others | Total | Male                | Female | Others | Total | Male                | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 5         |        |        |       | 10                  |        |        |       | 87                  |        |        |       |
| Recruited   | 5         | 0      | 0      | 5     | 9                   | 1      | 0      | 10    | 64                  | 23     | 0      | 87    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 5         |        |        |       | 10                  |        |        |       | 87                  |        |        |       |
| Recruited   | 5         | 0      | 0      | 5     | 9                   | 1      | 0      | 10    | 64                  | 23     | 0      | 87    |
| Yet to Recruit  | 0         |        |        |       | 0                   |        |        |       | 0                   |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 76           |
| Recruited   | 48          | 28            | 0             | 76           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 76           |
| Recruited   | 48          | 28            | 0             | 76           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 23           |
| Recruited   | 17          | 6             | 0             | 23           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 23           |
| Recruited   | 17          | 6             | 0             | 23           |
| Yet to Recruit  |             |               |               | 0            |

### **Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 5                | 0      | 0      | 9                          | 1      | 0      | 0                          | 0      | 0      | 15           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 64                         | 23     | 0      | 87           |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt/LLD/DM/MCH       | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| UG                           | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |

| <b>Details of Visting/Guest Faculties</b>                         |             |   |               |   |              |
|---|-------------|---|---------------|---|--------------|
| <b>Number of Visiting/Guest Faculty engaged with the college?</b> | <b>Male</b> |   | <b>Female</b> |   | <b>Total</b> |
|   |             | 0 | 0             | 0 |              |

**Provide the Following Details of Students Enrolled in the College During the Current Academic Year**

| <b>Programme</b> |        | <b>From the State Where College is Located</b> | <b>From Other States of India</b> | <b>NRI Students</b> | <b>Foreign Students</b> | <b>Total</b> |
|------------------|--------|--|-----------------------------------|---------------------|-------------------------|--------------|
| UG               | Male   | 681  | 0                                 | 0                   | 0                       | 681          |
|                  | Female | 534  | 0                                 | 0                   | 0                       | 534          |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |
| PG               | Male   | 68   | 0                                 | 0                   | 0                       | 68           |
|                  | Female | 61   | 0                                 | 0                   | 0                       | 61           |
|                  | Others | 0  | 0                                 | 0                   | 0                       | 0            |

| <b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b> |        |               |               |               |               |
|--|--------|---------------|---------------|---------------|---------------|
| <b>Category</b>  |        | <b>Year 1</b> | <b>Year 2</b> | <b>Year 3</b> | <b>Year 4</b> |
| SC   | Male   | 10            | 5             | 15            | 16            |
|  | Female | 11            | 10            | 10            | 6             |
|  | Others | 0             | 0             | 0             | 0             |
| ST   | Male   | 1             | 0             | 0             | 0             |
|  | Female | 0             | 2             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| OBC  | Male   | 83            | 45            | 71            | 45            |
|  | Female | 46            | 39            | 57            | 64            |
|  | Others | 0             | 0             | 0             | 0             |
| General  | Male   | 31            | 33            | 40            | 26            |
|  | Female | 39            | 38            | 42            | 37            |
|  | Others | 0             | 0             | 0             | 0             |
| Others   | Male   | 0             | 0             | 0             | 0             |
|  | Female | 0             | 0             | 0             | 0             |
|  | Others | 0             | 0             | 0             | 0             |
| <b>Total</b>   |        | <b>221</b>    | <b>172</b>    | <b>235</b>    | <b>194</b>    |

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

| <b>Department Name</b>                    | <b>Upload Report</b>          |
|---|-------------------------------|
| Civil Engineering                         | <a href="#">View Document</a> |
| Computer Science And Engineering          | <a href="#">View Document</a> |
| Electrical And Electronics Engineering    | <a href="#">View Document</a> |
| Electronics And Communication Engineering | <a href="#">View Document</a> |
| Management Studies                        | <a href="#">View Document</a> |
| Mechanical Engineering                    | <a href="#">View Document</a> |

**Institutional preparedness for NEP**

|   |  |
|---|--|
| 1. Multidisciplinary/interdisciplinary: | Education with Multidisciplinary components is an academic and pedagogical approach to develop multiple capacities in the intellectual, aesthetic, social, physical, emotional, and moral domains, among the students inside and outside the classroom, by integrating formal and informal learning opportunities and teaching, research and community engagements and promoting cross-disciplinary and interdisciplinary perspectives and academic practice. NEP 2020 suggests that the institutions to will become degree awarded institutions by 2035. We have mooted this to implement in our institution and various steps have been taken including attending seminars and conferences related to NEP 2020, identifying bench marks from various institutions for multidisciplinary courses and closely following the norms and regulations NEP 2020.  |
| 2. Academic bank of credits (ABC):      | As per the UGC Notification on University Grants Commission Notification (28th July, 2021) “Academic Bank Account” means an individual account with the Academic Bank of Credits opened and operated by a student, to which all academic credits earned by the Student from course(s) of study. are deposited, recognised, maintained, accumulated, transferred, validated or redeemed for the purposes of the award of degree/diploma/certificates etc. by an awarding institution. Academic Bank of Credits shall be established, on the lines of the National Academic Depository shall have a dynamic website providing all details of Academic Bank of Credits and its operational mechanism for the use of all stakeholder of higher education. Academic Bank of Credits is essentially a credit-based, and highly flexible, student centric facility. Our institution has been in the process of getting approval to apply for registration with Academic Bank of Credits from statutory authorities such as Governing Council, Academic Council and university authorities. Courses undergone by the students through the online modes through National Schemes like SWAYAM, NPTEL, etc. or of any specified university, shall also be considered for credit transfer and credit accumulation. |
| 3. Skill development:                   | Integrating vocational education with general education is the most promising way to provide for   |

|   |  |
|---|--|
|   | <p>holistic development of the students, equipping them with knowledge, skills and competencies which would prepare them for life and work. We have identified to collaborate with industries for internship to expose the students to the work environment and get the experience of hands-on practice. We are in the process of developing some bridge courses of varying duration depending on the pre-requirements of the course a student intends to move to horizontally.</p>  |
| <p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p> | <p>NEP 2020 envisages a greater Promotion of Indian Languages, Arts and Culture. The NEP document elaborates on the cultural and knowledge heritage of India, the importance of Indian Philosophy in the renewed perception and influence on the world events, the importance of the Multilanguage multicultural background of the country and the necessity for revitalizing these realms for the betterment of the country and the world. This strategy calls for a paradigm shift in our immediate past educational system (which, in general opinion, has devalued the Indian traditional knowledge). To bring back the glory of the ancestral values and knowledge and a line with AICTE, guidelines the institution has introduced a mandatory course on 'Indian Constitution and Traditional Knowledge' for all the UG students. To augment the lectures in the class room, standard text books on Indian Constitution and Cultural heritage of India have been given to the students. Through the efforts of Clubs, competitions are being regularly conducted in the regional language viz Telugu on the contemporary topics on environment, energy conservation, etc., as well as topics on the cultural and ethnic values of India.</p> |
| <p>5. Focus on Outcome based education (OBE):</p>   | <p>The Institute switched over to Outcome Based Education (OBE) in year to impart education through student centric approach and follow outcome oriented teaching learning process. Programme Outcomes (POs), Programme Specific Outcomes (PSOs), and Course Outcomes (COs) have been formulated for all the UG and PG programs. Programme Outcomes (POs) represent the graduate attributes formulated as per Washington Accord and adopted by National Board of Accreditation (NBA). Programme Specific Outcomes (PSOs) are specifically defined outcomes of the programme which the graduates have to acquire by the end of the programme. Program</p>   |

|   |   |
|---|---|
|   | Outcomes (POs), Program Specific Outcomes (PSOs) of all the UG and PG Programmes have been disseminated to the stake holders.   |
| 6. Distance education/online education: | There is a perceptible change in the modes of the Teaching-Learning all over the world and there is a significant shift from all class room teaching and Learning to partly classroom partly online Teaching-Learning. This is exhibited in the worldwide popularity of Online education like MOOCs, etc. India is also keeping abreast in this new paradigm. We encourage our students and faculty to register and write examinations under SWAYAM-NPTEL for several years. Students can take up full time internship in suitable industries. This doubly benefits the students to acquire skills required by the industry and also a favourable career opportunity. |

### Institutional Initiatives for Electoral Literacy

|   |   |
|---|---|
| 1. Whether Electoral Literacy Club (ELC) has been set up in the College?  | Electoral Literacy Club (ELC) has been set up in the institution in 2021 and is functioning along with National Service Scheme (NSS). The Principal is the Chairperson of the Club with NSS Program Officer as the Faculty Coordinator. Two students are also appointed as student coordinators. 50 students are members in it. The primary objective of the club is sensitizing the student community about democratic rights which includes casting votes in elections.   |
| 2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character? | Yes. The ELC has both faculty coordinator and student coordinators, appointed by the Head of the Institution. The ELC is functioning with the following Objectives: 1) To create awareness and interest among faculties and students through awareness activities and camps. 2) To educate the targeted populations about voter registration, electoral process and related matters. 3) To familiarize the targeted populations with EVM and to educate them about robustness of EVM and integrity of the electoral process using EVMs. 4) To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner. 5) To facilitate voter registration for its eligible members who are not yet registered. 6) To develop a culture of |

|  |  |
|--|--|
|  | electoral participation and maximize the informed and ethical voting and follow the principle 'Every Vote Counts' and 'No Voter to be Left Behind'.  |
| 3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. | The following are the initiatives undertaken by the ELC of the institution. Right to Vote - Pledge Right to Vote - Awareness in the institution and in nearby villages Right to Vote - Drawing Competition to School students Right to Vote - Poster Competition to College students Special Camp for Voters inclusion and correction Special Camp for EVM and integrity of the electoral process Participation in Parliamentary Election Duty Promotion of Ethical Voting Promotion of Voting among Senior Citizens |
| 4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.   | The institution has arranged facilities in the premises to conduct training programs to the School Teachers by the District Election Officer. Students of the institution actively participate the Government programs in Electoral process.   |
| 5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.  | The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge.  |

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

| 2023-24   | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 904   | 851     | 776                           | 569     | 331     |
| File Description                                  |         | Document                      |         |         |
| Provide Links for any other relevant document     |         | <a href="#">View Document</a> |         |         |
| Institutional data in the prescribed format (data |         | <a href="#">View Document</a> |         |         |

#### 1.2

##### Number of final year outgoing students year wise during last five years

| 2023-24   | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 240   | 231     | 125                           | 71      | 37      |
| File Description                                  |         | Document                      |         |         |
| Provide Links for any other relevant document     |         | <a href="#">View Document</a> |         |         |
| Institutional data in the prescribed format (data |         | <a href="#">View Document</a> |         |         |

### 2 Teachers

#### 2.1

##### Number of full time teachers year wise during the last five years

| 2023-24                                       | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 92  | 94      | 81                            | 71      | 31      |
| File Description                              |         | Document                      |         |         |
| Provide Links for any other relevant document |         | <a href="#">View Document</a> |         |         |
| Institutional data in the prescribed format   |         | <a href="#">View Document</a> |         |         |
| Certified list of full time teachers          |         | <a href="#">View Document</a> |         |         |

## 2.2

**Total number of full time teachers worked/working in the institution (without repeat count) during last five years:**

**Response: 152**

| File Description                              | Document                      |
|---|-------------------------------|
| Provide Links for any other relevant document | <a href="#">View Document</a> |
| Institutional data in the prescribed format   | <a href="#">View Document</a> |

## 3 Institution

## 3.1

**Total expenditure excluding salary year wise during the last five years (INR in lakhs)**

| 2023-24                                       | 2022-23 | 2021-22                       | 2020-21 | 2019-20 |
|---|---------|-------------------------------|---------|---------|
| 176.33  | 383.76  | 642.62                        | 442.4   | 275.9   |
| File Description                              |         | Document                      |         |         |
| Provide Links for any other relevant document |         | <a href="#">View Document</a> |         |         |
| Other Upload Files                            |         |                               |         |         |
| 1   |         | <a href="#">View Document</a> |         |         |

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

**Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution**

**Response:**

Students at SRIT will graduate with a foundation of knowledge, industry-relevant electives, and experience through internships and project work thanks to the curriculum's deliberate construction that takes into account local, national, regional, and worldwide developmental demands. Each program's course structure can be roughly divided into three groups. The first category, called Foundation, consists of obligatory courses that all program participants must take. The next category consists of a group of classes known as electives that enhance the programs' technical proficiency as well as their humanities and social science competencies. Projects and internships fall under the third category.

The curriculum that the institute has created is inclusive, successful in terms of goals, learning objectives, and outcome assessment. The curriculum also represents the region's and the country's vision and mission to provide students with life-changing experiences while educating them and allowing them to explore uncharted areas in their respective fields. All levels of curricula give pupils the chance to develop their creative and inventive academic flare. The curriculum, which was created using the Outcome Based Education process, promotes long-term learning and intellectual development and aims to produce graduates who are motivated, resilient, and lifelong learners.

The purpose of the program outcomes is to correspond to the students' abilities, expectations, knowledge, and attitudes. The POs are defined in accordance with the Graduate Attributes. Program Educational Objectives (PEO) have been carefully crafted by the departments in accordance with their individual missions and institute's vision. Program Specific Outcomes (PSO) are mapped out using the PEOs as a foundation. Students are given the opportunity to take interdisciplinary courses for their overall growth through the curriculum.

