



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SASI INSTITUTE OF TECHNOLOGY AND ENGINEERING

**SASI ROAD, KADAKATLA, TADEPALLIGUDEM, WEST GODAVARI DIST,
ANDHRA PRADESH-534101**

534101

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sasi Institute of Technology & Engineering (SITE) Tadepalligudem was established in the year 2002 by the Sasi Educational Society, by a dedicated group of eminent educationalists with mission of "Values We Live". Since the early 1990s, the Sasi Educational Society is recognized as a leading education provider in East, West Godavari and Visakhapatnam districts of Andhra Pradesh. The institute is progressing in line with its vision, mission, and quality policy. The Institute is approved by All India Council for Technical Education (AICTE) and affiliated to Jawaharlal Nehru Technological University Kakinada. SITE is constantly developing in all the necessary areas to achieve academic excellence. During the year 2014, the ECE, CSE, and EEE undergraduate programs received accreditation from the NBA. During the year 2014, SITE was awarded "A" grade by NAAC, and during the year 2017, it was granted autonomous status by the UGC. SITE is now preparing for the second cycle of accreditation from the NAAC.

Currently, SITE offers twelve, four-year B.Tech programs & Six PG Programs (Five M.Tech & one MBA)

The following are some of SITE major achievements:

- Accredited by National Assessment and Accreditation Council (NAAC) with 'A' Grade.
- Conferred Autonomous status by UGC since 2017.
- ISO 21001:2018 certified first autonomous institute in AP.
- Recognized research centers of JNTUK to offer Ph.D Programs in the departments of (i) Computer Science and Engineering, (ii) Electronics and Communication Engineering (iii) Mechanical Engineering (iv) Electrical & Electronics Engineering (v) Physics Department
- Participating institute in NIRF and AISHE.
- Received grants of worth 2.97 crores from New-Gen IEDC , DST, New Delhi
- Research Project grant of worth 23.45 Lakhs received from BRNS, DAE, Government of India for three years beginning from 2019-20.
- Virtusa Corporation and EPAM Systems India Pvt. Ltd. Centers of Excellence are Established
- Active partnerships with the national and foreign universities (Avila University, Kansas City) towards promoting research collaborations, student and faculty exchange.
- Technology specific Seven Centers Of Excellences (COEs) are established.
- Salinity Research Center to map salinity profile of the coastal belt is established
- Nanomagnetic and Nanomaterials Research Center funded by BARC.

Vision

Aspire to be a leading institute in professional education by creating technocrats to propel societal transformations through inventions and innovations.

Mission

1. To impart technology integrated active learning environment that nurtures the technical & life skills.

2. To enhance scientific temper through active research leading to innovations & sustainable environment.
3. To create responsible citizens with highest ethical standards.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength:

- Affordable quality education with need-based scholarships extended to needy students
- Most of the eligible programs are NBA-accredited
- Well-structured decentralization under dynamic leadership and ambitious management
- Good reputation in the rural communities and well-known for academic and student discipline
- Consistent admissions over the years
- Conscious efforts towards an increase in campus placements in premier software and core industries.
- Academic MoU with national and global universities for faculty and student exchange
- MoUs to train students on tailor-made industry-specific technologies
- Full-fledged department for innovations and entrepreneurship to facilitate startup and incubation ecosystem
- Centre of Excellence in most of the department to facilitate research that addresses societal problems, and also, trains students in emerging areas
- Consciously work towards the institute's vision of societal transformation through quality education and social outreach.
- Affiliated University recognized Research Centres in major departments.
- Integrated salinity research center to support salinity profile mapping of the coastal belt

Institutional Weakness

The identified weaknesses the institute has to deal with are listed:

- The government fee regulation policy and the non-timely release of student fee reimbursement can derail the strategic plan of the institute
- The research echo system may not reach its potential because of the lack of full-time research scholars.
- The funded projects and consultancy activity generate limited funding.
- The number of patents granted is small
- The geographic setting of the institute may not attract student diversity from different demography/international students.
- With a large number of students from rural communities, the lack of communication skills may damage the campus placement scenario

Institutional Opportunity

SITE has many opportunities along its way, and if judiciously used, many challenges the institute faces can be mitigated to a certain extent.

- To improve the research echo system, the institute can collaborate with premier institutes including NIT-AP, and apply for collaborative funding projects that will also make the research publication scenario healthy.
- To make the curriculum robust and have utility to the industry needs, the institute introduced a diversity of elective courses and professional courses. Additionally, the institute encourages students to pursue HONORS and MINOR degrees that help students work across cross-cutting technologies improving the campus placement scenario.
- Collaborate with Alumni and tap the potential in terms of providing appointment opportunities and, and also, extend funding support.
- Maintain quality benchmarks in recruitment and remuneration to attract the best available talent that helps improve the overall ambiance in terms of innovation, startup, and incubation.

Institutional Challenge

The institute faces several risk factors that are dynamic and need to be timely attended to mitigate the effects.

The increase in the number of private and deemed-to-be universities with quality student intakes and hence better financial resources impede the ability of the institute to attract good faculty with handsome packages.

The current employment opportunities available to students in IT and IT-enabled services are impacting student enrolment in higher education and research. Hence there is a very serious shortage of qualified faculty in computing departments.

The stringent requirements of eligibility criteria for government-funded research projects impede the ability of the institute to get funding. This seriously impacts the institute in terms of accreditation and hence institute branding.

The steady decline in postgraduate and doctoral enrolment due to vast opportunities for students having alternate career paths will cost the institute in terms of revenue.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The courses offered by the institute meet the contemporary technical and managerial needs of the industry. There are twelve undergraduate and six graduate, including a management program offered. Under the guidelines set by regulatory agencies such as the UGC and AICTE, outcome-based education (OBE) is being implemented.

To assist students, in gaining technical competency, developing critical thinking, enhancing oral and written communication skills, and becoming responsible citizens, the program outcome and program-specific outcomes are meticulously planned. The syllabus is updated periodically once in six months taking input from the stakeholders and guided by the criteria laid by AICTE and JNTU. This helps the industry get prospective

employees who are competent and industry-ready which reduces the add-on training cost on them.

The syllabus offered at SITE is up to date and in tune with the current emerging technology trends and industry needs, and also one that addresses the communication and soft skill requirements of the students. It supports the Choice-Based Credit System (CBCS) with essential components of project-based learning, internships, community service projects, and field projects.

More than 90% of the courses offered have components that address the technical and life skills vital for gaining meaningful employment. To provide in-house internships to potential students, the institute has established in-house consultancy, where the students pursue paid internships after college hours and work. The curriculum has components of a summer internship in the second and third year, and a final year semester interdisciplinary internship inter-twined with discipline-specific project work. More than 4700+ students completed their research project and 1600+ students have completed their internship in many verticals.

A significant number of value-added courses are offered, and a centre of excellence is established in most of the departments. This helps the students learn technologies that are beyond the syllabus. There is the Cambridge Centre of Excellence that is dedicated to enhancing the communication skill sets of rural students.

Teaching-learning and Evaluation

SITE has qualified and dedicated faculty and implements technology integration in education. This helps implement active learning pedagogy that is empirically proven to support the learning retention rate among students. Additionally, the lecture videos help one to learn at one's pace, and also, mathematical jargon can be presented visually creating imagery and hence better understanding of complicated concepts and principles.

With a teaching staff strength of 237 including 45 doctorates and 191 post graduates the cadre ratio is well maintained having 28 professors, 43 associate professors, and 166 Assistant professors. Also, with a healthy faculty-student ratio of 1: 20, for every 20 students there is one dedicated mentor who takes ownership of the students assigned, and will be like a guide and facilitator for all the academic and personal issues the students may have.

The students on the campus exhibit different learning levels. Hence, to define an appropriate career path, based on well-defined parameters, the students are segregated into slow and fast learners. The slow learners are given remedial classes so that they are not left behind with multiple backlogs. Additionally, to support the multidisciplinary aspects of NEP 2020, the institute offers MINOR and HONOR degrees where the students can pursue an interdisciplinary dual degree that helps them work across different verticals beyond their specialization.

SITE has established an E-studio where video lectures are created. The studio is fully loaded with the hardware and software for capturing video, mixing, editing, and all other operations to generate good-quality video lectures.

Research, Innovations and Extension

The future growth of an institute hinges on its research echo system including innovation, startups, and incubation. In this direction, SITE has created an ambiance and necessary infrastructure for research and innovation. The institute has established research centers that support interdisciplinary research activities. Additionally, there is a salinity research center that works to create a salinity profile of the coastal belt surrounding the institute that boosts the consultancy activity significantly. Additionally, there is a Nanomagnetic and Nanomaterials Research Centre funded by BARC that addresses research related to Electromagnetic Interference (EC) and also, the use of nanomaterials in biomedical applications. To date, this research center has published 50 plus papers in reputed SCI-indexed journals with the Principal Investigator (PI) having 1000 plus citations.

The institute as a policy offers incentives for faculty research publication in reputed Scopus and SCI indexed journals. Also, 10% of the value of awarded consultancy and funding projects is given as an incentive for the PI. Additionally, the faculty get incentives for book or book chapter publication and also, those completing NPTEL courses in emerging technologies receive incentives. To improve the innovation and entrepreneurship echo system, the institute has collaborated with different agencies and 5 startups incubated.

The achievements by SITE for the last five years are projected

- Received 300 lakhs of funding from different funding agencies including DST, AICTE, etc.
- The institute offers Ph.D. programs through its JNTUK-recognized research centers in the departments of (i) Computer Science and Engineering, (ii) Electronics and Communication Engineering, (iii) Mechanical Engineering, (iv) Electrical and Electronics Engineering, and (5) Department of Physics
- Several prototypes are developed under NEWGEN IEDC funding and waiting for technology transfer.
- Consultancy activities are robust. Generated 37 lakhs from consultancy, and an additional 17 lakhs from corporate training.
- Number of patents: 47
- 622 publications in indexed journals and conferences with a citation count of 4286. Additionally, 17 books and 30 book chapters are published with reputed publications including Taylor & Francis and Springer.
- 22.31 lakhs of seed money provided to 13 faculty members
- 05 no of start-up incubated
- The institute has a “Centre for Innovation and Entrepreneurship” that clearly defines its strategy to incubate startups and ultimately make SITE a focal point for incubation activities.
- The student's final year project/internship is implemented holistically to ensure that the outcome of the project work is published in reputed journals.
- There are clearly defined policies towards summer and semester Internships. This facilitates the allotment of students to pursue internships in areas beyond the syllabus and emerging technologies.
- 113 number of extension activities are conducted

Infrastructure and Learning Resources

The academic and physical infrastructure at SITE is well-developed and facilitates technology integration in education through ICT-enabled technologies. The institute has well-equipped modern laboratories and computing facilities with all the classrooms digital, and ably supported by smart classrooms. There is a good blending of academics and curricular and extra-curricular activities truly enriching the student growth with an all-rounded personality. The library is well established providing learning resources on-demand supported by a digital library for online resources. Additionally, there is a dedicated facility to incubate startups and also for

students to pursue paid internships working for American-based alumni startups.

An overview of infrastructure and learning resources is listed.

- The institute has 73 lecture halls, 10 board rooms, 4 seminar halls, 53 academic laboratories, and an acoustically compatible auditorium with a 1000-capacity.
- More than 1440 PCs with a 1040 Mbps internet speed and a campus-wide network equipped with 45 Wi-Fi access points
- There is one state-of-the-art e-studio for creating e-learning resources and all classrooms are equipped with ICT infrastructure
- There are 9867 titles with 70349 volumes in total, 8040 e-books, 3828e- journals compilations, and 116 print periodicals.
- The online resources are available to students through a dedicated digital library.
- Technology-specific Center of Excellence in each of the departments.
- JNTUK recognized a research center to offer a Ph.D. program in five departments.
- Indoor and outdoor sports facilities, gymnasium, yoga center for staff and students, daycare center, girl's common rooms, a clinic for staff and students, and beauty parlor.
- Transport facility to students and staff members.
- Dedicated hostel facility for male and female students
- Round-the-clock security with 24x7 CCTV surveillance.

Student Support and Progression

The students form the main component in the institute's echo system and must be handled diligently, providing every possible opportunity that helps enhance their technical skills and life skills facilitating them to be successful in their professional and personal life. In this context, the institute has a Student Council through which students are stakeholders in running the institute. They provide regular inputs that help the institute in decision-making related to the academic and physical infrastructure needs that benefit student progression toward their career and goals.

- 14377 number of students have been awarded free-ships / scholarships for the last five years
- The institute has established language laboratories for improving written and oral communication skills
- 101 students have been successful in competitive examinations such as GATE/ GRE/TOEFL/GMAT etc. in the last five years
- The institute has established a student grievance redressal system, and a Mentor-Mentee system for the personalized care of every student.
- Registered alumni association exists with a dedicated alumni portal and with 732 alumni being registered
- The institute received Rs. 55,31,078 towards the alumni fund in the last five years
- Student Council exists that provides an opportunity for students to become stakeholders in the administration of the Institute.
- A dedicated Career Development Centre (CDC) for skill development and training towards campus placement
- 43 workshops conducted on various emerging technologies since 2018
- 24 programs on life skills have been conducted since 2018
- 41 programs on soft skills and communication skills have been conducted since 2018
- 91 students have opted for higher education in the year 2022-23

- 3398 students have been placed in the campus drive since 2018
- 42 club activities are organized that help students further their hobbies and interests.
- 36 technical events organized in a diversity of domains that facilitate multidisciplinary learning
- 127 inter and intra-mural sports
- 85 cultural events conducted during the last five years
- 2556 students completed internships in different verticals and interdisciplinary technologies
- 400 plus students completed research-oriented projects and more than 20 plus project/research findings are published in Scopus indexed conferences.
- 07 students passed the C-certificate and 37 B-certificate in NCC. Also, one student got a bronze medal in a national firing competition in New Delhi, and one B-certificate holder is currently undergoing training under the Agneepath scheme.

Governance, Leadership and Management

The institute has established a robust governance and management echo system that is compatible with the regulatory guidelines from AICTE/UGC. This echo system is conducive for people to acquire leadership qualities, at every level of the administration, and apply this leadership quality for their professional growth and the growth of the institute. At the top level of the structure is the governing body that adopts and monitors the effective implementation of the Institute's policies and practices to promote quality technical education for the benefit of students across all disciplines. The College Governing Council (CGC) guides the effective implementation of the Institute's strategic plan with an effective e-governance system for administration, finance, admission, and examination.

The institute believes in participative management and accordingly, there is a delegation of powers at every level of the institute management. The institute Organogram is a living document that spells out the hierarchy in the structure and well-defined roles and responsibilities.

The principal is the head of the institution, and through the dean of various faculty, and Head of Departments, the institutional policies and procedures are implemented at the ground level through various committees. A periodic review is conducted to see that robust strategies are adopted to reach the institute's vision.

Automation and digitization have brought about a significant change as to how ease of governance is achieved in its various functionalities. Access to the many services the institute provides is now easier thanks to automation in the office administration, finance and accounting, library, and admission support departments. Laboratory management, alumni registration, finance and accounting, employee and transport management, HR & payroll, student admission, academic administration, fee collection, student attendance, feedback collection, alumni registration, placement & training are among the office administration features of the BEES software.

In addition, BEES facilitates end-to-end automated examination management. Its features include exam scheduling automation, exam planning, admit card generation, answer script encoding and decoding, exam results announcement, grade sheet/transfer certificate/provisional certificate/study certificate generation, and more.

The institution has put in place several welfare programs, including insurance, career advancement and

professional development support, and seed scholarships for professors. By supporting several national and international conferences and seminars, SITE places a strong emphasis on the professional development of its educators. For the academic year 2022-23, 244 faculty members got financial support to attend conferences, seminars, FDPs, and professional body memberships.

The Institute website hosts newsletters and yearly reports that provide all stakeholders with access to comprehensive and audited performance data. The institution's website is the shared platform for all policy and standard operating procedure (SOP) documents. Part of the schedule of events is regular IQAC meetings as well as academic and administrative audits.

30 functional MoUs with premier academic institutes and industries, continuous participation in NIRF rankings, NBA accreditation, and a yearly Fact-Finding-Committee (FFC) audit by JNTUK are efforts the institute strives to implement towards quality maintenance.

Institutional Values and Best Practices

SITE strongly believes that only value-based and outcome-based education will create competent professionals who can blur cross-cultural boundaries, and work globally maintaining the highest level of integrity and ethical standards.

The institutional values and best practices are listed below:

The institute takes strong measures towards gender equity and sensitization. This is reflected by the fact that almost 40% of the admitted students at the institute level are girls, and at the computing department level, there are more than 50%.

Regular activities related to women's empowerment and legal rights are conducted in collaboration with district-level judicial officers. Motivational talks are arranged where successful women in different spheres of life share their experiences.

The environmental issues are of very serious concern to the Institute. A lot of initiatives are taken that address environmental sustainability. A 500 KW capacity solar plant is installed on the rooftop that has drastically reduced the power consumption. Additionally, the complete campus has 100% LED lighting and also, there is sensor-based lighting.

The campus is water conservation compliant. The rainwater is harvested in conservation pits, and most of the draining rainwater is collected in hollow pathways along the trees, where a fraction of rainwater is used by plants, and the rest percolates recharging the groundwater. The wastewater from the hostels is subjected to treatment in the sewage plant. The chemical-contaminated water from the labs is collected and drained in pits at a remote location outside the campus.

There is a robust mechanism to handle the solid waste. The wet and dry waste is handled through the two-bin system, and after segregation, the solid waste in the form of fallen vegetation is taken to a vermicompost plant to produce manure, and the solid waste from record books/observation/exam section is sold out to certified vendors. The leftover food from the hostels is used to feed the fish in the water pond generating revenue of almost 4 lakhs per year. There is a water filter plant that supplies filtered drinking water to the campus.

The campus is declared a “Zero Carbon Footprint” with encouragement to use bicycles inside the campus. Two electric vehicles ply the visitors inside the campus preventing vehicular movement. The institute has a separate parking slot to restrict automobile usage and promote pedestrian pathways.

The institute adopted 5 surrounding villages under Unnat Bharat Abhiyan, and one Girls Government High School. Many of the outreach/extension activities are conducted to make the adopted villages “model villages”, and also, the complete upkeep of government school infrastructure is sponsored by the institute.

To inculcate among students a sense of oneness in the face of diversity, the institute celebrated days of national importance, commemorative days, and festivities associated with different religions.

The institute has a technology-specific Center of Excellence in most of the departments, and a recognized research center for students to pursue doctoral programs in different departments.

A full-fledged Career Guidance and Training cell and also, automation and digitization initiatives have brought significant benefits to the stakeholders. To promote entrepreneurial culture among the students, the institute has established the Innovation and Entrepreneur Development Cell where a startup and incubation echo system is created.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SASI INSTITUTE OF TECHNOLOGY AND ENGINEERING
Address	Sasi Road, Kadakatla, Tadepalligudem, West Godavari Dist, Andhra Pradesh-534101
City	Tadepalligudem
State	Andhra Pradesh
Pin	534101
Website	www.sasi.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mohammed Ismail	91790-1652717	9177785599	-	principal@sasi.ac.in
IQAC / CIQA coordinator	N.sRikanth	9185-23876771	9885386971	-	iqac@sasi.ac.in

Status of the Institution	
Institution Status	Private and 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	27-05-2002

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	28-12-2017

University to which the college is affiliated		
State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	08-09-2016	View Document
12B of UGC	08-09-2016	View Document

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	View Document	29-06-2023	12	Latest extension of approval is attached

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?	Yes
If yes, name of the agency	University Grants Commission
Date of recognition	28-12-2017

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sasi Road, Kadakatla, Tadepalligudem, West Godavari Dist, Andhra Pradesh-534101	Urban	27.92	28471

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, CE	48	intermediate	English	30	21
UG	BTech,Electrical And Electronics Engineering,EE	48	intermediate	English	60	56
UG	BTech,Mechanical Engineering,ME	48	intermediate	English	30	22
UG	BTech,Electronics And Communication Engineering,ECE	48	intermediate	English	180	176
UG	BTech,Computer Science And Engineering,CSE DS	48	intermediate	English	60	60
UG	BTech,Computer Science And Engineering,CSE	48	intermediate	English	180	175
UG	BTech,Computer Science And Engineering,CSE AIML	48	intermediate	English	120	118
UG	BTech,Computer Science And Engineering,CSE IoTCSBCT	48	intermediate	English	60	60
UG	BTech,Computer Science And Technol	48	intermediate	English	60	60

	ogy,CST					
UG	BTech,Information Technology,IT	48	intermediate	English	120	116
UG	BTech,Electronics And Communication Technology,ECT	48	intermediate	English	60	60
UG	BTech,Artificial Intelligence And Machine Learning,AI ML	48	intermediate	English	60	60
PG	Mtech,Electrical And Electronics Engineering,PE	24	UG	English	9	1
PG	Mtech,Mechanical Engineering,CAD and CAM	24	UG	English	9	2
PG	Mtech,Electronics And Communication Engineering,VLSI and ES	24	UG	English	9	5
PG	Mtech,Electronics And Communication Engineering,CE and SP	24	UG	English	9	0
PG	Mtech,Computer Science And Engineering,CSE	24	UG	English	9	3
PG	MBA,Management Science,	24	UG	English	60	60