The Academic Council and Board of Studies play a major role in the planning and development of the curriculum for the institute and its departments. The curriculum development process involves the following steps.

To add, change, or delete courses, a comparative study of the curricula of prestigious universities and institutions is conducted.

For the purpose of designing and developing an effective curriculum, input from all of the institution's stakeholders is regularly gathered and examined.

Learning objectives and course outcomes, which outline what students should know and be able to do at the end of the course, are discussed at faculty meetings.

Following the delivery and evaluation of the course, COs—which are defined in accordance with Bloom's Taxonomy—are mapped to POs in order to evaluate the attainment of these outcomes.

For the students to achieve the intended learning outcomes, each learning objective is linked to its corresponding learning activity.

The board of studies meets once a year. The external members of the BoS take into consideration the needs of the industry, the government's and the university's vision, and the advancements in the field of research.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.1.2

**The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements**

**Response:**

Employability, entrepreneurship, and student skill development are the main focusses of the Institute's programs, which make up about 80% of course curricula. Numerous abilities, including critical thinking, problem-solving, communication, leadership, and teamwork, are taught to students. In today's environment, when people are increasingly expected to be self-sufficient and self-reliant, these traits are crucial and closely related.

Students are urged to cultivate an entrepreneurial attitude and think imaginatively. Together, these elements are included into all course curricula to improve students' employability, entrepreneurship, and skill sets.

1. Including Practical Training: To give students practical experience in their field of study, the Institute works with industry partners. Students benefit from this by gaining experience and developing practical skills that increase their employability once they graduate.
2. Developing Presentation and Communication Skills: Effective communication is crucial for success in any line of work. To help students improve their capacity to write, present, and express themselves clearly, the Institute integrates instruction in communication and presenting skills into its curricula.
3. Encouraging Collaboration: Collaborative projects help students develop teamwork and leadership skills, which are important for employability. The institution encourages students to work in groups on projects that require effective collaboration and communication. All B.Tech programmes include minor and honor courses where students can undertake in-house projects or internships in companies.
4. Focusing on Innovation: Innovation is a critical aspect of entrepreneurship and employability. The Institute encourages innovation by offering courses on creativity, design thinking, and problem-solving. SRIT has an exclusive innovation and incubation cell that promotes startup activity.

The Institute has established a system of continuous development and periodically updates its course curricula to reflect current requirements. When reviewing programs and courses, the following factors are taken into account:

Feedback and developments in the industry are used to determine the new needs of the sector.

Standards, norms, and requirements of pertinent regulatory, statutory, and accrediting organisations.

Input from course/program reviews that is structured and comes from students, graduates, employers, and academic, industry, and research professionals.

Examination of the most recent market developments.

Consultation with the Board of Studies members.

Enclosed are lists and curricula of courses emphasising skill development, entrepreneurship, and employability. Also included are updated subject lists and programs.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

| <p><b>1.2.1</b></p> <p><b>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</b></p> <p><b>Response:</b> 67.02</p> |                               |
|--|-------------------------------|
| <p><b>1.2.1.1 Number of new courses introduced during the last five years:</b></p> <p>Response: 884</p>  |                               |
| <p><b>1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :</b></p> <p>Response: 1319</p>                  |                               |
| File Description   | Document                      |
| Subsequent Academic Council meeting extracts endorsing the decision of BOS   | <a href="#">View Document</a> |
| Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses  | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

|  |
|--|
| <p><b>1.3.1</b></p> <p><b>Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum</b></p> <p><b>Response:</b></p> <p>The Institute incorporates Universal Human Values, Professional Ethics, Ethical Values, Environmental</p> |
|--|

Science, and cross-cutting societal challenges into our curriculum. To help with this attempt, a number of events are planned all year long.

#### Human Values and Ethics:

The institute curriculum has incorporated a course on Human Values and Ethics for the first year students.

- To prepare students for a variety of roles in both their personal and professional lives
- To assist pupils in gaining a comprehensive outlook on life.
- To raise students' awareness of the many facets of life, such as the individual, the family (and interpersonal relationships), society, and the natural world.
- To strengthen self-reflection.
- To develop greater confidence and commitment to understanding, learning, and acting accordingly.
  
- To support students in developing a comprehensive outlook on life, career, happiness, and success that is founded on a true comprehension of human reality
- To ensure that students acquire a comprehensive understanding of societal, ethical, and cultural aspects in addition to technical knowledge.

#### Environmental Science:

Environmental Science is incorporated as a subject for the Second year of the B.Tech program to

- Highlight the importance of biodiversity for future generations as well as the necessity of preserving ecosystems and natural resources.
- Focus on issues contributing to everyday pollution
- Enhance students' ability to recognise and address the effect of human activity on environment and take mitigative measures

Additionally Institute curriculum has Intellectual Property Rights as a subject for B.Tech Second year to

- To sensitize students the importance of patents and copyrights

- Necessity for Protection of creators' rights with the need for knowledge sharing and innovation, ensuring fairness and promoting societal benefit

Soft skill-oriented courses and multidisciplinary skill-oriented courses The goal of these skill-focused, multidisciplinary courses is to give engineering students a broad range of abilities beyond just technical knowledge. The institute makes sure that students are equipped for the dynamic and multidisciplinary character of contemporary employment by incorporating these courses into the curriculum. This makes them proficient communicators, cooperative team players, moral decision-makers, and creative leaders.

Professional Ethics is a fundamental component of Management courses.

| File Description              | Document                      |
|-------------------------------|-------------------------------|
| Upload Additional information | <a href="#">View Document</a> |

### 1.3.2

**Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.**

**Response:** 108

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs                                    | <a href="#">View Document</a> |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Evidence of course completion, like course completion certificate etc   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                   | <a href="#">View Document</a> |

### 1.3.3

**Percentage of programmes that have components of field projects / research projects / internships during the last five years.**

**Response:** 100

**1.3.3.1 Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

**Response:** 6

**1.3.3.2 Total Number of programmes offered (without repeat count) during the last five years**

**Response:** 6

| File Description  | Document                      |
|---|-------------------------------|
| Sample Internship completion letter provided by host institutions   | <a href="#">View Document</a> |
| Sample Evaluated project report/field work report submitted by the students                                       | <a href="#">View Document</a> |
| Provide the relevant information in institutional website as part of public disclosure                            | <a href="#">View Document</a> |
| Program and course contents having element of field projects / research projects / internships as approved by BOS | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                       | <a href="#">View Document</a> |

## 1.4 Feedback System

| <p><b>1.4.1</b></p> <p><b>Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:</b></p> <p><b>Response:</b> A. Feedback collected, analysed, action taken &amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> |                               |
|--|-------------------------------|
| File Description   | Document                      |
| Feedback analysis report submitted to appropriate bodies   | <a href="#">View Document</a> |
| At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.  | <a href="#">View Document</a> |
| Action taken report on the feedback analysis   | <a href="#">View Document</a> |
| Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 44.36

##### 2.1.1.1 Number of seats filled year wise during last five years (Only first year admissions to be considered)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 221     | 172     | 235     | 194     | 208     |

##### 2.1.1.2 Number of sanctioned seats year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 591     | 459     | 459     | 399     | 414     |

#### File Description

#### Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

#### 2.1.2

##### Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

**Response:** 57.97

**2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 151     | 101     | 153     | 131     | 137     |

**2.1.2.2 Number of seats earmarked for reserved category as per GoI/State Govt. rule year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 296     | 229     | 229     | 200     | 207     |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Provide the relevant information in institutional website as part of public disclosure  | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority.   | <a href="#">View Document</a> |
| Copy of the letter issued by the State govt. or Central Government Indicating the reserved categories(SC, ST, OBC, Divyangjan, etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any  | <a href="#">View Document</a> |

**2.2 Catering to Student Diversity****2.2.1**

**The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student**

**Response:**

The institution is in a town surrounded by many small villages. Students come from different walks of

life, such as rural, small township and larger towns nearby. Their schooling is from state board as well as central board. The students require orientation programme when they join, to understand the teaching learning process, extracurricular and co-curricular activities in the institution. Hence, one day orientation programme is conducted for all the first students as well as parents every year when the students join. The importance of communication and presentation skills, management of time for class rooms, laboratories, projects etc., are highlighted. Special classes on English communication are conducted for the students since, many of them are coming from rural background. This helps in improving their confidence levels.

Considering the benefits of yoga for the physical and mental health, yoga classes are organized in the institution on regular basis, fostering a positive attitude on the young minds. Courses on Skill development is given importance to enhance the employability levels of the students. Based on the area of study, skill development courses are identified and training is imparted to the students in specific domains.

Based on the learning level of the students, the slow learners and bright students are identified. For this classification, their marks in internal examinations are considered by the course faculty. Course-wise slow learners list is prepared for this purpose. Special classes are arranged for the slow learners and additional examinations are conducted. More assignments are given to the slow learners so that they get a better understanding of the theory courses. Any improvement of the slow learners is recorded and monitored by the faculty. This helps in achieving a better performance resulting in successful completion of the course with good marks.

Similarly, special classes on GATE, UPSC and AP State Government examinations are conducted for the bright students. They are encouraged to register for NPTEL courses and write the exams as well. This helps the bright students to write competitive examinations resulting in few of them getting Government jobs. Some of the bright students get opportunities for joining higher studies in reputed institutions, leading them to a research-oriented career.

For the improved Industry-Institute interaction, Guest lectures from senior officers of Industry are arranged for all the branches of students in various domains. This gives the students an opportunity to interact with Industry representatives, resulting in better career choices.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload Any additional information | <a href="#">View Document</a> |

**2.2.2****Student - Full time teacher ratio (Data for the latest completed academic year)****Response:** 9.83

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List showing the number of students in each of the programs for the latest completed academic year across all semesters | <a href="#">View Document</a> |
| Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.     | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

**2.3 Teaching- Learning Process****2.3.1**

**Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

**Response:****Experiential learning**

In traditional classroom situations, some of the students remain unmotivated. They also compete with one another. In contrast, the students in experiential learning situations cooperate and learn from one another. In this approach, the instruction is designed to engage students in direct experiences which are tied to real world problems and situations. The instructor facilitates the student progress. In Experiential learning, the students will be more motivated to learn since they have a personal stake in the subject.

Eight-week internship is integrated into the curriculum of the institution, serving as a bridge between the academic institution and industry. Students are driven to investigate real-time issues through research projects during this period. Some of the students publish their project outcomes in journals and conferences. Through Student Chapter's in the institution, the students coordinate in Institute / department level events like workshops, seminars, guest lectures or club activities to enrich their leadership quality.

Industrial visits are organized for the students on regular basis. Students get a good exposure to industrial environment, working culture, processes in the industry. From IT industries, the students can understand the security aspects of protecting data, antivirus technologies etc.

### **Participative Learning:**

Common classroom teaching methodologies are characterized by learners passively sitting at desks, answering questions, and copying from a blackboard. Participative learning is an approach to teaching and learning which focuses on the learner. It encourages learning by working in small groups and peer teaching. Students use practical activities to understand difficult concepts or work together to solve problems and ask/answer questions.

In Laboratory sessions, students participate in various experiments as a group and learn difficult concepts in a manner which is understandable. They also discuss within their batch to get a better idea of the concept. Institute encourages students to actively participate in group discussions, group activities and presentation. Through flipped classrooms, the students participate in teaching process. Activities including Swachh Bharat Mission, NSS, NCC facilitate student participation in various technical and social activities enriching their collaborative learning experience.

### **Problem-Solving Methodologies:**

Problem-solving methodologies in teaching is a learner-centred approach that encourages students to apply critical thinking, reasoning, and creativity to solve challenges. It focuses on developing students' ability to identify problems, explore potential solutions, and apply their knowledge in a range of scenarios. Participation in competitions like Hackathon, technical quiz programmes etc., help the students in exploring various problem-solving methodologies.

### **Teachers use ICT - enabled Tools:**

The institute has seminar halls and smart classrooms with LCD projectors for ICT enabled teaching process. Good Wi-Fi connectivity is available for the faculty and students for a blended learning experience. E-learning resources are available in the Library including e-journals, NPTEL videos. Self-directed learning is actively promoted by encouraging students to embark on online courses such as Swayam NPTEL with additional credits.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| Provide Link for Additional Information | <a href="#">View Document</a> |

### 2.3.2

#### **The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues**

##### **Response:**

##### **Mentor-Mentee scheme**

Mentor-Mentee Scheme has been implemented as part of welfare measures of the students by addressing their academic and psychological issues. The institution is committed to provide personalized support to the students. This mentoring scheme aims to foster a supportive environment and promote holistic student development. In the mentoring process, the following activities are given importance:

1. Inform the parents about the student's daily attendance and marks.
2. Counselling the students for improving their academic activities, in case of any slow learner
3. Guiding the students about their career aspects including higher studies and start up opportunities.
4. Coaching and training the students for improving their knowledge & skills.

##### **Purpose of counselling**

The purpose of counselling is that the student can freely and confidently express their academic, emotional, and personal pressures and concerns to a senior person like faculty who can guide them in an effective manner. Counselling in academic related issues, Personal issues and career related issues.

**Academic Counselling** is done to provide educational guidance and assistance for students by provided simple solutions. Through regular interactions, mentors provide personalized assistance tailored to the individual needs of their mentees, helping them navigate academic challenges and develop essential life skills. One of the primary objectives of the Mentor-Mentee Schemes is to address academic issues faced by students. Mentors work closely with their mentees to identify areas of academic difficulty and provide targeted support to help them overcome obstacles. This support may include tutoring, study skills development, and assistance with course selection and academic planning.