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	28				43				166			
Recruited	25	3	0	28	35	8	0	43	115	51	0	166
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				95
Recruited	56	39	0	95
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				33
Recruited	27	6	0	33
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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.	25	3	0	13	2	0	2	0	0	45
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	22	6	0	112	51	0	191
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	7		1		8

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2244	5	0	0	2249
	Female	1821	2	0	0	1823
	Others	0	0	0	0	0
PG	Male	78	0	0	0	78
	Female	69	0	0	0	69
	Others	0	0	0	0	0
Diploma	Male	208	0	0	0	208
	Female	111	0	0	0	111
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	59	65	33	55
	Female	35	31	19	32
	Others	0	0	0	0
ST	Male	5	3	1	1
	Female	0	1	0	1
	Others	0	0	0	0
OBC	Male	316	265	242	184
	Female	210	132	125	101
	Others	0	0	0	0
General	Male	343	308	248	224
	Female	277	244	263	209
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1245	1049	931	807

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Machine Learning	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Technology	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Electronics And Communication Technology	View Document
Information Technology	View Document
Management Science	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute incorporated interdisciplinary/multi-disciplinary courses into the curriculum. As proposed by the model curriculum of AICTE, the Institute integrated various interdisciplinary courses into the curriculum via basic science courses, humanities, and social science courses, engineering science courses and management courses. Students are extensively trained in new age skills through various skill development activities.
2. Academic bank of credits (ABC):	Academic Bank of Credits (ABC) is a virtual/digital storehouse that contains the information of the credits earned by individual students throughout their learning journey. It offers the flexibility to redeem the requisite credit for the award of an appropriate Certificate/ Diploma/ Degree, which shall provide students with an opportunity for lifelong learning. It will help them avail academic outreach beyond the program of study in another University/ Institution at the national/ international level depending upon the student's choice. At SITE, all the students have been directed to create their ABC IDs and same is shared with university as and when demanded.
3. Skill development:	As new age skills are required for employability, the Institute initiated various skill development programs through internal training & placement division.

	<p>Students are encouraged to participate in various skill development activities through CCC, soft skill development through Cambridge certification. The students end up doing mini project and certification in the technologies learned.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The institute incorporated Essence of Indian Traditional Knowledge as a mandatory course into the curriculum through which students are exposed to need and importance of protecting Indian traditional knowledge related to science, engineering, agriculture and medicine. Apart from this, students are sensitized in universal human values during the induction program. These universal human values are integral part of Indian Traditional Knowledge.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute strives to attain through continuous improvement and team work, Implementation of outcome based education. OBE is need of the hour, and achieving this is a challenging task and require participation of all stakeholders in the design of curriculum. The institute in coordination with all the stakeholders adopted the OBE model for attainment of Graduate Attributes. The institute strives to make the students accomplish Graduate Attributes by focusing on the following thrust areas: ? Academic excellence: The curriculum is designed to encourage analytical and problem solving skills. Emerging technology courses like Data Science, Internet of Things and Robotics are introduced in to the curriculum. Usage of online tools for teaching learning is increased significantly. Faculty and students are encouraged to complete certification courses through various MOOCs platforms. ? Research and Development: Research and development is a main component in HEI to offer viable and cost effective solutions to the societal and industrial problems. Students and staff are encouraged to pursue research and prototype development by providing necessary infrastructure support. This imbibes investigation and design abilities among staff and students. This can be achieved by encouraging students to undertake major and minor projects. ? Social Consciousness: The institute encourages faculty and students to participate in various extension activities. This will create a sense of social responsibility, environmental consciousness and sustainability in the minds of students. The institute has an NSS Unit and Leo club</p>

	<p>through which all these activities are conducted. ?</p> <p>Communication Skills and Team work: There is a growing demand for language proficiency which is a main factor for employability in various sectors and to pursue higher studies. In this regard, courses on English communication skills and Employability skills are included in the curriculum. As most of the students are from rural and vernacular background, to provide them a competitive advantage, communication skills training is offered through Campus Communication Skills Centre. The Campus Communication Centre provides a suitable platform for the students to prove themselves by participating in the language tasks and competitions with higher levels of motivation and with its gaming element within and beyond college hours. Students are encouraged towards peer learning to inculcate the spirit of team work. Through academic excellence, research and development, social consciousness and leadership, the institute aims to create lifelong learning ability among students.</p>
<p>6. Distance education/online education:</p>	<p>The institute participate extensively in MOOC's through NPTEL courses since 2017. Students and faculty are encouraged to complete various certification courses offered by SWAYAM, Coursera etc...The institute is recognized as a valuable local chapter based on performance in online certifications during the years 2018 and 2019 respectively. During the COVID-19 pandemic period, the institute adopted online education and implemented successfully. Without the pandemic having a major impact on the academic activity.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes, An Electoral Literacy Club provides a forum for involving students in engaging activities and practical experiences that raise awareness of their voting rights and familiarize them with the registration and voting procedures. Rural communities and colleges also have ELCs.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>Yes, The Election Commission of India wants to encourage young people and future voters to participate in elections by strengthening the culture of</p>

<p>are representative in character?</p>	<p>voting through ELC. An Electoral Literacy Club provides a forum for involving students in engaging activities and practical experiences that raise awareness of their voting rights and familiarize them with the registration and voting procedures. Each year, the club hosts seminars to educate students about their rights and motivate them to exercise those rights by voting. In order to help students gain confidence and strengthen their skills, the club also encourages them to compete in events hosted by SVEEP (Systematic Voters' Education and Electoral Participation Program). Both our employees and students have competed in these events.</p>
<p>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.</p>	<p>1. In order to educate the local villages' population, our students take part in voter awareness campaigns. 2. To make use of workshops to raise awareness and spark curiosity among faculty and students. 3. To increase the participation of the underprivileged segments of society, particularly the elderly and disabled, by educating the targeted populations about voter registration, the electoral process, and related topics through hands-on, ethical voting.</p>
<p>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.</p>	<p>1. To ensure that the intended target population makes their right to vote in a self- assured, at ease, and morally manner by teaching them the importance of casting their votes 2. To foster a culture of voting along with increase the amount of ethically and rationally updated voting</p>
<p>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.</p>	<p>Students over the age of 18 who are required to register as voters receive education about their democratic rights, which include the ability to vote in elections. We practice mock polling in order to provide experience-based learning about the democratic system. We also run programs that raise awareness of election procedures, such as poster presentations, debates, essay writing, and other activities.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3698	3325	3095	3016	3079
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
761	840	813	807	794
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	186	175	166	166
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 343

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1761.16	1292.55	810.49	1323.12	1250.51
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

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:

The graduate and post graduate programs (B.Tech. M.Tech. and MBA) at Sasi Institute of Technology & Engineering (SITE) are aligned to meet the demands of the local, regional, national, and international markets. The institute curricula are framed as per the guidelines given by Andhra Pradesh State Council for Higher Education (APSCHE), Jawaharlal Nehru Technological University, Kakinada (JNTUK) and AICTE. Also additional inputs are taken from stake holders that include industry, alumni, employers and several professional bodies and industry associations.

Guided by the NBA graduate qualities, SITE actively incorporates feedback from stakeholders in alignment with its institute's vision and mission. These guiding principles are crafted with a foundation in Program Educational Objectives (PEOs), shaping Program Outcomes (POs), and Program Specific Outcomes (PSOs). To ensure that students acquire domain-specific knowledge and skills, SITE has meticulously devised PSOs for each program, facilitating the achievement of course outcomes (COs) by drawing from the updated Bloom's Taxonomy. The curriculum is thoughtfully structured to strike a balance between core, practical, and technical knowledge, fostering analytical and problem-solving capabilities in students. Language laboratories play a pivotal role in equipping students with essential skills such as report writing and effective communication.

Guided by the course structure defined by APSHE/JNTUK & AICTE model curriculum, the department faculty deliberate and draft syllabi which is then reviewed by department academic committee (DAC). The syllabus is then put to the Board of Studies(BoS) and upon incorporating the changes recommended by the BoS, syllabi is got ratified by the Academic Council (AC). In addition to foundation/skill courses, core courses, professional electives, laboratory courses, audit courses, core courses, design courses, and courses promoting entrepreneurship and start-ups, the curriculum also includes courses and syllabi that satisfy market demands. Summer and semester Internships and project work are integral part of the curriculum. Consistent performers with a decent CGPA can pursue their HONORS degree, and also there is scope for students to learn interdisciplinary skill sets by taking up MINOR degrees

Moreover, SITE encourages collaboration and teamwork among students through the inclusion of mini-projects, major projects, and internships. The institute also offers value-added and add-on courses tailored to students' interests and preferences. This comprehensive approach ensures that students can embrace lifelong learning and engage in critical analysis and evaluation of educational concepts, processes, and principles.

In addition, the curriculum offers courses such as: Essence of Indian Traditional Knowledge, Professional Ethics and Human Values, Gender Sensitivity etc. This instill among students human values, dignity, and integrity that is very important because without a sense of ethics, morality and integrity, it is impossible to become a complete human being. This is very important in the national context. Language laboratories play a pivotal role in equipping students with essential skills such as report writing and effective communication.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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:

Sasi Institute of Technology and Engineering (SITE) as a forward-thinking institution place a strong emphasis on preparing its students for the dynamic and competitive professional landscape. SITE understands that the modern world requires graduates not only to be technically proficient but also to possess a comprehensive skill set and an entrepreneurial mindset. To achieve this, SITE is committed to revising its course syllabi, staying aligned with contemporary requirements and industry demands.

The programs offered by the institute have components of emerging technologies that facilitate employability, entrepreneurship and skill development. Towards this end, the institute curriculum is designed to offer flexibility in learning diverse technical skills. The curriculum is being expanded to include new courses in interdisciplinary fields such as robotics, global warming and climate change, energy from waste, robotics, 3D printing, smart grid, internet of things, block chain, full stack development, computing, digital marketing, internet of things, data science, DevOps, and big data. To meet the diverse technological needs of the industry, the institute has started programs in domain specific technologies such artificial intelligence and machine learning (AIML), data science, Internet of Things (IoT) and block chain technologies. The industry relevant programs help the student to equip with the necessary technical skills to gain meaningful employment. Value-added courses are offered to students who wish to pursue start-up or entrepreneurial enterprises.

The syllabus is periodically updated by taking inputs from stake holders including employers, alumni and industry association so that the offered syllabus has relevance to the market needs.

Key Focus Areas:

Curriculum Alignment with Industry Needs: SITE regularly reviews and updates its course syllabi to ensure alignment with emerging trends, technological advancements, and changing industry

requirements. This proactive approach allows students to graduate with knowledge and skills that are immediately applicable in the job market.

Development of Comprehensive Skill Set: Recognizing that employability extends beyond technical skills, SITE curriculum is designed to foster a holistic skill set. Students are not only equipped with technical know-how but also encouraged to develop critical thinking, problem-solving abilities, effective communication, teamwork, and leadership qualities. This approach ensures that SITE graduates are well-rounded professionals who can excel in technical as well as managerial and leadership roles.

Entrepreneurship Mind set Cultivation: The College acknowledges the importance of nurturing an entrepreneurial mind set and provides students with the tools and resources to explore their entrepreneurial aspirations. The Institution Innovation Council plays a pivotal role by organizing awareness programs on Entrepreneurship, Intellectual Property Rights (IPR), and start-ups initiatives, thereby guiding and supporting aspiring student entrepreneurs.

Practical Learning Experiences: Project Based Learning (PBL) and Research Based Learning (RBL) course modules foster lifelong learning by encouraging students to undertake research projects and publish papers, which further explores the undergraduate research experience. Institute curricula emphasize MOOC courses through NPTEL Swayam and other platforms in order to satisfy the expectations of employability concurrently. Through internships, projects, and industry collaborations, students gain hands-on experience that greatly enhances their employability.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 56.77

1.2.1.1 Number of new courses introduced during the last five years:

Response: 927

1.2.1.2 Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :

Response: 1633

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	View Document
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	View 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

1.3 Curriculum Enrichment

1.3.1

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

Response:

In the contemporary landscape, adapting educational curricula to effectively tackle the dynamic challenges of sustainable development and advocate a comprehensive approach to education is of utmost significance. Sasi Institute of Technology & Engineering (SITE) places a robust emphasis on the criticality of incorporating crosscutting themes like professional ethics, gender equality, human values, environmental awareness, and sustainability within its educational framework. In alignment with the Sustainable Development Goals (SDGs) and the National Education Policy (NEP) of 2020, SITE is deeply committed to nurturing conscientious and ethically responsible professionals who are fully cognizant of their societal and environmental responsibilities.

Professional Ethics: Sasi Institute of Technology & Engineering (SITE) firmly believes that ingraining professional ethics is essential for the personal and professional advancement of its students. The institution seamlessly integrates ethical principles into the curriculum, providing students with guidance for their decision-making processes, promoting integrity, and ensuring responsible behavior in their chosen fields. The curriculum encompasses modules that underscore the paramount importance of values such as honesty, transparency, accountability, and respect for diversity, thereby preparing students to emerge as ethically aware professionals.

Gender Equality: Advocating gender equality is not only a fundamental human right but also a pivotal element for achieving sustainable development. Sasi Institute of Technology & Engineering (SITE) is acutely aware of the imperative to eliminate gender disparities and biases. The institution fosters gender sensitivity by introducing gender-related subjects, discussions, and case studies across various academic disciplines.

Human Values: In addition to imparting technical skills, Sasi Institute of Technology & Engineering

(SITE) acknowledges the significance of instilling human values in its students. The curriculum includes courses and activities that emphasize virtues such as empathy, compassion, integrity, and social responsibility.

Environment and Sustainability: Recognizing the pressing need to address environmental challenges, Sasi Institute of Technology & Engineering (SITE) seamlessly integrates environmental education and sustainable practices into its curriculum. The institution underscores the importance of sustainable development, resource conservation, and environmental stewardship. Students are exposed to topics like climate change, renewable energy, waste management, and sustainable engineering solutions.

Alignment with Sustainable Development Goals: Sasi Institute of Technology & Engineering (SITE) ensures that the integration of cross-cutting themes into the curriculum closely aligns with the United Nations' Sustainable Development Goals. The institution recognizes that the SDGs provide a comprehensive framework for addressing global challenges and fostering a more sustainable and equitable world. By incorporating SDG-related themes and activities into various courses, Sasi Institute of Technology & Engineering (SITE) ensures that students comprehend the interconnectedness of social, economic, and environmental issues.

National Education Policy – 2020: Sasi Institute of Technology & Engineering (SITE) enthusiastically embraces the vision of the National Education Policy (NEP) of 2020, which underscores the importance of multidisciplinary and holistic education. The institution aligns its curriculum with the NEP's objectives of promoting critical thinking, creativity, and ethical reasoning. By integrating cross-cutting themes into the curriculum, SITE fosters a student-centered and inclusive learning environment that encourages innovation, problem-solving, and a profound understanding of societal challenges.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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: 38

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

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: 71

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

Response: 71

File Description	Document
Sample Internship completion letter provided by host institutions	View Document
Sample Evaluated project report/field work report submitted by the students	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Program and course contents having element of field projects / research projects / internships as approved by BOS	View 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

1.4 Feedback System

1.4.1

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:

Response: C. Feedback collected and analysed

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 91.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
1033	1049	931	807	904

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1125	1065	1023	972	990

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: 88.18

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

2022-23	2021-22	2020-21	2019-20	2018-19
431	369	364	301	340

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

2022-23	2021-22	2020-21	2019-20	2018-19
445	421	405	384	392

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 indicating the category as published by the HEI and endorsed by the competent authority.	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any	View Document

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:

In keeping with the Outcome-based Education (OBE) philosophy, the institution promotes a student-

centred approach to cater to differential learning by identifying as slow and advanced learners. Each student is given personal attention during their course of study. The institute follows a systematic approach to uplifting slow learners and developing advanced learners' skills.

A well-thought out and streamlined mechanism is present for continuous monitoring and evaluation of the students. The system helps the teachers to distinguish advanced and slow learners based on the performance in internal exams, performance in class tests, Assignments and Tutorials. Quick learners are identified through the responses to the interactions in classrooms. They are motivated by the faculty members to perform better in the University examinations and secure top grades.

The Head of the Department (HoD) appoints one faculty member who handles the course for that section as a class teacher for each section/class to identify the slow and advanced learners. Proctors supervise each student's performance and keep track of each student's academic and personal well-being.

Slow Learners:

The students who secured less than 50% in the first sessional examination are identified as slow learners. Makeup Classes are conducted for the slow learners to help them improve their performance in second sessional examinations.

- To assist them in pursuing their goal.
- Special coaching for certain subjects after the college working hours.
- Spoken English classes to boost their confidence level.
- Periodic counselling.
- Identifying and involving them in their field of interest and motivating them for good academic performance.

Advanced Learners:

The students who secured more than 50% in the first sessional examination are considered advanced learners. Advanced learners are encouraged by the respective proctor to take up creative projects for competing in various contests. Students are also motivated to attend seminars, workshops, and events hosted by other institutes. Students are encouraged to acquire new age skills through MOOCs. Students are motivated to pursue higher studies and prepare for competitive examinations.

- Encouraging the students to be active members or office bearers of various professional bodies and branch associations.
- To take up industry based projects.
- To identify emerging technical areas and organize various events relating those areas.
- To nurture the students so that they become leaders of various professional bodies.
- Topics on content beyond syllabus taught to quench to their thirst for knowledge.
- Training on paper presentations imparted.
- Encouraging to prepare for competitive examinations like GATE,CAT etc.,
- Encouraging to participate in classroom seminars, group discussions, technical quizzes etc. for developing analytical, problem solving and presentation skills.
- Motivating to access latest online journals, reference materials and help them to understand the emerging trends in their field of study.
- Training to use audio visual aids like power point, charts and models for effective presentation.

- Motivating to participate in in-house research activities.
- Encouraging them to participate in national level paper contests, seminars and project exhibition competitions.
- Providing opportunities to develop their creativity by organizing inter collegiate and state level cultural, literary, technical and sports competitions.
- Encouraging them to take specialized training through certificate courses. Appointing them as student representatives at the department level committees to develop leadership skills.
- Pre-placement training (PPT) classes conducted to improve their performance in the placement Interview

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

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

Response: 16.36

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	View Document
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:**

The Institute, being autonomous, provides a student centric learning environment through Outcome-Based Education (OBE). The curriculum has been designed to offer different student centric learning experiences such as experiential, participative, and problem-solving methods.

EXPERIENTIAL LEARNING

Students are encouraged to take up internships, industrial /field visits, and participate in skill development programmes.

PARTICIPATIVE LEARNING

The institution has offered several **ICT Tools/Resources** to build a learner-centric learning environment. Students are trained regularly in new trends and innovative technology through workshops/seminars delivered by experts from industry and academia. Soft skills classes are conducted to improve the student's communication skills by encouraging them to participate in group discussions/tasks, JAM sessions and debates etc., from the first year onwards. Students' interactions with the society through NSS/NCC creates awareness on social responsibilities and needs of the community.

PROBLEM-SOLVING LEARNING

Problem-solving learning is a student-centred method in which students learn about a subject by working in groups to solve an open-ended problem. A team of students participate together to provide a solution to societal and industrial problems.

In addition to the regular lectures through chalk-and- talk, innovative teaching approaches such as learning by doing, brain storming sessions, group discussions, seminar by students, role play, etc., are being practiced in various departments. Further, ICT are used to to deliver interactive lectures and demonstrations of animations/ PPT / lecture contents. Faculty members and students are encouraged to register with NPTEL online courses and to receive certificates in the particular courses. Seminars, Guest lectures and workshops are being conducted regularly. Industrial visits are part and parcel of the academic activity. In addition, the following are implemented for better learning process.

- Laboratories with Internet Connection allow the students to widen their knowledge and skills. Some of the experiments during practical sessions are conducted using simulation tools.
- Charts and models are used by the faculty to explain the complex topics and advanced technologies in classroom and practical sessions.
- Innovative techniques are used for assessment and evaluation. Quizzes, seminars, creative assignments are designed to stimulate the critical thinking of the students.
- Institution promote the use of innovative teaching-learning practices for the effective delivery of the curriculum.