**Personal counselling** helps the students to familiarize with social etiquette, peer group interaction, attitudinal changes which can help them to overcome emotional problems. Mentor-Mentee Schemes at the institute also address student psychological issues by providing a supportive and nurturing environment for mentees. Mentors guide mentees in setting goals, developing self-confidence, and making informed decisions about their academic and personal lives. Through mentorship, mentees gain valuable life skills such as time management, problem-solving, and effective communication, which are essential for success in both academic and professional settings.

## Benefits of Counselling System

Counselling helps the students in understanding their values, interest, skills, passions and world outlook which influence their career decisions. There are several benefits due to the availability of counselling system in the institution. A few of the advantages are:

- 1.Reduced failures in courses and drop-outs from the college
- 2.Students effectively utilize college library and resources based on the guidance provided
- 3.Students can take wise decisions that support their goals, abilities, and aspirations.
- 4.Improved relationships between faculty & students
- 5.Enhances the academic performance or pass percentage of students and number of placements
- 6.Increases the participation of students in co-curricular, extra-curricular and extension activities.

Through ongoing commitment to mentorship, the institution demonstrates its dedication to nurturing a supportive and inclusive learning community where all students can succeed.

| File Description                        | Document                      |
|---|-------------------------------|
| Upload any additional information       | <a href="#">View Document</a> |
| List of Active mentors                  | <a href="#">View Document</a> |
| Provide Link for Additional Information | <a href="#">View Document</a> |

### 2.3.3

#### *Preparation and adherence of Academic Calendar and Teaching plans by the institution*

**Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.**

**Response:**

#### **Preparation of Academic Calendar:**

Academic calendar of the institution is planned ensuring compliance with UGC regulations and in line with the affiliating university JNTUA, Anantapuramu guidelines. In every semester, considering the continuous evaluation, examinations and public holidays a minimum of 16 weeks of course delivery is planned in a semester following the Lecture – Tutorial - Practical structure. Academic calendar is maintained uniform for all the years of study and the compliance is ensured. In addition to the above, the academic calendar captures various timelines of the academic audits across all the departments to comply with the requirements of IQAC. Further, it also captures the schedules of all the co- and extra- curricular events. The prepared academic calendar will be finalized by taking necessary inputs from the respective

Department Heads and the same will be notified by posting on the ERP well in advance before the commencement of the academic year.

### Teaching Plans of the Institution:

Based on the academic calendar, the heads of the departments allocate the courses for the members of the faculty in their respective departments and in consultation with other heads of the department in case of inter department courses. This process is being meticulously practiced well before the commencement of the semester to enable the faculty members to plan and prepare their curriculum delivery. The institute has a standard operating procedure for allotting

the courses to the members of faculty based on the subject proficiency, specialization, and previous track record of that faculty concerned.

Further, the timetable committee/coordinator prepares the timetable for the forthcoming semester as per the required pattern in the curriculum. In line with the timetable, the concerned members of faculty prepare/update the lecture plan for their respective courses indicating the details of the mode of delivery. As per the OBE philosophy, faculty members follow a standard template for all the lecture plans giving the objectives and expected outcomes. Eventually the same will be uploaded in the ERP portal well before the commencement of the class work. For effective course delivery and continuous improvement, Program Coordinator / HoDs also will share the feedback received from the course instructor of the previous batch of students.

To ensure the effectiveness of the curriculum implementation, the department conducts meetings of all the course instructors. The committee addresses the issues like the syllabus coverage, the technician support during Lab/project, Special care of faculty towards slow learners, difficulty in leaning with any of the courses, ICT tools, clarification of the students' doubts etc.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

### 2.4.1

**Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years**

**Response:** 100

**2.4.1.1 Number of sanctioned posts year wise during the last five years**

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
| 92      | 94      | 81      | 71      | 31      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts). | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)                                    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 12.5**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 19

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year. | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)  | <a href="#">View Document</a> |
| Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest**

completed academic year, in number of years)

**Response:** 6.9

**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 635

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)             | <a href="#">View Document</a> |

**2.4.4**

**Percentage of full time teachers working in the institution throughout during the last five years**

**Response:** 38.71

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 12

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)             | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

**2.5.1**

**Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years**

**Response:** 39.2

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 22      | 32      | 59      | 37      | 46      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Result Sheet with date of publication                                       | <a href="#">View Document</a> |
| Policy document on Declaration of results (if any)                          | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)                 | <a href="#">View Document</a> |
| Exam timetable released by the Controller of Examination                    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

### 2.5.2

**Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**

**Response:** 0.66

#### 2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 6       | 2       | 2       | 13      | 0       |

#### 2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 882     | 958     | 742     | 523     | 360     |

| File Description   | Document                      |
|--|-------------------------------|
| List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 2.5.3

**IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution**

**Describe the examination reforms with reference to the following within a minimum of 500 words**

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

**Response:**

#### **IT integration and Reforms**

IT integration has been done for the examination process including the evaluation and declaration of results. Exam related student grievances addressed, if any in a short time.

#### **Reforms in the examination procedure**

The institution has implemented a number of reforms in the Examination system as given below. The benefits are given along with the reforms.

1. Credit system was introduced for the benefit of the students – Beneficial to the students.
2. Project works (Viva Voce) and assignments are made part of evaluation – Improved evaluation process.
3. Tools of IT are utilized for most of the activities associated with the conduct of examinations, evaluation, and declaration of results – Improved exam management.

4. Continuous Internal Examination (CIE) includes Mid examinations, periodical assignments - Students are engaged with the subject content throughout the semester.
5. Two sets of question papers are maintained for each subject / course (Semester end exams) – For maintaining confidentiality.
6. Appointment of squad consisting of senior faculty members of other reputed institutions and internal faculty to monitor the semester end examinations – For unbiased monitoring.
8. Strict vigilance for smooth conduct of examinations – For conducting proper examinations.
9. Establishment of Digital/Spot evaluation center – For evaluation as per established procedures.
10. Establishment of CCTV Surveillance System – For strict monitoring.
11. Encoding and decoding of answer booklets – For enhanced security.
12. Personal verification and revaluation system – for the satisfaction of students.
13. Supplementary examinations – for the benefit of the students.
14. Timely publication of results & issuing necessary certificates in time – for maintaining a proper exam process.
15. Inclusion of security features in grade sheets as well as in answer booklets – for improved security.

### **Continuous Internal Assessment (CIA)**

The institution conducts internal examinations two times in each semester, i.e., Mid1 and Mid2. Also, assignments are given to the students on regular basis and marks are awarded as part of internal assessment.

### **Examination Management System**

Examination Management System is available in the institution. In this process, most of the details related to examination are made available in the website. Under the head “Exam Cell” details like Academic Calendar including Examination schedule, Exam time table, Punishment for examination related malpractices, Application for recounting is available.

Results declaration policy is created and declare the results of the students after evaluation and

scrutinization of end examinations. A result review committee consisting of Principal, Dean, Academics & Examinations, University Nominee, Chairmen of the various Board of Studies. Controller of Examinations, and Deputy Controller of Examinations will monitor the results and gives the permission for the announcement of results. After review meeting, results are loaded into Institution website from which students can access by entering their Hall ticket number. And results in form of hard copy are available with respective Head of the Departments. Best effort is made by the institution to announce the results within 20 days after completion of last examination.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution**

**Response:**

#### **Programme and Course outcomes**

The focus on outcomes creates a clear expectation of what needs to be accomplished by the end of the course. Students will understand what is expected of them and teachers will know what they need to teach during the course. At the end of each course, the course outcome (CO) attainment is evaluated by the faculty and necessary actions are taken for getting better outcome in subsequent years. Similarly, at the end of final semester examinations, programme outcome (PO) attainment evaluation is done by the concerned department to check the levels of the attainment of the batch of students.

#### **Graduate Attributes**

The Graduate Attributes of engineering students are formulated by All India Council of Technical Education (AICTE) and defined in the form of Programme Outcomes. The attainment of Programme Outcomes is evaluated as given above.

#### **Assessment Processes**

In this institution, the CO/PO Assessment processes have been implemented few years back. There are two methods in the assessment process. In the direct assessment method, internal examinations, assignments, and semester examinations are considered in the CO/PO attainment process. In the indirect

assessment method, all the co-curricular and extra-curricular activities of the students are evaluated and the PO attainment levels are calculated.

**Seminars:** The students are required to present a seminar on the course of study. The goal of the seminar presentation is to assess students' interaction with peers and teachers on assigned topics. The content, preparation, presentation, and conversation abilities are evaluated.

**Assignment:** The assignment is aimed to assess students' understanding of the allotted topic, ability to gather information, understanding of the content, comprehension, innovation/ideas, Analytical/critical thinking, interpretation skills, and written communication skills concerning the learning outcomes.

**Project work and Viva voce:** The final semester students take up group research projects under the guidance of a faculty member. The ability of the students - to plan and then execute the plan by designing and conducting experiments; analysing & interpreting data and delivering the outcomes within a time frame is measured.

### Outcome Based Education Manual

The institution has brought a well-planned document comprising of the all the processes involved in the CO and PO mapping, CO and PO attainment viz., Outcome Based Education (OBE) manual. The rubrics associated with various activities are explained in the OBE manual. This philosophy has been followed in the CO/PO assessment process by all the associated departments of the institution. This is one of the major milestones of the OBE process. All the faculty members, students and other stakeholders are familiar with this process and practice the OBE requirements in the campus. The graduates are expected to have better POs, PSOs and latter in PEOs once they start working in any organization.

| File Description   | Document                      |
|--|-------------------------------|
| Upload POs and COs for all courses (exemplars from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                            | <a href="#">View Document</a> |

### 2.6.2

**Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)**

**Response:** 97.08

#### 2.6.2.1 Total number of final year students who passed the examination conducted by Institution

**during the latest completed academic year:**

Response: 233

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / year wise | <a href="#">View Document</a> |
| Annual report of Controller of Examinations ( COE) highlighting the pass percentage of final year students   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The institute offers a supportive environment and all the infrastructure required to encourage research on campus. SRIT has Research and Development Cell to take of research activities. The institute might not have enough money to support all of the research projects that the researchers and students undertake because of its restricted resources. Faculty are encouraged to continue their research and apply for grants from other organisations. On the basis of faculty or student submissions, the institute is prepared to offer seed grant or partial support. Faculty and students are encouraged to submit project plans and ideas to the research committee in order to receive seed grant approval in compliance with institute policies.

The faculty and students are given the freedom to choose the research area of their choice and guidance is given to seek funding from various funding agencies and industries. The institute encourages the faculty by providing incentives for peer-reviewed publications, writing books, and filing patents. The institute takes care of the patent filing process, which is governed by the Research policy of the institute.

Research findings and outcomes are freely reported by the institute. All research proposals, h that are submitted to different funding sources are thoroughly reviewed by the Research and Development Cell. This R&D Cell also keeps an eye on how research and consulting are affecting people and makes sure that professional ethics, research and consulting ethics, human rights, privacy, and property damage are all upheld.

Research Labs have been functioning in the institute for carrying out research activities.

The institute has Research guides recognised by Jawaharlal Nehru Technological University Anantapur (JNTUA) to provide guidance on research projects.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

**3.1.2****The institution provides seed money to its teachers for research****Response:** 22**3.1.2.1 Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10.84   | 5.02    | 3.73    | 2.41    | 0       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Sanction letters of seed money to the teachers is mandatory  | <a href="#">View Document</a> |
| List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer                   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**3.1.3****Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years****Response:** 10.53**3.1.3.1 Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years****Response:** 16

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of teachers who have received the awards along with nature of award, the awarding agency etc. | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| E-copies of the award letters of the teachers  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                        | <a href="#">View Document</a> |

### 3.2 Resource Mobilization for Research

#### 3.2.1

**Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)**

**Response:** 15

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template is merged with 3.2.2)   | <a href="#">View Document</a> |
| Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### 3.2.2

**Number of research projects per teacher funded by government, non-government, industry, corporate houses, international bodies during the last five years**

**Response:** 0.01

**3.2.2.1 Number of research projects funded by government and non-government agencies during the last five years.**

Response: 1

| File Description  | Document                      |
|---|-------------------------------|
| List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template merged with 3.2.1)                               | <a href="#">View Document</a> |
| Copies of the grant award letters for research projects sponsored by government agencies                    | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                 | <a href="#">View Document</a> |

**3.2.3****Percentage of teachers recognised as research guides as in the latest completed academic year**

Response: 0

**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

| File Description  | Document                      |
|---|-------------------------------|
| Upload copies of the letter of the university recognizing faculty as research guides    | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2) | <a href="#">View Document</a> |

**3.3 Innovation Ecosystem****3.3.1**

**Institution has created an ecosystem for innovations, Indian Knowledge System (IKS), including awareness about IPR, establishment of IPR cell, Incubation centre and other initiatives for the creation and transfer of knowledge/technology and the outcomes of the same are evident**

Response:

During the 2019–20 academic year, the institute launched an Innovation and Incubation Centre. For approximately Rs. 35.00 lakhs, we have furnished the Innovation and Incubation Centre with 40 top-tier computers (Intel Core i5, 6th Gen Processor, 8 GB RAM, 512 GB Hard drive capacity), a UPS, an LCD projector, and other equipment. To enable students with creative ideas to create 3D models of their inventive products, we have installed Dassault Systems 3D modelling software in 35 Systems. With an investment of Rs. 17.4 lakhs, we have set up two robots and the GUI-based software needed to operate

them so that students can create programs to automate industrial processes.