The institution supports the extensive use of **ICT Tools and Online Resources**for effective teaching and learning process. In this regard, all classrooms, seminar halls and labs are provided with ICT facilities such as LCD projectors and PCs with internet access to help students learn concepts more

readily by visualising the technology or idea. In addition, each department includes smart classrooms with interactive displays. The lecture notes and PowerPoint presentations are uploaded to provide easy access to the e-resources.

All faculty members efficiently implement the teaching-learning process by utilising the available **ICT-enabled resources**. A significant proportion of faculty members use learning materials created by them and the demonstrations available in SWAYAM, NPTEL, YouTube, and Coursera. E Studio is established to record video lectures and develop e-content instructional materials. The Central Library of the institute is additionally equipped with ICT tools. A digital library allows remote access to e-resources, e-journal articles, and e-books. An OPAC is available to search the catalogue of library materials.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

The objectives of the mentoring system

Student mentoring is an integral part in the organization. Mentor is the teacher who shares his experiences while bringing the students (mentees) up the rank. The system of mentoring is followed in every department with a primary objective of providing a reliable and constant support to the mentees in order to excel in both personal and professional life.

The objectives of the mentoring system includes among others the following:

- To help students understand the challenges and opportunities present in the Institute and develop a smooth transition
- To counsel the students to cope with academic, non-academic and personal problems
- To proactively identify problems of the students and bring them to the notice of the authorities concerned so that timely action will bring about student satisfaction

In Mentoring System, a proctor diary is maintained for each student where the following details are to be given.

- Personal Information
- Previous Record
- Academic Performance
- Competitive Examination Detail
- Details of Internship and Industrial Training
- Scholarships Received
- Co-Curricular and Extra-Curricular activities
- The mentors meet the students periodically and monitor their performance and activities. Guidance regarding the lagging issues is provided. Occasionally proctor meeting is conducted with the parents based on the requirement.

Components of mentoring:

- Students are assigned with a Counsellor / Mentor whose role is to be a point of contact for advice and guidance.
- Mentors will listen, advise and wherever appropriate refer them to the higher authorities.
- It provides reflection and support to the students' academic development while they are doing their course.
- It promotes other activities and experiments related to the career and personal development of students.
- Provides advice on career development
- Helps the students settle down in their respective courses
- Students requiring additional help are identified and their progress is monitored regularly

Academic Mentoring

The departments are well equipped with knowledgeable Human resources in the form of faculty members who by keeping themselves abreast of latest developments offer guidance to the prospective professionals in addition to the classroom teaching.

Career Advancement

The students are updated about the industry needy skill sets that they need to learn and their importance in campus placement.

Course Work

Members of faculty handling different courses interact with students in clarifying all their doubts in their respective courses.

Benefits of Mentoring System

- Help students dealing with stressful or difficult periods in their graduate careers.
- Able to help students secure professional placement.
- It has contributed to lower stress levels and help build self confidence.
- Promote students' engagement in the field with active participation

Psychological counselling for weak learners

Purpose of this counselling is to provide the extension to the existing mentoring if any student's performance in examination is poor due to any psychological problems aroused due to any trauma or depression etc.

The process followed as follows:

After completion of the examination, result analysis is done once results are declared. Based on the result if the student is a weak learner then department mentors will identify if the student is facing any psychological problem or the poor performance is due to negligence of the student or any nominal health problem. If the department mentor finds out that poor performance in an exam of a particular student is due to psychological issues then he refers the candidate for Counselling by Psychologist through department HoD.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

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:

Adherence of Academic Calendar and Teaching plans by the Institution :

Institute prepares its own academic calendar every year before the commencement of classwork.

The Dean of Academics prepares the academic calendar every year for both UG and PG programmes. This academic calendar is intended to help the teachers and the students in planning their academic activities. All the details like number of working days in a semester, number of holidays in a month with dates, the schedule of the commencement of internal and semester-end examinations, and vacation periods are provided in the academic calendar for all planning purposes. The office of the Principal ensures that the copy of the calendar reaches all the departments for further circulation and the same is displayed on the college website. Institute sticks to the timelines provided in the calendar with a slight deviation on rare occasions. The calendar revises only under some unavoidable circumstances. Whenever such revisions take place, the same is communicated duly to all the people concerned.

In addition the academic calendar of the department includes schedule of curricular activities, assessment dates, technical events, class tests, submission of mark lists, placement Training slots, list of holidays and extracurricular activities. Students are then informed about time table and academic calendar. The detailed lesson plan/teaching methodology as suited to syllabus is prepared by each faculty

before the commencement of the semester. The lesson plan comprises of content, learning aid and methodology, faculty approach and course outcomes. The lesson plan generally highlights the content and total lectures for completion of the curriculum. Monitoring of implementation of lesson plan is done by Heads of the departments and corrective actions are suggested wherever required. All the continuous Internal Evaluation tests are conducted strictly as per the Academic Calendar.

Head of the Department (HoD) prepares the work-load for each semester and allocates the work to the respective course faculty. According to the academic calendar, every faculty prepares the teaching plan in detail specifying the tasks to accomplish and the goals to achieve. The faculty execute their work in such a way that the syllabus is completed before the scheduled date of the semester-end examination. The teaching plan ensures that the anticipated outcomes are met in the most effective manner possible. The faculty develops a 'Lesson Plan,' which specifies the number of hours needed to finish each unit. At the start of each semester, approved lesson plans and handouts are distributed to students. The syllabus and lesson plans are appended to the attendance registers, and the topics delivered are recorded as a "Diary of Lectures". The HoD monitors the progress of the syllabus completion. Assessment to check students' understanding is carried out at regular intervals through assignments and internal examinations.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

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

2022-23	2021-22	2020-21	2019-20	2018-19
226	186	175	166	166

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 13.12**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: 45

File Description	Document
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.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:** 9.39**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2122

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 52.41**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 87

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:** 8.2**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**

2022-23	2021-22	2020-21	2019-20	2018-19
7	7	10	8	9

File Description	Document
Result Sheet with date of publication	View Document
Policy document on Declaration of results (if any)	View Document
Institutional data in the prescribed format (data template)	View Document
Exam timetable released by the Controller of Examination	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5.2

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

Response: 0.86

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

2022-23	2021-22	2020-21	2019-20	2018-19
288	513	490	172	61

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

2022-23	2021-22	2020-21	2019-20	2018-19
55403	49330	37104	23902	11622

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

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:

Examination Management Systems (EMS) integrate the life cycle of all examination related tasks, and as a system is critical for accuracy and timely declaration of results. In the beginning of 2018, the examination process was handled by ECAP that supported only a few functionalities that includes uploading and publishing internal examinations marks. However to bring automation in the examination system and improve the accuracy and timely declaration of result, Bee's Examination Tool (BET) is used from the year 2021.

All examination tasks that includes from publishing examination schedules on the college website, preparing a database of eligible candidates, collecting exam fees, viewing timetables, preparation of hall tickets, conducting examinations on pre-printed bar-coded and OMR answer booklets up to post-exam tasks such as declaring results, paying revaluation/script viewing fees and issuing grade cards is automated. The question paper for the Semester End Examinations (SEE) is also set by an external course expert from a prestigious institution. The observer team comprises internal academics responsible for taking corrective measures against any malpractices that occur. In addition, scribes are assigned to Physically Challenged students in accordance with the regulations.

The autonomous status given for institute is a privilege to organize the examination at the institute level. However, transparency and fair play is important. In this connection, various reforms are introduced in the examination procedures and processes. The final semester end examinations question paper is set by a subject expert from premier institute including NIT and IITs. For every single course offered by different programs, the question paper is set by three to four subject experts, and any one randomly selected will make up to the exam.

The invigilator for exam related duties are chosen randomly from pool of faculty and are mandated to take measure to eliminate malpractice. In addition, there is a observer team assigned with the responsibility of making surprise visits and check for malpractice.

To assist student with disabilities, priority is given in exam seating arrangement in the ground floor, and on case-to-case basis scribes are assigned.

The conduct of examinations and declaration of results is one of the significant activities of the Examination Section and the examinations are conducted with utmost precision, fairness and objectivity to gain public credibility. The college strictly adheres to the guidelines of the government authorities concerned and the affiliating university in this regard.

The existence of fool-proof examination system lends credibility to the autonomous status of the college and contributes to the high placement percentage which the institution witnessed during the assessment period.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

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:

In 2016, the Institute adopted Outcome Based Education (OBE) to provide education through a student-centred approach and an outcome-oriented teaching and learning process. For all UG and PG programmes, Program Educational Objective (PEOs), Programme Outcomes (POs), and Programme Specific Outcomes (PSOs) are prepared. Course Outcomes (COs) are prepared for each course in the programme. The curriculum is prepared in line with POs & PSOs, including courses in basic sciences, humanities and social sciences, Engineering and Technology, professional and open electives, projects, and seminars.

Defining Programme outcomes and course outcomes:

All the programs in the institutes have the 12 Programme Outcomes (POs) in line with graduate attributes mandated by NBA. Apart from these outcomes, each department framed their own Programme Specific Outcomes (PSOs). Following the outcome-based education framework, curriculum is designed to match with the defined POs and PSOs. Once the curriculum is designed, set of courses are divided into modules. For each course in the module, module co-ordinator in consultation with respective course coordinator frames the courses outcomes. After the approval of curriculum, detailed syllabus with relevant COs mapped with POs are made available in the syllabus book.

All UG and PG Program Outcomes (POs), Program Educational Objectives (PEO) and Program Specific Outcomes (PSOs) have been presented to stakeholders as follows:

Vision, Mission, POs, PEOs and PSOs are placed in Institute Website, Syllabus book, Attendance Register & Lab Records, Department Corridors and Cos are placed in Institute Website and Syllabus books.

During the Content delivery period, as a part of Continuous Evaluation, different assessment methods are

designed in the Course curriculum. They are Sessional Examinations, Quiz, Assignment, etc.,. Semester End Examinations (SEE) are conducted at the end of the content delivery period. All these assessments contribute to Direct Assessment.

In the process of attainment of Course Outcomes (CO), Program Outcomes (PO) and Program Specific Outcomes (PSO), initially, COPO-PSO mapping was completed in a matrix format. The intensity of mapping is designated by numerical 0, 1, 2, and 3 depending on the correlation of Course Outcome with concerned PO or PSO. In the calculation process, initially, CO Attainment is calculated by giving weightage to Direct Assessment and Indirect Assessment. All assessments conducted directly by the Instructor contributed to Direct Assessment. The evaluations of the Perception of Learners' satisfaction with attaining the Skills mentioned in the COs contribute to Indirect Assessment (Surveys).