The Incubation Centre also has a discussion room and an LCD projector for holding meetings and competitions for ideas. For one academic year, we are hosting two innovation and startup-related workshops and two proposal competitions. For the students whose ideas were chosen in the concept competitions, we are assigning mentors. To raise awareness of the advantages of innovations and startups, we often offer motivational classes to students.

In 2019, we registered with the Institution Innovation Council, which was established by the Ministry of Education at the central government. The academic council adopted the National Innovation Startup Policy, which we have applied inside the organisation. Every year, we take part in the federal government's Ministry of Education (MoE) initiative, NITTTR CHANNAI, CEMS VISHAKAPATNAM, Oracle ,excellar. By hosting guest lectures and webinars, our institution raises awareness among teachers and students while also preserving the Intellectual Property Rights Cell. The faculty at our institution get financial assistance for starting their own businesses and registering patents.

For the purpose of commercialising the patents, our institution has signed memorandums of understanding (MOUs) with a number of organisations, including the Central Government's "Op Zindal University, ICT Academy, NASCOM, APSSDC Govt of AP, Quantam Astra USA

Our Institution professors registered 18 patents and all these patents were published in the IPR Journal. In addition to that 10 Patents were given to the faculty from the year 2019 onwards. With the institution's assistance, two startups were registered by the staff and students.

Below are the Innovation Incubation Center's I/C details:

Computer Science Engineering professor Dr. Pandurangan Ravi can be reached by email at sritproddatur@gmail.com and by phone at 7799667007.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution ensures implementation of its stated Code of Ethics for research.**

**The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:**

- 1. Inclusion of research ethics in the research methodology course work**
- 2. Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
- 3. Plagiarism check through software**
- 4. Research Advisory Committee**

**Response:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Copy of the syllabus of the research methodology course work to indicate if research ethics is included | <a href="#">View Document</a> |
| Constitution of the ethics committee and its proceedings as approved by the appropriate body            | <a href="#">View Document</a> |
| Constitution of research advisory committee and its proceedings as approved by the appropriate body.    | <a href="#">View Document</a> |
| Bills of purchase of licensed plagiarism check software in the name of the HEI                          | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                             | <a href="#">View Document</a> |

#### 3.4.2

**Number of candidates registered for Ph.D per teacher during the last five years**

**Response:** 0

**3.4.2.1 Number of candidates registered for Ph.D during the last 5 years:**

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Ph.D. registration letters/Joining reports of candidates.   | <a href="#">View Document</a> |
| Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide. | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)                                     | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

### 3.4.3

#### **Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years**

**Response:** 0.38

#### **3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 57

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |
| Link to the uploaded papers, the first page/full paper (with author and affiliation details) on the institutional website | <a href="#">View Document</a> |
| Links to the paper published in journals listed in UGC CARE list  | <a href="#">View Document</a> |
| Link re-directing to journal source-cite website in case of digital journals  | <a href="#">View Document</a> |

### 3.4.4

#### **Number of books and chapters in edited volumes published per teacher during the last five years**

**Response:** 0.13

**3.4.4.1 Total Number of books and chapters in edited volumes published during the last five years**

Response: 20

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website  | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**3.4.5****Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**

Response: 0

| <b>File Description</b>                                      | <b>Document</b>               |
|--|-------------------------------|
| Bibliometrics of the publications during the last five years | <a href="#">View Document</a> |
| Any additional information                                   | <a href="#">View Document</a> |

**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution***

Response: 0

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**3.5 Consultancy**

**3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 38**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 19      | 12      | 5       | 2       | 0       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Letter from the corporate to whom training was imparted along with the fee paid.                        | <a href="#">View Document</a> |
| Letter from the beneficiary of the consultancy along with details of the consultancy fee                | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| CA certified copy of statement of accounts as attested by head of the institution                       | <a href="#">View Document</a> |
| Audited statements of accounts indicating the revenue generated through corporate training/consultancy. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                             | <a href="#">View Document</a> |

**3.6 Extension Activities****3.6.1**

**Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)**

**Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words**

**Response:**

By encouraging a network of institutions, neighbourhoods, and communities, the Institute has

significantly improved society and the environment. In order to promote good citizenship, a lot of focus is placed on student participation, service orientation, and students' overall growth.

The different ways that staff and students share their experiences and research findings are examples of extension initiatives. The institution offers a platform by hosting conferences, workshops, seminars, and symposia in a variety of fields at the regional and national levels. In addition to this, there are a number of additional methods that staff members both inside and outside the institute can use the expertise that is accessible.

The NSS Wing and special efforts by the Institute and departments are used to carry out the Extension operations. The recognised NSS unit at the institute is in charge of planning community-based events like

1. Tree Plantation
2. Cleanliness in neighbourhood areas
3. Road shows highlighting National Integration
4. Campus cleaning
5. Awareness programs on government welfare schemes like Swacch Bharat, Drug abuse, Road safety, Gender issues etc.,
6. Health Awareness programmes – 2K and 5K run

Students become more conscious of society and their social responsibilities when such events are planned. On several occasions, the NSS unit has arranged guest lectures on subjects like women's security and gender concerns.

Institute follows a mechanism for student's involvement in various social activities which promote citizenship roles. Besides this, the institute organizes other activities also as per need and availability of time without affecting academics. Awareness programs on gender equality, environmental awareness, cleanliness, tree plantation in campus are also organized by the institution. Institute encourages faculty members to organize different extension activities and workshop in other institutes also

Every year, a comprehensive plan and event calendar are created with the intention of expanding services in the local community and raising students' awareness of social concerns and holistic development. These include collaborating with local government, the Police, the public in general, neighbouring villages, commemorating national heroes' birth anniversaries, and NGOs' blood donation and environmental conservation camps. These exercises foster value education and aid in the pupils' overall growth. These have allowed us to develop a variety of traits that make us good citizens.

Students are drawn to the spirit of volunteerism through ongoing community engagement and the connection between college and the community, which has an impact on how students develop as individuals through community service.

| File Description                            | Document                      |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

### 3.6.2

**Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years**

**Response:** 94

**3.6.2.1 Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community year wise during the last five years.**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 29      | 24      | 31      | 9       | 1       |

| File Description   | Document                      |
|--|-------------------------------|
| Photographs and any other supporting document of relevance should have proper captions and dates.  | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 3.7 Collaboration

#### 3.7.1

**Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years**

**Response:** 35

| File Description  | Document                      |
|---|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc | <a href="#">View Document</a> |
| List of year wise activities and exchange should be provided  | <a href="#">View Document</a> |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise    | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                                       | <a href="#">View Document</a> |

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

- 1. teaching – learning, viz., classrooms, laboratories, computing equipment etc**
- 2. ICT – enabled facilities such as smart class, LMS etc.**
- 3. Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

#### **Response:**

The SRIT campus has the following suitable teaching-learning facilities:

#### **Academic activities:**

The institute satisfies all requirements for supporting any academic activity and has a sufficient number of classrooms and laboratories. Every department has a departmental library and computer resources of its own. For their labs, the departments also have specific software. The institute also has a Central Library with a wide selection of foreign and national journals. Another benefit is the Digital Library, and instructors and students also gain from the top-tier library server, which offers convenient access and plenty of storage for educational resources.

#### **Co-curricular Activities:**

In order to accommodate different needs, the institute has seminar halls in addition to its own auditoriums, Conference Hall and Open Quadrangle.

#### **Laboratories:**

Labs As outlined in the curriculum, every department inside the institute is outfitted with the newest, most advanced equipment. With the newest software, each department has its own computer facilities to assist research, small tasks, and large projects. Students are encouraged to pursue their studies and project work in cutting-edge research areas outside of the traditional curriculum. To encourage students to conduct research, the institute has set up innovation centre facilities in particular fields.

The Institute has Industry sponsored IOT and Robotics Lab to promote self-learning.

Involving teachers and students in a variety of learning activities, according to the institution, improves the foundation throughout the formative years. The aforementioned labs were set up to help realise this goal.

### ICT as a Learning Resource:

Computers have been provided by the institute for daily use by faculty and students in all departments; each department has its own computing facilities to meet curriculum needs; staff rooms and departmental libraries also have desktop computers; each department has LCD projectors, laptops, and overhead projectors for computer-aided instruction; all departments and computer centres have internet access with a bandwidth of 300 Mbps; computers are loaded with the software required by the curriculum; and faculty members can also use the software to prepare computer-aided teaching materials.

| File Description                            | Document                      |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

### 4.1.2

#### Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years

**Response:** 25.81

#### 4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 32.6    | 104.69  | 78.71   | 213.11  | 66.77   |

| File Description  | Document                      |
|---|-------------------------------|
| Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)  | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

### 4.2.1

**Library is automated with digital facilities using Integrated Library Management System (ILMS), adequate subscriptions to e-resources and journals are made. The library is optimally used by the faculty and students**

#### Response:

The library is the soul and knowledge resource of the Institute. It provides timely and efficient services to its users. It has a collection of Volumes 16080, 52 journals, 15 Magazine, 04 daily News Paper. Students, teachers, researchers and members of administrative staff use the library resources. Alumni of the college also use library resources- books as well as e-resources for their problem at working place. Library has sections like books, periodicals, reference. Reading hall have a capacity of 100 users. All the books have been classified with the Dewey decimal classification. Newspaper cuttings and newspapers, syllabus, previous year university exam question papers and free PDF downloads, e-books, e- textbooks are also available. The library staff organizes book exhibitions and library day celebration in order to create awareness about reading. The Library has 21 computers for students along with 100 Mbps optical cable line and Wi-Fi facilities.

Library has facilities such as BEES Software and OPAC (Online Public Access Catalogue) which is used by students & faculty to search books by title/ author name etc. All the work related to issue and return has been computerized. All books are bar-coded. BEES Software is a totally integrated software package encompassing all aspects of library management. This software covers all areas within the preview of the BEES Software for efficient Information Management and at the same time provides a precious tool to all its members to have access to these resources at his fingertips.

#### Modules / Features of BEES Software

- Cataloging
- Barcode enabled Issue return
- Transactions are automated by using bar code reader.
- OPAC (Online Public Access Catalogue).

This Library Automation Software has requisition Procurement, Vendor quotes, comparative statement, supply chain order & follow-up, Invoicing & accessioning, Payment requisitions, Loss of books/missing/display, Book indexing, Department-wise transfer of books, Biometric for borrower identification, Document circulation - issue, return & renewals, Reference book issue return facilities.

| File Description                            | Document                      |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

#### 4.2.2

**Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years**

**Response:** 1.43

**4.2.2.1 Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 9.13    | 7.38    | 9.28    | 1.42    | .3      |

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)  | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 4.3 IT Infrastructure

#### 4.3.1

**Institution frequently updates its IT facilities and provides sufficient bandwidth for internet**

**connection**

**Describe IT facilities including Wi-Fi with date and nature of updation, available internet bandwidth within a maximum of 500 words**

**Response:**

The institution regularly examines and updates its IT infrastructure to meet curriculum needs, and it has the necessary computing resources, including hardware, software, networking, scanners, and printers. The IT infrastructure must be updated to accommodate changes to the curriculum and upgraded versions of current software. The institute complies with the standards set by the appropriate authorities.

The institution upgrades its IT facilities according to the following procedures.

- As and when necessary, computer system upgrades on a periodic basis. This is made sure of by investing in the most recent technology, getting a new processor, or replacing systems whenever one is proven to be beyond repair or as per SRA guidelines. If required outdated PCs are used for hardware or networking demonstration classes, or else scrapped.
- Software is updated as a result of changes and improvements.
- Increasing internet capacity as needed (300 Mbps leased-line is currently available).
- **Wi-Fi facility: Cisco Wi-Fi routers with large capacities and enough speed are offered. With regard to digitization and internet bandwidth, the facility has been updated when needed**
- **The institute has 4-core HPC servers to efficiently handle problems of the internet scale and has updated these servers as needed.**
- Every user in the campus is provided access to the campus network as well as internet. LCD projectors and computers with internet connectivity are provided in classrooms. These devices are upgraded based on usage and demand.
- The biometric attendance has been recently upgraded to a face recognition system integrated with ERP for automatic leave & salary management.
- The institute premises are equipped with CCTV surveillance systems upgraded from low resolution analog systems to high resolution IP based systems with multiple access point's at all appropriate locations.
- For fast printing of question papers during university examinations, automatic photocopier

machines with capacity to print 25 copies per minute have been purchased.

| File Description                            | Document                      |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

**4.3.2**

**Student - Computer ratio (Data for the latest completed academic year)**

**Response:** 2.25

**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 402

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Purchased Bills/Copies highlighting the number of computers purchased                                     | <a href="#">View Document</a> |
| Extracts stock register/ highlighting the computers issued to respective departments for student's usage. | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                               | <a href="#">View Document</a> |

**4.3.3**

**Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development**

**Response:**

In the ever-evolving landscape of education, the integration of technology has become paramount in providing a dynamic and immersive learning experience. At the forefront of this educational revolution, the Institute has established an Audio-Visual Centre with state-of-the-art infrastructure, including advanced video mixing equipment, editing facilities, and cutting-edge hardware and software tailored for e-content development.

The heart of this centre lies in its commitment to fostering innovative teaching methodologies and creating digital content. Video mixing equipment forms the backbone of this initiative, allowing educators to seamlessly blend visuals and audio, capturing the attention of learners in a way that traditional methods cannot. The utilization of high-quality cinematic cameras, professional lighting techniques, and sound recording systems ensures that the produced content is not only of high quality but also highly effective for learning.

The editing facility within the centre serves as the creative hub where raw footage is transformed into quality content for an enhanced visual learning experience. Cutting-edge editing software empowers content creators to add graphics and animated content, elevating the learning experience to new heights. Faculty can explore their creativity, producing content that transcends the boundaries of traditional teaching materials.

Media studies find a natural home in this innovative space, allowing students to obtain hands-on experience in content creation, duration, and dissemination. The centre becomes a laboratory for exploring the nuances of media, providing a platform to hone their skills and understand the impact of visual communication on education.

A cornerstone of the Audio-Visual Centre is the lecture capturing system, a modern educational necessity that ensures no academic moment is lost. With the ability to record and archive lectures, seminars, and presentations, this system not only facilitates asynchronous learning but also serves as a valuable resource for future reference. Students can revisit lectures at their own pace, reinforcing their understanding of complex topics and fostering a culture of continuous learning.

The hardware and software infrastructure supporting e-content development in the centre is meticulously crafted to meet the diverse needs of educators and learners. High-end computers equipped with industry standard software for video editing and content creation empower users to push the boundaries of conventional teaching methods. Web storage provides access to resources from anywhere, fostering a flexible and inclusive learning environment.

In conclusion, the Audio-Visual Centre stands as a beacon of educational innovation, leveraging video mixing equipment, editing facilities, and cutting-edge technology for e-content development. This facility not only transforms the way educators deliver content but also empowers students to actively participate in their learning journey. As we navigate the digital age, this centre serves as a testament to the power of technology in shaping the future of education.

| File Description                            | Document                      |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1

**Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years**

**Response:** 18.72

**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 60.71   | 82.26   | 140.31  | 70.35   | 5.96    |

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)  | <a href="#">View Document</a> |
| Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted) | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### 4.4.2

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

**Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words**

#### **Response:**

The Institution takes direct initiative in the maintenance and upkeep of infrastructure and support facilities. Predefined measures are implemented for the maintenance and utilization of its physical, academic, and support facilities. This establishes transparent and efficient processes that streamline operations and cultivate a culture of ownership and responsibility among stakeholders.

#### **Maintenance Systems and Procedures**

- **Budget Preparation:** Together with the principal, the maintenance engineer prepares the detailed budget for the physical facilities and infrastructure by obtaining feedback and requests from the department heads.
- **Annual Audit and Stock-taking:** Physical, academic, and support facilities undergo an annual audit and inventory as part of the assessment and evaluation process. In light of this, the department head and internal auditors present a thorough report to the principal for consideration.
- **Maintenance Staff:** Major service work is completed at the end-of-semester break, and the Maintenance Engineer, Electrician, and Plumber are in charge of all campus plumbing and electrical maintenance.
- **Gardening:** Gardeners are outsourced for the regular upkeep of plants and lawn maintenance within the Institute premises.
- **Furniture and Smart Boards:** Furniture in classrooms and smart boards are serviced or replaced as needed before the commencement of each semester.
- **Annual Maintenance Contracts (AMC):** Regular calibration and maintenance are performed on AMCs for sewage treatment facilities, generators, air conditioners, lifts, fire extinguishers, and other equipment.

- **Cleaning:** Classrooms, seminar halls, laboratories, staff rooms, the library, and corridors are cleaned daily by sweepers. Washrooms are regularly cleaned by scavengers.
- **Classroom Maintenance:** Includes maintenance of smart boards/smart TVs, furniture, projectors, lighting systems, and technology integration.

## Maintenance of Academic Facilities

### Laboratories

- **Safety Protocols:** All facets of the Institution's operations are subject to strict safety regulations. The systems are maintained by a group of technicians, an administrator, and a system manager.
- **Equipment Maintenance:** Regular equipment calibration, stock management, and waste disposal procedures are in place.
- **Annual Stock-taking:** All departments conduct annual stock-taking of equipment, instruments, glassware, specimens, and computing devices.

### Library

- **Sai Rajeswari Learning Centre:** Serves as a vibrant hub of intellectual activity, supported by robust systems and procedures for cataloging, circulation, and resource management.
- **Identity Card Validation:** The unique code of the identity card validates the entry and exit of library users.
- **Annual Stock-taking:** The annual stock-taking and maintenance of library books are carried out before the summer vacation through an internal audit. A list of required books is prepared and procured for the next academic year based on departmental requests.

### Sports

- **Maintenance Oversight:** All sports amenities are overseen by the Director of Physical
- 
- **Facility Maintenance:** The maintenance of Annamacharya outdoor facilities, other

indoor/outdoor sports facilities, and the gym is regularly carried out with proper care.

### Computer Maintenance

- **Essential Maintenance:** Ensures optimal performance, reliability, and security of computer systems.
- **Regular Procedures:** Includes regular updates, disk cleanup, disk defragmentation, hardware inspection, backup and recovery, software maintenance, and hardware upgrades.

The systematic management of physical and academic support facilities aligns with the Institution's mission of fostering academic excellence and holistic development.

| <b>File Description</b>                     | <b>Document</b>               |
|---|-------------------------------|
| Upload any additional information           | <a href="#">View Document</a> |
| Provide the link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years**

**Response:** 83.45

**5.1.1.1 Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 769     | 734     | 668     | 482     | 210     |

#### File Description

#### Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

#### 5.1.2

**Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years**

**Response:**

The institute has produced several leaders who have made important contributions in a variety of sectors since inception.

Guidance regarding e-counselling and career counselling:

Career Counselling and Placement Cell functions in the college to provide career guidance for students from Engineering and Management.

Additionally, the institute provides new students with orientation courses designed to familiarise them with different avenues of career opportunities and the support provided by Career Counselling and Placement Cell to improve their ability and jobs in prestigious, well-paying companies.

A number of online programs during and after the COVID pandemic with the aim of improving students' employment opportunities. The institute took the initiative to set both motivational and technical talks. The institute also oversaw training, placement, conceptual research, and personality development initiatives. Training sessions on interview techniques, current employment trends, and initiatives to improve soft skills have been organised by the Career Counselling and Placement Cell.

#### **Guidance for competitive examinations:**

Since the job market has become highly competitive, guidance and counselling is provided to students to make them perform well in the qualifying exams and succeed in subsequent interviews.

Seminars and expert lectures help students to gain knowledge, skills, and confidence needed to overcome the challenges and move on to the next phase of their life. The Career Counselling and Placement Cell trains the students for placement and higher studies.

Innovation and Incubation Cell aims to inculcate the spirit of entrepreneurship to make students self-employed.

The institute also seeks to boost students' confidence in taking different competitive tests and their general reading, observing, and thinking abilities.

These following activities undertaken by Counselling and Placement Cell to train the students for placement and higher studies.

- Training to students on aptitude tests
- Organize workshops to train the students on group discussions
- Organize mock interviews
- Conduct sessions on communication and personality development.

These exercises are designed to get pupils ready for the changing workplace of 2024 by:

Expanding one's knowledge, abilities, and skills.

Teaching about the complexity of the job and changes in the labour market.

Improving one's capacity for making decisions.

Increasing drive and self-worth

Promoting the efficacy of interpersonal relationships

Making the most of career chances

Improving job opportunities and marketability

Promoting efficient employment placement.

Improving relations with employers

setting up a colloquium for career opportunities

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 5.1.3

**Following capacity development and skills enhancement activities are organised for improving students' capability**

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report with photographs on programmes conducted for awareness of trends in technology  | <a href="#">View Document</a> |
| Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills) | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

#### **5.1.4**

**The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases**

- 1.Implementation of guidelines of statutory/regulatory bodies**
- 2.Organisation wide awareness and undertakings on policies with zero tolerance**
- 3.Mechanisms for submission of online/offline students' grievances**
- 4.Timely redressal of the grievances through appropriate committees**

**Response:** A. All of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance  | <a href="#">View Document</a> |
| Proof related to Mechanisms for submission of online/offline students' grievances         | <a href="#">View Document</a> |
| Proof for Implementation of guidelines of statutory/regulatory bodies                     | <a href="#">View Document</a> |
| Details of statutory/regulatory Committees (to be notified in institutional website also) | <a href="#">View Document</a> |
| Annual report of the committee monitoring the activities and number of grievances         | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)               | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1

**Percentage of placement of outgoing students and students progressing to higher education during the last five years**

**Response:** 84.66

**5.2.1.1 Number of outgoing students placed and progressed to higher education during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 195     | 215     | 100     | 57      | 29      |

### **File Description**

### **Document**

Institutional data in the prescribed format (data template)

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

### 5.2.2

**Percentage of students qualifying in state/ national/ international level examinations out of the**

**graduated students during the last five years**

(eg: NET/SLET/ Civil Services/State government examinations etc.)

**Response:** 2.56**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 5       | 8       | 0       | 2       | 3       |

| File Description   | Document                      |
|--|-------------------------------|
| List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

**5.3 Student Participation and Activities****5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 53**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 14      | 18      | 8       | 7       | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| list and links to e-copies of award letters and certificates                | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)                 | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any) | <a href="#">View Document</a> |

### 5.3.2

#### **Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.**

#### **Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words**

#### **Response:**

The Institute's student council is made up of students that excel academically. It handles the activities of the students in question with a feeling of accountability. In order to improve the academic environment, the Institute also promotes student representatives' involvement in academic, administrative, and decision-making bodies. In order to take action based on students' perceptions, student comments and ideas are taken into consideration. The institute works to support a student's whole growth. They participate in chapters of several professional societies. Additionally, student members actively participate in a number of committees at the department and institute levels. Below is an explanation of them.

#### **Internal Quality Assurance Cell (IQAC):**

Representatives from the student body are chosen for this cell, which takes part in decisions about the institute's quality efforts.

**Women Empowerment Cell:** The committee that addresses topics pertaining to women's welfare includes female students.

**The hostel committee** is crucial to the quality of the meals, cleanliness, and other amenities. They willingly keep an eye on daily operations and promptly notify the warden of any concerns.

#### **Class Committee :**

The HOD, the academic members in charge of that section, and the student representatives from each class make up the Class Committee. They discuss about handling classwork, on lectures, and maintenance discipline in general. Action is taken to raise the class's academic performance based on the minutes of the Class Committee meeting.

**The National Service Scheme (NSS)** is encouraged in the institute aimed at the development of leadership, character, comradeship, and spirit of sportsmanship and the concept of service, among the youth

As part of civic obligation, the institute promotes NSS, which allows students to take part in service projects like planning blood donation drives, rural health and sanitation initiatives, and environmental awareness campaigns in neighbourhood areas.

All professional societies' and student groups' members actively participate in organising their chapter's activities.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 5.3.3

**The institution conducts / organizes following activities:**

- 1.Sports competitions/events**
- 2.Cultural competitions/events**
- 3.Technical fest/Academic fest**
- 4.Any other events through Active clubs and forums**

**Response:** A. All four of the above

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable) | <a href="#">View Document</a> |
| List of students participated in different events year wise signed by the head of the Institution   | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)   | <a href="#">View Document</a> |
| Copy of circular/brochure indicating such kind of activities.   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

### 5.4.1

**Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:**

**Response:** 27.52

**5.4.1.1 Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 10.32   | 8.08    | 7.12    | 0       | 2       |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| List of alumnus/alumni with the amount contributed year-wise   | <a href="#">View Document</a> |
| Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 5.4.2

### **Alumni contributes and engages significantly to the development of institution through academic and other support system**

**Describe the alumni contributions and engagements within a maximum of 500 words**

#### **Response:**

To foster a close relationship between former students and current ones, the Institute has a registered Alumni Association. Through communication, financial support, mentoring, and placement, the alumni assist the students. Sai Rajeswari Institute of Technology Alumni Association is the name of "Sai Rajeswari Institute of Technology old student's association". In 2021, this was registered with Society No. 65 under the Andhra Pradesh Societies registration Act, 2001.

Alumni Association helps to build a mutually beneficial relationship between the Institute and its graduates is the goal of the graduates Association.

The Alumni Association's goals are:

To support and foster strong ties between the institution and its former students as well as amongst the alumni themselves.

To foster and support cordial relationships among all alumni, as well as a concern for the institution's concerns and welfare

To provide alumni access to and spread knowledge about their alma mater, its graduates, faculty, and students.

To start and create initiatives for the alumni's benefit.

To support and aid the institution's efforts to raise money for development.

To act as a platform for alumni to encourage and further the institution's efforts to achieve academic success.

To mentor and support fresh graduates in finding work and pursuing worthwhile endeavours that benefit the community.

To organize annual Alumni, meet to encourage active interaction and create bonding

Activities and Contributions:

Alumni have contributed money to help the institution's poor and merit-based students.

All departments' boards of studies include alumni as members.

They communicate with their lecturers and offer suggestions for curriculum improvement at meetings they are invited to attend at the institution.

A small number of alumni provided current students guest lectures on topics related to career guidance and some recent technology advancements.

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

**The institutional governance and leadership are in accordance with the vision and mission of the Institution and it is visible in various institutional practices such as NEP implementation, sustained institutional growth, decentralization, participation in the institutional governance and in their short term and long term Institutional Perspective Plan.**

#### **Response:**

Sai Rajeswari institute of Technology governance system engages all stakeholders and demonstrates effective leadership in line with the organization's vision and mission.