Course outcomes are evaluated based on the observations from Cumulative Internal Examinations and Semester End Examinations.

List of tools used to assess the attainment of COs are as described below:

Assessment Tools

- **Theory Courses**

- Two-Mid Examinations (Descriptive)
- Quiz (Objective)
- Assignments
- Semester End Examination (SEE)

- **Laboratory Courses**

- Day to Day Evaluation
- Record
- Internal Examination
- Semester End Examination (SEE)
- Review

Program outcomes are evaluated based on the observations from direct assessment method and indirect assessment method.

The steps for attainments of program outcomes are listed below:

In order to assess each PO/PSO, first, Course Outcomes are mapped to Program Outcomes. The attainment of course outcomes is assessed with the help of direct and indirect assessment tools. The assessment tools used for attainment of POs and PSOs are Direct Assessment method and Indirect Assessment Method – Surveys that includes

- Graduate exit survey
- Employer survey
- Alumni survey

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	View Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6.2

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

Response: 93.82

2.6.2.1 Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:

Response: 714

File Description	Document
Institutional data in the prescribed format (data template)	View Document
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	View Document
Annual report of Controller of Examinations (COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1**

Online student satisfaction survey regarding teaching learning process

Response: 3.96

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:

Our institution envisions becoming a hub of cutting-edge research, innovation and knowledge creation. The institution provides all necessary infrastructural facilities and conducive environment to promote research activity in the campus.

We maintain state-of-the-art research facilities that are continually updated to align with the latest advancements in technology and methodology. These facilities include advanced laboratories, libraries, data centers and collaborative workspaces that foster an environment conducive to high-impact research. The research department has their own library, equipped with books and journals.

Our institution has implemented a comprehensive research promotion policy that outlines guidelines for faculty, researchers and students. Faculty are encouraged to apply for various funding agencies and pursue their research. Also, the Institute is ready to provide seed funding or partial funding based on the merit of proposals submitted by faculty. The faculty are encouraged to present their ideas or project proposals before the research committee for getting the sanction of seed funding in accordance with Institute guidelines.

The institute encourages the faculty by providing incentives for peer-reviewed publications, writing books and filing patents. The patent filing process is governed by the research policy of the institute.

This policy encourages and support research activities through funding opportunities and seed grants for innovative projects. The institution provides financial assistance to the faculty for becoming members of various professional bodies and for attending workshops and conferences.

These collaborations facilitate the exchange of ideas and methodologies that lead to innovative solutions to complex problems. There is faculty and student exchange with state, national and international institution. The research achievements are recognized and publications/patents are suitably awarded. Faculty members are highly encouraged to pursue Ph.D. degree and a number of faculty are sponsored by institute that reflect Institution's commitment to reward excellence in research.

The Institute is dedicated to continuous improvement in research activities. Regular assessments of research outcomes, peer reviews and impact assessments are conducted to measure the effectiveness of our research initiatives.

A thorough review is done for all research proposals seeking funding from various funding agencies by consulting the research committee comprising the Director R&D, Head of the respective department, and subject expert(s) of the department. Many a times, outside expert's opinion is taken or sometimes collaboration done in applying for consultancy/funding project. This will enhance the prospectus of the

project getting sanction/approval. This committee also monitors the impact of research and consultancy and ensures violation, of professional ethics, the privacy of the people, human rights, causing problems to health & Safety of human beings and damage of the property.

Policy towards research promotion:-

There is a robust policy towards improving the competence of the staff in emerging technologies that facilitate the refresh ambiance of the Institute. MoU with NIT-AP has scope of jointly applying consultancies/funding project. Hence there is no issue of facilities bottleneck. The infrastructure and competent faculty profile of this premier institute improve the prospects of the project proposal getting sanctioned.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 22.31

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)

2022-23	2021-22	2020-21	2019-20	2018-19
8.01228	6.1	1.1	3.1	4

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

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: 27.7

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: 95

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

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: 198

File Description	Document
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	View Document
Institutional data in the prescribed format (data template is merged with 3.2.2)	View Document
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 0.2

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

Response: 67

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

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 2.21**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 05

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	View Document

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:

SITE has created an ecosystem for innovation by creating state of art infrastructure and required human resource for dissemination of skill and knowledge. The institute provides a conducive environment for enhancing the Innovation and Entrepreneurship development. In this context, Institution Innovation council (IIC) was established as per the guidelines of AICTE & MHRD. Under this council many programs were conducted for promoting Innovation and Entrepreneurship and the students were encouraged to present their innovative working projects. National level innovative project expos were conducted where the students from different institutions like IITs, NITs, IIITs and Universities participated. Anveshana, Techno cultural fest which is organised every year also witnessed the innovative project expos and working models.

IPR cell is created to make aware and support the aspirants to achieve patents and rights for the innovations made by the students and faculty. Awareness sessions for patent filing process are organized to enhance innovation and Entrepreneurship. Number of patents are published by faculty and students with the support of the IPR cell.

The objective of Incubation centre is to transform the ideas into Technological innovations. Financial assistance as well as facilities are provided for faculty and students for research projects. Our Institute is recognised as a host centre of MSME-BI (Micro, Small and Medium Enterprises – Business Incubation), Government of India. The faculty, students and aspirants from society are encouraged to submit their ideas through our MSME-BI every year through which financial assistance will be rendered for preparing the prototype.

Entrepreneurship Development cell (EDC) is created under which number of training activities for

students and faculty are initiated like FDPs, EDPs, EACs, Workshops, Training programs and Expert talks which were supported by Entrepreneurship Development Institute of India(EDII), Ahmadabad, DST, NSTEDB, NIESBUD, NEN and Wadhvani Foundation. Institute has grabbed IEDC project were around 15 innovative projects are prepared and submitted by students for five consecutive years.

R&D cell helps to create research culture among the faculty and students. The faculty and students presented and published number of research papers in conferences, Scopus, SCI, UGC care journals with the support of R&D centre at our institute. Recognized Doctorates of our institute are guiding the Ph.D students at respective universities. R&D centre motivates the faculty to write research projects and submit it to various agencies like DST,DRDO,AICTE,SERB etc. The institute got sanctioned Research centre by DRDO, for the project titled “Nano Materials & Nano Magnetism”. Institute has signed MoUs with various research institutes and Universities which support in Research activities and Internships to students.

Institute works hard to inculcate moral values, compassionate conduct, Academic & Non Academic discipline and social responsibility in students. Activities like Sat sang, Yoga, NSS, NCC, Sports and Cultural events are organized regularly for inculcating such morals among the students.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

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: B. Any 3 of the above

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

3.4.2

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

Response: 2.2

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

Response: 11

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

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: 0.55**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 188

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

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: 45

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

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in Scopus/ Web of Science**Response:** 7.19**3.4.6*****Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution*****Response:** 18.5**3.5 Consultancy****3.5.1****Revenue generated from consultancy and corporate training during the last five years****Response:** 51.61**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
20.71	17.79	1.58	4.98	6.55

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

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:

Life skills that are very vital for an individual to excel in their professional and personal life. The institute strives to inculcate among the students by making them involved in the plethora of extracurricular activities including, awareness of social issues, and environmental issues. This fosters among students a sense of responsibility accountability, integrity, and human values.

Most of the students are associated with at least one hobby-specific club under the umbrella of the RED ANTS association, and each of the clubs takes up many activities related to social issues and any other issues that benefit society at large. The students from the club visit the 5 adopted villages and organize activities including, awareness of Health and Hygiene, energy conservation, school dropout rate, eradication of social issues. We have the recognized NSS unit and NCC unit attached to the Army that take up a lot of activities that have a strong bearing on the social and economic aspects of the community we live in. A few of the activities done are listed:

Blood donation camps: Blood donation camps are organized periodically in association with the Blood Bank and government hospital and also on police commemoration day. In a need-based emergency, the people contact the NSS officer, and the students with compatible blood matches donate blood.

Adoption of School: The institute has adopted Girls Government High School in Tadepalligudem. Here, the institute provides basic infrastructure like a washroom, and drinking water facility, and additionally, repair and maintenance of classrooms and playgrounds is done by the institute.

Environmental protection: The institute takes up mass plantation drives in adopted villages, and also provides each household with a sapling to be planted in front of their homes. In addition, the volunteers from NSS in association with the village community collect plastic waste strewn around the localities. Also, an idol made of clay Ganesh is distributed to every student in the institute, and also the residents of adopted villages.

Lake cleaning: The institute in association with the mandal panchayat takes up cleaning up of the existing natural water bodies in the adopted villages. This is important to preserve the source of natural water for future generations to come.

Fit India marathon: The institute organizes a 5 to 10-km marathon. The students of the Institute and residents of Tadepalligudem take part in this. This is a yearly event to educate the communities that health is vital for personal well-being and professional success.

Judicial Awareness Program: There are regular programs conducted on legal and judicial rights

bestowed by the Constitution. This is done in collaboration with the judicial department.

The institute is actively involved in central government initiatives such as Swatch Bharat Abhiyan, Unnath Bharat Abhiyan, Beti Bachao Beti Padoo, Har Ghar Jal, and many others. Through these extension activities, the institute has created among its stakeholders a positive impact, and the activities are duly recognized and the institute is bestowed with numerous awards

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 63

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.

2022-23	2021-22	2020-21	2019-20	2018-19
16	18	03	11	15

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format (data template)	View Document
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	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 48

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View 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

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:

In order to satisfy the demands of a teaching-learning ecosystem enabled by technology in the twenty-first century, SITE has created state-of-the-art infrastructure. The Institute supports teaching-learning, research, and innovation activities with its cutting-edge infrastructure and academic atmosphere. The institute is made up of 28,471 square metres of built-up area on 27.92 acres. 53 academic laboratories, a technology innovation and incubation centre, ten women's waiting rooms, five smart classrooms, a central library, one ICT studio room, four seminar halls, a central board room, nine departmental board rooms, an auditorium, six research laboratories, two industry-supported internship centres, and a centre for skill and employability development are all housed within the six academic blocks. Wi-Fi, CCTV, and 1040 Mbps internet connectivity are all part of the campus-wide networking. There are three engineering workshops for each programme.