The institute promotes a culture of participative management in both academic and non-academic domains by placing a strong emphasis on openness, quality, decentralisation of power, and participative leadership.

The institute uses a committee system for decision-making in order to provide decentralised governance and participatory management. This governance system is made up of the following elements:

**The institution's vision and mission** are well-defined, communicated to all parties involved, and serve as a roadmap for the organization's strategic course. About <https://www.srit.edu.in>

**Vision and Mission Dissemination:** Ensures that the institution as a whole receives effective communication of the vision and mission statements.

**The institute's hierarchical structure** and reporting lines are depicted in the organogram, which promotes accountability and clarity.

#### **The governing body's constitution throughout the last five years:**

explains the makeup and development of the governing body, emphasising leadership stability and continuity.

#### **Different Committees, Cells, and Bodies:**

comprises committees charged with particular duties including research supervision, student welfare, and academic planning, guaranteeing thorough governance coverage.

**The Institution Policy Manual** serves as a guide for decision-making and operations at all levels by documenting institutional policies and processes. ServiceRulesmin.pdf  
<https://www.srit.edu.in/images/pdf>

**The institution's short- and long-term plans:** Describe strategic goals and plans of action for current and upcoming projects that are in line with the vision and mission of the organisation.  
 The URL is <https://www.srit.edu.in/organic-development>

By combining these components, the institute creates a strong framework for governance that encourages cooperation, responsibility, and wise decision-making, ultimately leading to the accomplishment of its main objectives.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional perspective plan is effectively deployed and functioning of the institutional bodies are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc**

#### Response:

All of the statutory bodies—the Departmental Advisory Board (DAB), the Board of Studies (BOS), the Academic Council (AC), the Governing Body (GB), and the Finance Committee—are well-structured, with distinct responsibilities for top administrators and outside specialists. The creation and execution of policies, administrative procedures, admissions processes, examination protocols, appointment and service regulations, and internal audits carried out by the IQAC cell all demonstrate the efficacy and

efficiency of these institutional bodies' operations. Feedback from a range of stakeholders, such as parents, alumni, industry professionals, students, and teachers, further demonstrates the institution's dedication to stakeholder satisfaction and ongoing improvement.

### **Executing the institutional perspective plan effectively:**

The principal, dean of academics, heads of departments (HODs), and senior professors from several departments make up the Institute Academic Committee, which was founded by the institute. This committee is essential to strategic planning and decision-making, especially when it comes to the launch of new undergraduate and graduate programs and possible extensions of already-existing ones.

It also supervises the construction of campus buildings and infrastructure that are necessary for academic progress and student welfare. The Institute Academic Committee is essential to forming the academic environment of the institution and guaranteeing the accomplishment of its strategic goals because of its cooperative efforts and thorough supervision.

To monitor their progress in carrying out the strategic plan and provide solutions if they run into any problems, the Governing Body calls regular meetings of institute officials. Academic rules are put in place to uphold decorum and guarantee the institute runs effectively. The institute's dedication to open and effective operation is demonstrated by its policies and procedures pertaining to research, internal quality management, exams, women's development, student welfare, and dorms. Human resource policies are created and adhered to, covering conduct, discipline, service, appeals, and welfare measures.

The institute adheres to established appointment and service norms for employees, guided by HR and welfare regulations. As a testament to successful planning execution, the institute conducts Green audits focusing on optimal resource utilization and maintaining a sustainable campus environment. This includes the installation of solar power plants in many buildings and the utilization of treated wastewater for irrigation purposes, demonstrating the institute's dedication to renewable energy sources and water sustainability

The following initiatives were planned, many of which were completed ahead of schedule:

Blocks of academics emerged.

- The addition of high-tech laboratories and equipment.
- Resources for teaching and learning made possible by ICT
- Development Cell for Careers

• Contemporary Central Library The following significant points illustrate how the Strategic Plan (Road map) reflects the spirit of NEP-2020.

- Policy liberalisation to allow for the development and modification of courses in accordance with industry demands.
- The ability to transfer credits both domestically and internationally.
- To improve the research environment, more research-based postgraduate courses should be introduced.
- To boost industry and corporate engagement in various courses and to make incentives and advantages available for research publishing and patents in order to promote innovation and research.

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information                                      | <a href="#">View Document</a> |
| Institutional perspective Plan and deployment documents on the website | <a href="#">View Document</a> |

### 6.2.2

**Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:**

- 1. Administration including complaint management**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examinations**

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI  | <a href="#">View Document</a> |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document                        | <a href="#">View Document</a> |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1

**The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression**

**Response:**

All teaching and nonteaching staff at the Institute participate in an annual performance review procedure. At the conclusion of each year, all faculty members will receive their completed self-appraisal forms for evaluation. Teaching, course delivery, publications, research and development, varied involvements, and faculty coordination for departmental and institutional development are all included in the assessment form that measures faculty competency. Every semester, the department head creates a report on a variety of perspective measures, which is then sent to the principal for additional action. Periodically, appraisal interviews are held to assess teachers' abilities and professional development.

When it comes to promotions, raises, recognition, etc., the evaluation report and closing remarks are taken into account. Academic performance can be enhanced and staff competency levels raised as a result of the appraisal measures' results.

Improvement initiatives are set up to boost their performance based on recommendations from the assessment committee. The promotion/increment procedure is transparently facilitated by the performance review. This procedure aids in preserving the institute's steady growth. When evaluating the performance of non-teaching staff, the department head's report is taken into account.

1. Best Faculty award
2. Best Researcher award
3. Best Placement Co-coordinators
4. Best Mentor

**Welfare Policies That Work for Both Teaching and Non-Teaching Staff**

The Institute's successful welfare initiatives for both teaching and non-teaching staff members support organisational growth in addition to the professional growth of the faculty and staff. The institution provides a number of programs, including revenue sharing in consulting, leave on duty, maternity leave, and support for staff members to pursue further education or research as well as to attend seminars or conferences. The institute provides all employees with welfare benefits in an effort to increase their effectiveness. The Institute's teaching and non-teaching employees are eligible for the following welfare benefits.

1. Group Insurance
2. Leaves
3. Full-Time/Part-Time Ph.D. Scholarship for Higher Education,

4. Support for attending a conference, seminar, or paper presentation
5. Funding for participation in the Faculty Development and Quality Improvement Program
6. Revenue sharing with consulting and testing faculty
7. Concessional Transport
8. Financial reward for publishing papers

#### **Career Development/Progression in R&D work:**

One of the main factors influencing faculty members' job satisfaction is career advancement. The institute places a strong emphasis on the value of our faculty members' professional development because it is closely related to improved student learning. The enhancement of an academician's abilities, know-how, and proficiency that has a direct influence on a student's life. Promotions to higher positions within the institution hierarchy are another aspect of career advancement in the teaching profession.

1. Funding Online Education
2. Hierarchical promotion schemes
3. MOOC registration is advised
4. Encouragement of further education
5. Funding programs for skill development
6. Encouraging industrial training, among other things

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

#### **6.3.2**

**Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years**

**Response:** 65.58

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

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 57      | 60      | 64      | 50      | 11      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Policy document on providing financial support to teachers   | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.                       | <a href="#">View Document</a> |
| Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 6.3.3

**Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years**

**Response:** 76.42

**6.3.3.1 Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/ *Management Development Programs (MDP)* during the last five years**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 69      | 71      | 65      | 50      | 27      |

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | <a href="#">View Document</a> |
| Institutional data in the prescribed format (data template)  | <a href="#">View Document</a> |
| Copy of the certificates of the program attended by teachers.  | <a href="#">View Document</a> |
| Annual reports highlighting the programmes undertaken by the teachers  | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

#### **Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources**

**Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words**

#### **Response:**

Sai rajeswari Educational Trust is the private, self-financing organisation that operates the Sai Rajeswari Institute of Technology Proddatur. Tuition fees paid by students and trust contributions are the institution's main sources of funding. Furthermore, the organisation has plans in place to secure funding from a range of governmental and non-governmental organisations. Twice a year, the Research Advisory Board (RAB) has meetings. The RAB helps the institution apply for research funding, which are then used to upgrade the facilities in the lab. Consulting initiatives are made possible by the memorandums of understanding (MoUs) that have been inked with different sectors. The development of laboratory infrastructure and student welfare initiatives are funded by the alumni funds.

#### **Fundraising**

The following methods are used by the institution to raise the money needed for regular academic operations and infrastructure development:

Fees collected from students in accordance with State Government guidelines, with management support. Grants for research and development obtained from a number of funding organisations, including the Defence Research and Development Organisation (DRDO), the All India Council for Technical Education (AICTE), the Department of Science and Technology (DST), and the UGC, among others

Funds generated from consulting services rendered to Industries and other organizations.

Fees collected for organizing value-added activities.

Corporate and private sponsorship received to conduct events.

Contributions from philanthropists and alumni to the Institution.

### **Use of Funds**

The institution has a clear system in place to keep an eye on the effective and efficient use of the funds available for infrastructure expansion and academic process scaling.

The Finance Committee is in charge of both financial planning and the use of the institution's funds. The steps involved in financial planning are listed below.

A comprehensive need analysis that complies with the institution's budgetary procedures and norms provides the basis of the annual budget. As a result, all academic and administrative leaders are asked to provide the necessary budgets for the upcoming fiscal year.

Sufficient funding are allotted for training programs, workshops, interdisciplinary activities, orientation programs, and other effective teaching-learning strategies. Spending is done under many headings in accordance with the Finance Committee-approved budgetary provision.

For academic, research, and development purposes, the necessary equipment is purchased.

Additionally, the infrastructure is constructed in accordance with the budgetary provisions.

To guarantee ongoing adherence to the institution's financial policies, periodic financial audits are conducted.

### **Making the Best Use of Available Resources**

After regular business hours, remedial classes, co-curricular and extracurricular events, academic review meetings, and consulting activities are conducted in the best possible way using the physical infrastructure that is available.

Appointing sufficient and competent lab staff and system administrators ensures the efficient use of laboratory infrastructure.

The institution's infrastructure serves as an examination centre for a number of university and government exams.

The library serves faculty and students outside of usual business hours.

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## **6.4.2**

**Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)**

**Response:** 22.04**6.4.2.1 Total Grants received from government/non-government bodies, philanthropists year wise during last five years (not covered in Criterion III and V) (INR in Lakhs)**

| 2023-24 | 2022-23 | 2021-22 | 2020-21 | 2019-20 |
|---------|---------|---------|---------|---------|
| 5.86    | 5.29    | 6.87    | 2.28    | 1.74    |

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in the prescribed format (data template)                                      | <a href="#">View Document</a> |
| Copy of the sanction letters received from government/ non government bodies and philanthropists | <a href="#">View Document</a> |
| Annual audited statements of accounts highlighting the grants received                           | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)                      | <a href="#">View Document</a> |

**6.4.3****Institution regularly conducts internal and external financial audits regularly****Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words****Response:**

Regular internal and external financial audits are carried out by the institute. Since its founding, it has maintained a full-time accounts department and an internal audit team to guarantee accurate and timely accounting and audit compliance.

The designated independent auditors conduct SRIT's external financial audit. They verify that the financial statements are accurate for each fiscal year and that the associated accounting rules and practices comply with legal obligations. Additionally, they offer their opinions on the correct upkeep of books of accounts and the conformity of certified financial statements with the books of accounts. The external auditor occasionally certifies the annual financials and all utilisation certificates to different grant-giving organisations. Every annual financial statement has been approved by external auditors.

SRIT's internal audit team, which is made up of Institute staff, conducts the internal audit concurrently. In accordance with the authorised annual audit plan, the team visits the office and departments to assess the efficacy of internal control systems and operational efficiency.

To the standard operating procedures-established financial transactions across the entire organisation. Concurrent auditing of all significant departmental and institutional revenues and payments is the primary function of internal audit. In addition, the internal audit team handles fraud detection, statutory compliance, and payroll working sheet verification. In addition, the internal audit team occasionally performs specific audits in accordance with board requirements. The group is in charge of reviewing internal policies and procedures and periodically recommending to the board changes to current policies or the introduction of new ones.

#### **Resolution of audit objections:**

With all relevant facts and findings, the audit objections of the internal and external audits are

After the task is finished, it is formally reported to the audit committee.

Among the possible audit objections are those related to recovery, rectification, action-orientation, failure to produce proof, misappropriation, improper use of money, procedural errors, noncompliance with legislative restrictions, etc.

The audit compliance committee, which was composed of the principal, the head of internal audit, the concerned dean or heads of the departments, and any additional knowledgeable persons chosen by the board of trustees, reviewed these c

Together with all relevant justification notes and supporting documentation, the audit compliance committee thoroughly examines the observations and uses its authority to thoroughly confirm the facts. Before the compliance report is released, the committee meets separately with the auditors to discuss any further questions or concerns.

The principal receives the draft report for approval.

To close the audit, the committee releases the final compliance report and, if applicable, the rationale for any disagreements.

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## **6.5 Internal Quality Assurance System**

### **6.5.1**

**Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –**

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

**Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words**

**Response:**

The prime task of the IQAC is to develop a system for conscious, consistent & catalytic improvement in the overall performance of institutions.

IQAC (Internal Quality Assurance Cell) functions to promote quality enhancement and sustenance in institutions by internalizing a quality culture, monitoring activities, gathering feedback, and implementing action plans based on analysis.