With LCD projectors for interactive instruction and multimedia experiences, every classroom is equipped with ICT. There are also five Smart boards accessible. Among the computing resources offered are 1440 desktop PCs, 6 workstation servers on campus, 25 printers, 150 cameras, 2 scanners, and 80 headphones. As support infrastructure, there are 21 UPS power backup units, 45 Wi-Fi access points, two data switches, and fiber access devices accessible. The institute offers 1040 Mbps fiber optic leased line internet connection with 1:1 contention ratio backup wireless connectivity.

The institute has an e-repository subscription and a large, spacious duplex library that can hold over 70,249 books. It can hold 288 students for reading and has a contemporary infrastructure. For the convenience of the users, a digital library with staff for photocopying, multimedia centre access, e-journals, e-books, and e-learning is made available, along with 36 systems just for females and 36 for males. In 2022, an ICT Studio was established as a shared facility for Early / eLearning Readiness Videos (ELRV), enabling faculty members to generate instructional materials for the selected course. A state-of-the-art lecture recording studio floor with complete acoustics is part of the facility.

The technology innovation and incubation centre, as well as the startup enclave, are signs of the campus's entrepreneurial support resources. A shared sports field and yoga area, a clinic, a gymnasium, a beauty salon, food courts, hostels and a canteen are among the other amenities. In addition, there are fully furnished faculty cabins and rooms with fast internet, as well as a welcoming environment for frequent interactions with students. On campus, there are job development centers, interview rooms, medical

rooms, common areas, and student counseling/discussion rooms. The entire roof is covered in 500 KW worth of solar panels. There are two standby generators: a 500KVA generator and a 250KVA generator.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.1.2

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

Response: 83.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
1761.16	1292.55	810.49	263.68	1250.51

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 as a whole has a considerable impact on teaching, learning, and research activities. The library at SITE is full-fledged and houses about 9867 titles, 70349 book volumes, 8049 + eBooks, and 121 print journals. On the ground floor are circulation books, newspapers and magazines, on the first floor are current reference books, and other resources. Along with its advanced infrastructure, it has a reading facility for students, discussion rooms, and options for group reading.

The institute provides access to more than 3828 online publications published by ASME, IEEE, and ASCE. Through DELNET, the Institute has access to N-List electronic resources. There is a digital library dedicated for staff and male students and one separately for female students. Here the students use digital library for making literature survey for their final year research project where access to different journals is important to make a comprehensive search to explore the latest direction of research in the chosen field.

The library is fully computerised and features a bar-coding system. This is highly essential to reduce the redundancy and improve efficiency in all the operational aspects of issue and receipt. Since 2006, SITE's central library has been completely automated through the use of an Integrated Library Management System known as NewGenLib Helium 3.2 Software. Web-centric applications can access the Central Library by using the Online Public Access Catalogue (OPAC). The Institute Library Management System includes modules for book purchase, cataloguing, circulation, and serial management (also known as periodic management) (ILMS). Using Web-OPAC (federated search), members can browse and search the library's holdings with more bibliographic information. All library resources are accessible on the intranet from any location on campus.

To improve the user experience, the library has integrated ICT applications and technological breakthroughs with email and SMS alerts, and other features provide a seamless user experience. All of the library's resources are available online and offline. For more effective access to library items, the N-List, IEEE / ASCE / ASME, NGL Server, and other sources are made available.

Students can use the library's reprographic resources, which include printers and scanners that are extensively used by the students. The library provides resources for sharing through Institutional Membership in DELNET (Inter-library lending) and the NPTEL Facility (National Program on Technology Enhanced Learning), which allows access to web and video courses. SITE is an institutional member of the National Digital Library of India (NDLI), housed at IIT Kharagpur, and DELNET (Developing Library Network) which provides a substantial array of e-Learning resources.

Once a library is established, the other important factor is its effective utilization which can be quantified in terms of footfall or the number of students and staff utilizing the library resources. At the beginning of every semester, every student is given text books relevant to cover all the courses in a given semester. Because of this the footfall of students in library is optimal. With access to online resources and the availability of departmental library, the footfall of faculty is also optimal.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 3.01

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)

2022-23	2021-22	2020-21	2019-20	2018-19
72.29	45.23	30.83	30.35	15.06

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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 IT facilities are the backbone of an institute towards its path of digitization and automation. The digitization brings the technology integration in education to the class room, while the automation brings flawless and seamless service to the doorsteps. In this connection, SITE has a robust infrastructure with all classes digital and automation in almost all the functionalities involved in the day to day administration. Additionally, there is smart class room per block that is housed in the laboratory for better maintenance. The institute in the year 2018-19 has 632 systems and toady there are 1440 systems with one system available for every 2.5 students which is compatible to the statutory requirements. Additionally, the available bandwidth in 2018-19 was 150Mbps and there was no Wi-Fi facility available then. However, today, the internet speed is 1040 Mbps supported by a high-speed robust fibre optic network. The Internet gateway comprises of a CISCO switch and other networking components utilized for an effective LAN. Students and staff can connect to the 'SITE Wi-Fi' of 8Mbps top speed per user from the list of wireless networks presented on their devices with user credentials. There are a total 45 indoor Wi-Fi access points available in the campus. The internet connection is available in all of the ICT enabled class rooms, totalling 69 plus that facilitate the teacher to access internet on demand, and bring imagery/visualization on complex analytical concepts. This helps better understanding of complex concepts/principles. The internet facilities is protected with safety measures like 24X7 UPS, generator, air conditioners, CC camera surveillance, authentication system, Fire extinguisher to suppression, protection system, and first-aid-kits etc.

The department laboratories are fully digitized with the latest software and hardware and the usage is governed by a set of rules and regulations. SITE computing and IT enabled resources are managed by a separate Central IT Services (CITS) centre. The IT policy discusses the purchase, use, and installation of hardware, networks, and software. Violations of IT policy may result in disciplinary action by the appropriate authorities. E-mail accounts are set up for both students and staff at SITE, with clear guidelines for email usage. SITE has provided Wi-Fi access for short distances. IT infrastructure has been widely distributed across 6 blocks, connecting them with a very high-speed robust fiber optic network using 1040 Mbps of internet bandwidth. A dedicated Wireless Access Point is being used by SITE to provide an easy, effective way to manage and secure wireless mesh.

Connected all 1440 Computers in the institute under single high-speed OFC wired LAN connectivity that provides high-availability, flexibility, scalability and manageability of separate channels for data stream, CC camera stream, conferencing etc. to access internet / intranet resources. A major portion of the annual budget is provided for continuous updating and procurement of IT facilities. Surveillance monitoring through installed CCTVs in IT control room is in place. The IP / activity logs are monitored continuously to observe unauthorized access or malfunctioning.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

4.3.2

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

Response: 2.57**4.3.2.1 Number of computers available for students' usage during the latest completed academic year:**

Response: 1440

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:**

Technology integration in engineering education facilitates learning by reading imagery and visualization. In this direction the institute has established a full-fledged E –studio with full hardware and software that facilitates video capturing, editing and mixing that creates quality video content.

At SASI we follow unique research based activities for enhancing the outcome based education (OBE) and teaching & learning quality. Innovative teaching learning (ITL) role of ICT is being implemented under the office of Dean-ITL & ICT for improving the quality of outcome-based education. It is continuously taking initiative to take the teaching learning process to the next level. To cope up with the changing new generation psychologies, combinations of conventional & innovative non-conventional teaching methodologies using digital platforms are being used. Updating teaching methodologies by experimenting with new ways and styles in teaching implemented. We have a good infrastructure using projectors in most of the classroom as SASI.

The Institute has a robust infrastructure to implement the technology integration in education. Main attraction of ICT tools include two digital e-content recording studios where high quality videos for SWAYAM, JNTUK & APSCHE are being recorded. Teaching use ICT enabled tools including online resources for effective teaching and learning process. Based on the research and study done, we formed a new wing to address the combination of ICT & ITL (innovate teaching learning) to address the effectiveness in the teaching learning process.

To implement active learning pedagogy, assignments are created online for the students with a brief overview of topics. After learning is completed, the student will take up online assessment. There has been a tremendous response to this innovative teaching pedagogy.

The ICT department facilitates the faculty in the video creation of the course they handle and many videos are put in public domain the institute website. Additionally, the institute has taken up the task of generating e-content for JNTUK and some revenue is likely to be generated from this.

This e-studio is handled by Dean-ICT who has proven competency in the art of creating video lectures and offers his services to the online SWAYAM portal.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 92.44

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)

2022-23	2021-22	2020-21	2019-20	2018-19
1624.84	1170.31	740.83	1231.34	1184.07

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	View Document
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)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

There is a systematic process and flow for effective maintenance of physical and academic facilities. Under the direction of several supervisors, the housekeeping team maintains the cleanliness of the classrooms, faculty cabins, offices, labs, seminar halls, auditoriums, dorms, and other facilities.

The following protocols are used to use and manage different types of infrastructure facilities:

- Routine upkeep of the classroom's IT infrastructure by IT Central Services
- Laboratory upkeep by committed technicians and lab assistants under the direction of laboratory Responsible
- Easy-to-follow process for obtaining supplies needed to maintain lab operations
- Methodical complaint handling process, repair mechanism that includes replacement and service
- Major laboratory equipment is protected by an extended warranty or annual maintenance contract.
- All answer scripts are kept on file in hard copy for a period of two years.
- Transportation services for formal teacher and staff meetings and industrial visits are reserved in advance for the students.
- Network maintenance is provided by the ITIMS office's in-house experts through AMC for printers, lifts, generators, and library automation software.
- Constant upkeep and updating of a website by a committed programmer
- CCTV footage is continuously monitored for surveillance, and there is a 15-day backup facility.
- Qualified AC mechanics working full-time on AC units Electricity upkeep by permanent, full-time electrical supervisors
- Regular staff in the housekeeping department looks after the campus's gardens and cleanliness.
- Routine upkeep of the plants used for reverse osmosis and sewage treatment.

There is a power supply capacity of about 280 KVA for continuous power supply. The total power supply capacity is approximately 11 KV HT supply. In an effort to promote green technology, 500 KW of solar panels are available to make effective and efficient use of the electricity supply.

A lab audit is conducted prior to the start of sessions to make sure that all the supplies required for the experiments outlined in the curriculum are on hand. Next, a report detailing the needs for new equipment, replacing outdated equipment, updating machines and software, consumables, and non-consumables is written.

Every computer in the computer lab has firewalls and antivirus applications installed to ensure the security of the software and system. Each lab and lecture hall has an entry register that is used for tracking and utilization.