The institute's quality policy, strategies, tools, and procedures for putting the policies into practice and institutionalising them are all suitably captured by the AQAR.

The institute's IQAC is active in developing the quality policies for all extracurricular and co-curricular activities, research, curriculum development and implementation, student activities, and innovation.

**IQAC is responsible for developing Quality standards for the institute's numerous administrative and academic endeavours;**

**Instruction and Learning:**

IQAC Contributes/Monitor/Evaluates the Teaching & Learning processes by taking Input from the relevant parties, including parents, research organisations, industry professionals, students, and alumni. IQAC uses random sampling method to monitor course files, lecture schedules, and course preparations. IQAC verifies all question papers

## Practices implemented by IQAC

## 1. Internal and External Assessment and Evaluation

IQAC functions are as follows

- Verification of all Question papers prepared for Internal Examinations
- Verification of answer booklets
- Verification of list of evaluators
- Verification of results before final declaration

With adoption of the above procedure IQAC has contributed to increase the accuracy in the examination system.

## 1. Internal Quality Audit

IQAC is responsible for the improvement of overall quality of the Learning process.

- Evaluating the quality indicators and offering the necessary recommendations for enhancement.
- Setting up pedagogy training for all recently hired faculty members each semester
- Holding faculty FDPs and seminars/workshops on emerging technologies.
- 
- Setting up frequent certification and training programs for students and support personnel.
- Improving the quality of laboratory experiments with more accuracy
- A plan of action for improving the calibre of student projects using an outcome-based methodology
- A plan of action to enhance the Academic Performance Index of faculty members, or API

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

## 6.5.2

**The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms**

**Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.**

**Response:**

In order to support progressive changes, IQAC's role includes not just revealing institutionalisation plans but also actively participating in recurring reviews of the institution's systems, structures, and procedures. The Sai Rajeswari Institute of Technology, Proddatur's IQAC frequently participates in the institutional review procedures that are carried out on a regular basis and offers constructive advice and policy inputs for the suggested reforms.

1. IQAC actively participated in the mid-term review of CBCS and produced helpful recommendations for reshaping the academic structure at Sai Rajeswari Institute of Technology. During the institutional review conducted in December 2019, IQAC identified this shortcoming and recommended measures for mainstreaming these programs under the CBCS pattern. IQAC also emphasised the adoption of the CBCS curriculum for B.Tech, MBA, and MCA programs for implementation. Similarly, IQAC noted the practical challenges encountered in the introduction of CBCS in the M.Tech program. After considering the experience of established autonomous institutions, IQAC has advised the use of CBCS pattern for all the programmes provided at the institution.

The issue has been investigated by the relevant boards of studies for these programs. As a result of this diligent pursuit, CBCS was introduced in the 2019–20 B.Tech, MBA, and MCA programs.

2) Through a critical focus on learning outcomes in the various academic programs offered at Sai Rajeswari Institute of Technology, IQAC has shown its dedication to promoting academic achievement.

IQAC has observed that the curriculum design and teaching-learning methods do not adequately address learning outcomes. It has highlighted the importance of learning outcomes and the need to formulate program goals in accordance with the university's vision and mission.

It has collaborated closely with every department of Sai Rajeswari Institute of Technology to carry out this process. The institute has developed program goals as a consequence of this cooperative effort that emphasise transferable generic abilities that prepare students for study, work, and citizenship while also reflecting the discipline-specific skills a program fosters.

At the Sai Rajeswari Institute of Technology in Proddatur IQAC has played a crucial part in this encouraging progress.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 6.5.3

**Institution has adopted the following for Quality assurance:**

- 1. Academic and Administrative Audit (AAA) and follow up action taken**
- 2. Conferences, Seminars, Workshops on quality conducted**
- 3. Collaborative quality initiatives with other institution(s)**
- 4. Orientation programme on quality issues for teachers and students**
- 5. Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
- 6. Any other quality audit recognized by state, national or international agencies**

**Response:** A. Any 5 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Quality audit reports/certificate as applicable and valid for the assessment period  | <a href="#">View Document</a> |
| NIRF report, AAA report and details on follow up actions   | <a href="#">View Document</a> |
| List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |
| Link to Minute of IQAC meetings, hosted on HEI website   | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Institution has initiated the Gender Audit and measures for the promotion of gender equity during the last five years.**

**Describe the gender equity & sensitization in curricular and co-curricular activities, facilities for women on campus etc., within 500 words**

#### **Response:**

Gender equity involves raising awareness that it is everyone's responsibility to ensure that women are given equal rights and opportunities in life. Our institute takes numerous measures to provide our female students with equal opportunities in all areas, including academic, co-curricular, and extracurricular activities. Students of all genders are given equal opportunities to grow and develop into capable, responsible citizens of the future. The institute also strives to maintain gender balance among faculty members, as well as in the administrative and housekeeping departments.

The recent increase in incidents of violence against women has highlighted the need for enhanced safety and security for our female students. In response, we have implemented measures to tighten security on our campus. The institute has separate hostels for boys and girls. Day scholars who travel by the institute bus are segregated by gender. Female students are provided with a separate common room where they can relax during break hours or rest if they are unwell.

In addition to these infrastructural and academic facilities, the institute has established various clubs and committees to address the needs of female students. These include the Women Empowerment Cell (WEC), Guidance and Counseling Cell, Grievance and Redressal Cell, and Anti-Ragging Cell. These entities ensure that student issues are addressed promptly and effectively. International Women's Day is celebrated annually, featuring sessions with eminent women personalities, qualified doctors, and psychologists who educate our female students on managing mixed-gender classrooms and workplaces. A suggestion box is placed on the premises to ensure the Redressal of grievances and to facilitate a proactive response to students' needs. Additionally, first aid boxes are available in each department, and fire extinguishers are placed in prominent locations for emergencies.

#### **National identities and symbols:**

The students are encouraged to celebrate the greatness of our nation and its cultural diversity at every opportunity. These celebrations and awareness programs ensure that students learn their civic duties and exercise their rights properly without disturbing others. Additionally, the birth and death anniversaries of great leaders are observed to remind our students of their achievements and contributions to society.

The fundamental rights in our constitution include the Right to Equality, Right to Freedom, Right against Exploitation, Right to Freedom of Religion, Right to Cultural and Educational Rights, Right to Constitutional Remedies, and the Right to Vote. Students are made aware of these basic constitutional rights and their right to use the college campus for acquiring academic knowledge.

**Independence Day:** Independence Day is celebrated every year to create a pride for our nation.

**Republic Day:** Republic Day another important National festival is celebrated by flag hoisting and parade by the NSS and NCC students in the college campus

**Pongal:** Pongal is the Festival of Harvest is celebrated every year so that students understand the importance of agriculture and protecting our environment.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 7.1.2

*The Institution has facilities for alternate sources of energy and energy conservation measures*

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

**Response:** A. Any 4 or more of the above

| File Description  | Document                      |
|---|-------------------------------|
| Permission document for connecting to the grid from the Government/ Electricity authority | <a href="#">View Document</a> |
| Geo-tagged photographs of the facilities.   | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric        | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)               | <a href="#">View Document</a> |

### 7.1.3

**Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)**

- Solid waste management
- Liquid waste management
- Biomedical waste management
- e-Waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

**Response:****1. The Solid Waste Management**

The institute is dedicated to minimizing waste generation on campus. Solid waste is segregated into biodegradable and non-biodegradable categories and handed over to the Lingapuram Panchayati Office as part of the Swachh Bharat initiative and Clean and Green Lingapuram. All corridors are equipped with dustbins for dry waste disposal. Waste is segregated into dry and wet categories using separately allocated dustbins in strategic locations, thus maintaining a clean and eco-friendly campus. The use of plastic carry bags, cups, and laminated paper plates is prohibited on campus. Students and staff are encouraged to bring cloth bags.

**1. Liquid Waste Management**

Next to air, water is the most important element for the preservation of life. Water is a finite resource which, if not managed properly, will result in shortages in the near future. Water conservation can go a long way in alleviating these impending shortages. Students are made aware that conserving water is equivalent to conserving their future. Disposable bottles are not allowed on campus. Sustainable liquid waste treatment is adopted through bioremediation using microorganism metabolism, which helps minimize the chemical and biological load of domestic sewage and is beneficial for gardening purposes.

**1. E-Waste Management**

The institute has an efficient mechanism for disposing of e-waste generated from various sources. E waste is produced from computer laboratories, electronic labs, physics labs, chemistry labs, and academic and administrative offices. This e-waste includes out-of-order or obsolete items such as lab instruments, circuits, desktops, laptops and accessories, printers, charging and network cables, Wi-Fi devices, cartridges, sound systems, display units, UPS units, biometric machines, and scientific instruments. All such equipment that cannot be reused or recycled is disposed of through authorized vendors. Instead of new procurement, a buy-back option is preferred for technology upgrades. The institute is grappling with ways to efficiently and cost-effectively handle the issue of electronic waste on campus. It is normal for people to discard products due to wear and tear, but technological advancements have accelerated e waste growth as students, faculty, and administrators frequently upgrade to better gadgets. This surge has forced institute administrators to carefully examine and address the environmentally responsible disposal of these products on a campus-wide scale.

**1. Waste Recycling System**

Degradable solid waste collected from the cafeteria, boys' and girls' hostels, guest houses, and residential quarters are dumped into the Vermi Compost Unit to produce organic fertilizer. This fertilizer is then used for gardening purposes on campus.

**1. Hazardous Chemicals and Radioactive Waste Management**

Campus is free from any kind of hazardous waste. All stakeholders, especially from Academic departments and laboratories are responsible for disseminating information on hazardous materials being

used in the facility. Various types of chemicals are used in chemistry labs for number of experiments in the institute. Some of the dangerous chemicals in lab are handled with care.

| File Description  | Document                      |
|---|-------------------------------|
| Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Geo-tagged photographs of the facilities  | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |

#### 7.1.4

##### Water conservation facilities available in the Institution:

1. Rain water harvesting
2. Borewell /Open well recharge
3. Construction of tanks and bunds
4. Waste water recycling
5. Maintenance of water bodies and distribution system in the campus

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Green audit reports on water conservation by recognised bodies                     | <a href="#">View Document</a> |
| Geo-tagged photographs of the facilities   | <a href="#">View Document</a> |
| Bills for the purchase of equipment's for the facilities created under this metric | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)        | <a href="#">View Document</a> |

#### 7.1.5

##### Green campus initiatives include

**Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words**

**Response:**

## Students and Staff of SRIT Use:

- a) Bicycles: Unluckily, there is no provision for bicycles on the institute campus.
- b) Public Transport: The institute operates a full-fledged Transport Department with three buses to facilitate transportation for students and staff from various locations.
- c) Pedestrian-Friendly Roads: The aim of creating pedestrian-friendly roads is to preserve and enhance pedestrian access, promoting walking as an attractive mode of transportation, as well as for leisure, recreation, and health.
- d) Plastic-Free Campus: The institute actively discourages the use of plastic bags among students and staff. Security guards ensure that no one enters the campus with polythene bags. Students receive education on the harmful effects of plastics, and management conducts awareness programs accordingly.
- e) Paperless Office: To achieve a paperless office, faculty members utilize hard drive servers for data sharing. Documents are shared via official or personal emails and WhatsApp messages to minimize paper usage.
- f) Green Landscaping with Trees and Plants: Environmental consciousness is integral to the institute's objectives, with tree plantation being a major focus of management to maintain the purity and beauty of the campus environment. When a tree is felled for construction purposes, it is replaced by planting several trees. The campus undergoes regular green audits, with staff overseeing the maintenance of existing trees and identifying areas for new plantings. NSS volunteers and departments are assigned tasks such as planting, watering, weeding, and maintaining the campus greenery.

| File Description  | Document                      |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus                               | <a href="#">View Document</a> |
| Geo-tagged photographs/videos of the facilities                                       | <a href="#">View Document</a> |
| Circulars and report of activities for the implementation of the initiatives document | <a href="#">View Document</a> |

**7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

- 1.Green audit / Environmental audit**
- 2.Energy audit**
- 3.Clean and green campus recognitions/awards**
- 4.Beyond the campus environmental promotion and sustainability activities**

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Report on environmental promotion and sustainability activities conducted beyond the campus with geo-tagged photographs with caption and date. | <a href="#">View Document</a> |
| Policy document on environment and energy usage Certificate from the auditing agency   | <a href="#">View Document</a> |
| Green audit/environmental audit report from recognized bodies  | <a href="#">View Document</a> |
| Certificates of the awards received from recognized agency (if any).   | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)  | <a href="#">View Document</a> |

### 7.1.7

*The Institution has Differently-abled (Divyangjan) friendly, barrier free environment*

*Write description covering the various components of barrier free environment in your institution in maximum of 500 words*

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

#### **Response:**

The institute ensures that the persons with disability enjoy the right to equality, life with dignity and respect for his or her integrity with others. The institute takes steps to utilize the capacity of persons with disability by providing appropriate environment. The institute has a policy of extending special care and maintaining hassle free environment for all the differently abled persons. The institute has provided adequate infrastructure facilities such as ramps, wheel chairs and lifts for easy access the online resources and computers and also institute provides scribes during the examination.

#### 1. Ramps / Lifts Facilities

The institute has a special facility of ramp and rails the differently abled students. The ramp facility is provided at each and every building for each access to different departments and it can accommodate wheelchair users and battery operated vehicle.

#### 1.Disabled Friendly Washrooms

Separate toilets are available for people with disabilities. They are clearly identifiable and accessible. The doors are wide enough and lockable from inside and releasable from outside. There is enough maneuvering space inside. All floor surfaces are slip resistant. In institute every building ground floor, both male and female wash room facility available for physically challenged people with appropriate sign boards.

#### 1.Provision for enquiry and information:

Scribe and screen reading: Divyangjan (differently abled) persons who appear for examination are allowed to avail concessions such as services of scribes at examination, extra time to complete the examination as per the guidelines stipulated.

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |

### 7.1.8

**Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).**

#### **Response:**

To foster a generation of morally upright and socially responsible youth, the institute organizes and conducts various activities aimed at cultivating an environment steeped in ethical, cultural, and spiritual values among both students and staff. Commemorative days are celebrated on campus, supported by the management, not only for leisure and entertainment but also to foster a sense of unity and social harmony among students and faculty. The institution upholds the equality of all cultures and traditions, evident in the inclusive environment where students from diverse backgrounds, including different castes, religions, and regions, study without discrimination. Despite the institution's diverse socio-cultural and linguistic backgrounds, there is no tolerance for intolerance towards cultural, regional, linguistic, communal, socioeconomic, or other diversities. The college community, including teachers and staff, collectively celebrates cultural and regional festivals such as New Year's Day, Teacher's Day, orientation and farewell programs, induction ceremonies, oath-taking ceremonies, plantation drives, Women's Day, Yoga Day, as well as religious festivals like Ayudh Pooja and Ganesha Festival. Motivational lectures by renowned figures in various fields are organized to facilitate the all-round development and personality growth of students, encouraging them to become responsible citizens who uphold national values of social and communal harmony and integration. In addition to academic and cultural pursuits, the institute has established robust infrastructure to support a wide range of sports activities, promoting the physical

development of students. Through these efforts, the institute endeavors to create an inclusive environment characterized by tolerance and harmony towards all forms of diversity, be it cultural, regional, linguistic, communal, socioeconomic, or otherwise.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |

### 7.1.9

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

**Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.**

#### **Response:**

At the institute, we prioritize providing holistic and comprehensive education to our students. Sensitizing them about our constitutional rights, values, duties, and responsibilities stands as a cornerstone of our educational approach, implemented through various channels. The curriculum integrates topics that raise awareness about constitutional obligations across many subjects. Additionally, we've mandated a compulsory course on the Constitution of India at the degree level across all engineering disciplines to enhance awareness and sensitivity among students and staff. This initiative aligns with our commitment to bolster democratic values.

Furthermore, all students undertake a course on Environmental Studies in their first year, aimed at fostering an understanding of environmental laws, wildlife protection regulations, forest conservation, and global environmental concerns. To empower women, the Institute Innovation Council (IIC) organizes regular programs focusing on women's rights, alongside seminars and workshops on national observance days dedicated to highlighting citizens' rights, duties, and responsibilities. Periodic seminars on topics such as Right to Information, Sexual Harassment, and Gender Equity further enrich the educational experience.

As part of our efforts, students from all branches at SRIT study the Constitution of India as a mandatory subject, which significantly contributes to their understanding of constitutional obligations. Moreover, we celebrate Republic Day on 26th January each year with various activities aimed at emphasizing the significance of the Indian Constitution. Similarly, Independence Day is commemorated annually to honor the struggles for freedom and underscore the importance of our nation's constitution.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Details of activities that inculcate values necessary to nurture students to become responsible citizens | <a href="#">View Document</a> |

### 7.1.10

**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.**

- 1. The institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Report on the student attributes facilitated by the Institution   | <a href="#">View Document</a> |
| Policy document on code of ethics.  | <a href="#">View Document</a> |
| Handbooks, manuals and brochures on human values and professional ethics  | <a href="#">View Document</a> |
| Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.                          | <a href="#">View Document</a> |
| Constitution and proceedings of the monitoring committee.   | <a href="#">View Document</a> |
| Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff | <a href="#">View Document</a> |
| Provide Links for any other relevant document to support the claim (if any)   | <a href="#">View Document</a> |

## 7.2 Best Practices

### 7.2.1

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

**Response:**

1. Title of the Practice – **Mentorship Program**- A step for Students Success

2. Objectives of the Practice

- a) Career enhancement - : Help the mentee learn the ropes and prepare for career advancement.
- b) Psychosocial Functions: Help the mentee develop a sense of competence and clarity of identity.
- c) Learning from mentee – new technologies, new developments, important features of next generation
- d) Sharing of suggestions, opinions and problems at personal or professional front.

3. The Context We at SRIT noticed that the students have a peculiar background and motivation level while being admitted to the College. These students not only have misconceptions but also are inexperienced in order to get the brief view of the industry. The students need varied time to come out of their shell to face the demanding world. These students need to be handled individually by setting reasonable goals and working on their confidence and independence. We also understood that these students should be engaged in challenging activities and also need to provide with courteous negative feedback whenever necessary. The Mentorship Program was started at SRIT with a view of sharing the knowledge, advice, and resources from the mentor to mentee. While designing the program care was taken to understand that, need of the hour is to be futuristic in skill development by incorporating a diligent and informed approach for better future career opportunities.

4. The Practice Mentorship Program always tries to help the mentee achieve his/her career path by providing guidance, motivation, emotional support and role modeling. The program allows discussing openly with the grownup student in order to work on the grey areas and highlight the positive side of an individual. During the discussion, inputs are provided by the mentor for the betterment of the mentee. The activities are then planned considering the overall requirement of the students. These activities help and inspire the students to connect with their own self and with the surrounding. They also spoke about the difference it made to their academic and personal growth and how empowering it was to be part of something, “larger than ourselves.”

5. Evidence of Success The Mentorship Program has been conducted from the past two years with required modification. The success of the program is evident from following areas of improvement

- 1] Increase in attendance
- 2] Increased participation
- 3] Enhanced performance in Formative assessment
- 4] Lowered conflicts

5] Creates conducive environment

6] Built positive attitude and focus

7] Improves placement record.

These observations are based on the statistical data and also the feedback from faculty and parents through various interactions and feedback from students.

#### 6. Problems Encountered and Resources Required

Resources required:

- 1) Counselor
- 2) Mentoring rooms
- 3) Students

The program focuses on personal and professional growth. Below is the chart which gives perspective of the entire activity.

#### **Title: Empowering Employability skills.**

**Objective:** To enhance and empower quantitative and qualitative aptitude of the students for effective employability by providing proper training which is required for the placements so as to make them sound not only technically but also make a versatile personality by understanding the needs of industries. To expose students to the recent technologies by arranging regular industry interaction meets which involves a thorough discussion and interaction with HR's of various companies.

**Context:** A professional course like engineering strives to get maximum number of its students placed through campus interviews. The increasing competition makes it imperative that apart from a regular degree certain skills are required by engineers. Industries while advertising for various posts even mention essential skills required along with the essential qualification. Various companies involved in the Placement drives in the institute had given the feedback that despite, the student being technically sound, he should be properly trained for the skills which are required for the placements recognizing the need, the student undergo internship with different industries. Regular industry interaction meet which involved a thorough discussion and interaction with HR's of various company have helped us to understand the need of having student exposure to the recent technologies.

**The practice:** As part of the TPO activities we conduct various programs to improve the employability skills of our students. We make sure their technical skills are updated and communication and soft skills are in place. In this regard we conducted Career Guidance Seminars, a Seminar on Improving Employability Skills, and a special initiative on Aptitude and Soft Skills Training, a Seminar on How to prepare for an Interview, Training on Aptitude and Soft Skills. It has been our constant endeavor to make sure our students are updated and possess all the necessary skills that make them engineers. In last couple of years we have conducted a total of 06 programs related to improving Technical Skills, Communication skills, Gate Preparation. More than 06 programs to make sure we churn out quality

engineers which will benefit them in the long run. The program included improving Soft Skills, Technical Skills which includes sessions on Cloud Computing, Programs to learn Python, Seminars on Cyber Security, Big Data, and Ethical hacking, and Communication Skills. We also APSSDC Certification Program in order to make our students techno-friendly. The Training & Placement Office provides the infra-structural facilities to conduct group discussions, tests and interviews besides catering to other logistics.

**Problems encountered and resources required:** Lack of attention towards education is one of the major issues faced by the students. The student expect high package but they hardly fight for it, in the ways of their dream they ignore their education and are unwilling to study hard for it. The tendency of Over-expectation in oneself is very high in students without analyzing their own capabilities.

### 7.3 Institutional Distinctiveness

#### 7.3.1

**Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words**

**Response:**

**Title: Outreach programs**

The outreach programs of aims to help, uplift, and support the Students deprived of certain services and rights. It involves giving learning, social planning, health support, and other projects for their welfare.

#### **01. Cleanliness Drives**

The institution believes that cleanliness is the most important thing for both physical well-being and a healthy environment, and students should be the real ambassadors of this cleanliness. The institution took various measures, camps, and campaigns to create awareness among the public. The students also took initiative to clean up the surroundings.

Around forty volunteers from our institution took part in removing trash from the Village, which will ensure to retain of the beauty of the Rural Areas and also will help us to maintain a healthy Village ecosystem. The team was equipped with all the necessary cleaning tools like gloves, rakes and sacks. Clean Campus always promotes Hygiene; it improves hygiene levels on campus and also helps to reduce the spread of diseases, thus maintaining a clean college environment sets a good example to students. Volunteers took initiative to clean the campus, they went to all the classes and briefed about the importance of cleanliness of the campus. They gave awareness to the students not to throw paper plates, water bottles, paper cups, tissues, and many unwanted things on campus. Around sixty students volunteered for the program. To ease the severity of the summer season, volunteers from our institution

came up to clean a pond so to save water, as this will be a water resource then. Volunteers working more than three hours segregated plastic waste separately to dispose of it properly.

## **02. Health and Hygiene**

Covid -19 has affected the lifestyle of almost all the citizens of India, on the verge of another

Breakout, institutions decided and organised an awareness rally around Lingapuram to spread

awareness about the importance of taking precautionary measures against COVID-19. Volunteers took initiative to make the public understand the importance of wearing a mask and also the importance of maintaining social distancing.

## **03. Camps**

The NSS unit and NCC jointly conducted a blood donation camp in our institution. Apart from organising a camp, volunteers also gave awareness about the importance of donating blood. Many students from our institution took part and donated blood. The health check-up camp was set up and was organised by the institution in a village named Tallamapuram. Around fifty of the elderly and many children benefitted from this camp. Volunteer from our college helped them by distributing medicines and helping the needy.

## **04. Awareness Programs**

The institution took part in a “Plastic Free Awareness Campaign” called Walk for plastic to

inform and create awareness in the local communities about the ill effects of Plastic waste

pollution on the Environment and Human health. The aim is to increase public understanding and shape community perceptions of the dangers of plastic pollution and available solutions.

Over forty students from our institution took part in a cycle rally to spread awareness among people to save the girl child and highlight the inequalities faced by the girl child in society. Students took out the rally from the college campus to nearby villages spreading the message of the importance of saving the girl child with placards and slogans. In the present global scenario, fast food has become part of our life. Fast food chains offer the convenience of meals that are ready-to-eat, not to mention the affordable prices of the food, but this fast foods and junk foods will increase the possibilities of diseases and disorders. Our students with placards and slogans created awareness among the public about the disadvantages of having junk foods. Our students have volunteered and given awareness about the consequences of global warming and visited an eco-farm to learn more about the environment and saplings. Around 30 students from our institution benefitted from this visit, and they created awareness about what they have learnt. Traditional foods are those which are passed on through generations and are more hygienic in nature, but the present generation is not aware of those traditional foods and is behind in junk foods. To create awareness among the students, volunteers initiated an exhibition and they presented many varieties of food, food sources etc.

## **05. Societal concern**

Janitors are the people who work for society, and helping them with consideration is a huge thing to be done. Our students volunteered in helping them near our college campus by cleaning and segregating the waste in the surrounding. According to the government of India, it is mandatory to have an Aadhar card and voter ID and is very difficult to make corrections when there is an error. Volunteers from our institution helped the needy to get the mistake corrected.

| File Description                                 | Document                      |
|--|-------------------------------|
| Appropriate webpage in the Institutional website | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |

## 5. CONCLUSION

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### **Additional Information :**

The Institute provides a vibrant academic ambience, our mission is fulfilled through implementation of industry suitable curriculum with timely changes. Up-to-date delivery methods in the class room, adequate self- learning resources, timely training for faculty, and certification programs for students and some such measures are considered as means for this purpose. Offering wide flexibility in learning process is not possible with somewhat rigid course structures. However, flexibility level in courses offered at SRIT is being attempted to improve to further levels. The institution has participating in NIRF every year. The institution has own Institution Innovation cell (IIC).

At present we have established APSSDC Skill Development Centre, NASSCOM Centre, and Innovation and incubator center at our institute. Improved industry-institution interaction is being attempted through inviting industry experts for guest lectures, industrial training of our students, internships and collaborative projects as well as many other such activities.

### **Concluding Remarks :**

With dedicated efforts of over the period of 15 years , Sai Rajeswari Institute of Technology, Proddatur, has emerged into a centre of excellence in Engineering Education. Building purposive partnerships with the industry, and evolving innovative programmes consistent with changing times, Sai Rajeswari Institute of Technology, Proddatur, strives to be a Technologically vibrant Institution of Quality Education with Values and Innovation.