The director of physical education oversees the maintenance of all sports facilities and equipment. The physical director keeps an eye on the equipment used for both indoor and outdoor sports to make sure that courts and sports facilities are kept up to date on a daily basis. Sports equipment is kept in stock registries.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 82.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
2743	2780	2680	2672	2504

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](#)

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

[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:

At Sasi Institute of Technology & Engineering, career counseling helps students find the proper career guidance and placements at the right time. The college not only provides skills but also supports and promotes technical and leadership abilities for the students. The institute has "Student Mentoring" system

where every teacher is assigned to monitor a maximum number of 20 students from each class for academic and overall development of the students. This practical interaction aids for the development of direct relationships with students, teachers and institution. In addition, a group of students interact with teachers to discuss their career options. Given the technological advancements, the institution have implemented e-counseling services, allowing students to receive guidance and support remotely.

Sasi Institute of Technology & Engineering places a strong emphasis on the key components of these programmes, which includes structured sequence of activities and experiences designed to help students develop specific competencies such as goal setting and career planning. In addition to the Student Monitoring system, we are conducting events such as Awareness on GATE exam, Alumni Expert Talks. The institute Provides comprehensive information about various competitive examinations, including eligibility criteria, application processes, and preparation strategies. The information is shared about job openings, internships, and other career-related opportunities through newsletters, websites, and social media channels The institution have curated a collection of resources, including books, articles, and online platforms, to help students research and explore various career options.

Sasi Institute of Technology & Engineering also organized Personality Development Programs, CRT (Campus Recruitment Training) Classes for all the students, CRT classes on the C-Programming Language, Python, HTML, and other programmes. The placement, training and consultancy cell organized training programmes on interview skills, recent trends in career opportunities, and training programmes on upgradation of soft-skills.

The mentoring concept has brought significant change in student performance of average learners, and for fast learners, there has been considerable improvement in higher education in foreign universities.

These efforts collectively demonstrate the institution's commitment to supporting students in their career development and helping them prepare for competitive examinations. It's important to continually assess the effectiveness of these initiatives and adapt them to meet the evolving needs of students.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	View Document
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)	View 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

5.1.4

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: B. Any 3 of the above

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

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: 42.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
375	360	324	324	312

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: 0.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	23	3	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	View 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

5.3 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: 40

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	00	12	11

File Description	Document
list and links to e-copies of award letters and certificates	View 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

5.3.2

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 institution strongly believes that the students should not be limited to classroom activities; rather, they should be encouraged to take part actively in various academic, and administrative bodies of the institution which helps not only the college authorities and the faculty in the smooth functioning of college affairs but also the students in building leadership skills. Hence, the institution maximizes the participation of the students in the following committees.

1. Student Council: It is the apex body representing the student community and serves as a connection between the administration and the students.

2. Internal Quality Assurance Cell (IQAC): The IQAC nominates student members and seeks their opinions in the formation of the goals that ensure the enhancement of quality on the campus.

3. Sports Committee: The student representatives who are part of this committee play an active role in organizing various sports events and coordinating with the players.

4. Hostel Committee: The student members of this committee act as a connecting link among the hostel authorities, the caterers, and the students.

5. Extra-Curricular Activities Committee: The student members take an active role in organizing various technical and cultural events which will help students improve their core and communicative competencies.

6. Library Committee: The student representatives of this committee ensure the proper utilization of the resources available on campus such as books, journals, project reports and e-books.

7. Student Grievance Redressal Committee: The student representatives of this committee ensure a reliable solution for the grievances of various issues received from students.

8. Anti-Ragging Committee: The student members take an active role in providing a ragging-free campus.

9. Anti-Drug Committee: The committee is to educate and raise awareness about the dangers of drug abuse, its consequences, and available resources for prevention and treatment. This committee is constituted to ensure a drug-free campus.

10. Differently Abled Committee/Cell: The committee's primary objective is to create an accessible and accommodating environment for differently-abled individuals.

11. Anti-Sexual Harassment Committee: The student members take an active role in providing solutions for anti-sexual harassment issues.

12. Code of Conduct Monitoring Committee: The student members in this committee play an active role in making awareness to the students and staff of the code of conduct of the institute.

13. Internal Complaints Committee: The student members in this committee ensure timely redressal through the Grievance Redressal System in place.

14. OBC Committee: This committee is primarily focused on ensuring equitable representation, opportunities, and benefits for OBC communities.

15. SC/ST Committee: This committee organizes awareness campaigns and outreach programs to educate SC/ST communities about the available government schemes and programs.

16. Canteen Committee: The canteen committee ensures that the food and beverages served meet health and safety standards. This involves monitoring the hygiene of the kitchen, the freshness of ingredients, and the overall cleanliness of the canteen.

17. NSS/NCC Committee: This committee aims to develop character, discipline, leadership, and a spirit of service among the youth. It implements community service projects, such as cleanliness drives, health camps, literacy programs, and environmental initiatives.

The institution also encourages the students to engage in various professional bodies like IEEE, ISTE, CST, IEI etc. Further, the students are encouraged to render their services as volunteers for NSS, cadets for NCC and other social welfare programmes.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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

File Description	Document
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)	View Document
List of students participated in different events year wise signed by the head of the Institution	View Document
Institutional data in the prescribed format (data template)	View Document
Copy of circular/brochure indicating such kind of activities.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: 55.29

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:

2022-23	2021-22	2020-21	2019-20	2018-19
11.66	10.98	11.51	10.40	10.74

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

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:

Alumni contributions and Engagements:

1. Interactions with industrial associates: Alumni association supports the students and institution by arranging guest lectures, training programs, career consultations, motivating the students and finally it acts as a link between industry and institute.

2. Alumni interaction: Alumni of our institute are invited as resource persons at various events, guest lectures and panel discussions to give inputs to aspiring graduates. They provide inputs and share their experiences regarding skills, recent technologies & trends in technical research, application of knowledge and working culture.

3. Placement and career guidance: Alumni working in different Tech and Core companies keep the faculties and the placement officer abreast about the available job opportunities. They assist and guide the students to crack the interviews. They also share their experience with the students and motivate them for their career development in various domains.

4. Entrepreneurship Awareness: Some of our Alumni have established start-ups in different sectors. The students from the department of computing especially CSE have established Efficens software solutions Pvt. Ltd. Start up which is currently based in united states of America. They offer paid internship to many students who work on live projects for their start-ups. Additionally, in the year 2021-22, Five students were offered a total of 85000 dollars package in the form of sponsored M.S program in American Universities.

These start-ups have their labs in the campus where the students work on live projects after the college hours.

The department of civil engineering with its qualified staff in structural, geotechnical and water resources engineering offer consultancy services to both private and government enterprises.

5. Alumni in BOS: Alumni are included as members in the Board of studies. The Alumni working in industries guide the BoS that is mandated with bridging the gap between the academic courses offered and what the skills the industry needs.

6. Career Services: Alumni can offer job opportunities, internships, or mentorship to recent graduates, aiding them in their transition from academia to the professional world.

7. Sharing Success Stories: Alumni who have achieved notable success in their careers can serve as inspirational figures for current students, demonstrating what can be achieved with dedication and the right education.

8. Guest Lectures and Workshops: Alumni who have excelled in their respective fields can be invited to give guest lectures or lead workshops. This provides students with real-world insights and exposure to industry practices.

9. Promoting the Institution: Engaged alumni can serve as ambassadors for the institution, promoting its achievements, programs, and values within their professional and social circles.

By actively involving alumni in these ways, institutions can tap into a rich resource of knowledge, experience, and passion that can significantly contribute to their continued growth and success.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

The Institute vision is to produce socially conscious and professionally qualified engineers who can collaborate globally and make significant contributions to solve industry problems, and pursue research that address societal problems across cultural boundaries and uphold moral standards. Guiding towards the vision are a plethora of committees at the top being the Governing body (GB) that takes input from other bodies that includes Academic Council, Finance Committee and the Planning and Development committee. These committees have representation from the Institute, from the affiliating university, AICTE, industry and premier institutes including IITs

The following are the core values of the Institute:

Quality: The highest international standards are followed in the execution of every activity.

Honesty: Upholds the values of truthfulness, dependability, honesty, and accountability

Respect for diversity: means respecting morality, diversity in culture and religion, and the liberty of thought.

Social accountability: Encourages participation in the community, sustainability of the environment, and global citizenship. Additionally, it fosters understanding of and support for the difficulties and demands of both local and international groups.

Creative thinking: Encourages imaginative endeavors that address problems and obstacles from several angles in an effort to provide answers and expand our understanding.

The GB, which is composed of the management team, an industrialist, and representatives from the state government, affiliated institution, and UGC, is in charge of overseeing the institute. Additionally, two prominent academicians from reputable institutions are nominated by the governing body. Members of the Governing Body are two senior faculty members who have been nominated by the Governing Council. The Governing Body is ex-officio represented by the Principal of SITE. To accomplish the institute's objectives, important choices include evaluating and approving the strategic plans for the organization. The financial committee will deal with all matters pertaining to money, spending, and procurement, while the planning and development committee forecast about the infrastructural requirements for academic and physical facilities

The Principal is the Chairman of the Academic Council (AC), which is made up of three University

members, four outside experts representing fields like industry, commerce, law, education, medicine, engineering, and sciences who are nominated by the GB, all department heads, four Senior Faculty members of the College, and a Member Secretary. The Academic Council is the focal point of this independent institute's academic endeavours. It is in charge of establishing, overseeing, and upholding the Institute's standards for training, instruction, and exams. It is permitted to provide the governing body with advice on any academic issue.

At every department level there is Board of Studies (BoS) that has representatives from academia and industry. The department's Head is the Chairman, and the committee members are: one senior faculty, two subject matter experts from reputable institutions nominated by the Academic Council, an expert nominated by the Vice-Chancellor of the affiliated university, a representative from the corporate sector, industry, or related area with regard to placement, and one postgraduate meritorious alumnus comprise the for each department. All program-related decisions, such as curriculum and syllabus, are made by the Board of Studies.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

SITE is certain that for attainment of Institute vision, strategic planning and the effective implementation of the same through consistent effort towards standardizing teaching and research is critical. Additionally, a robust academic and physical infrastructure, achieving national and international accreditation will help propel the institute towards the Institute Vision. In this direction, during the growth phase, a major thrust was on creating the physical infrastructure. During the development phase, the SITE Vision was formulated by the management and the practices that help emerge as a leading higher education institute were adopted.

The Institute has created 8-step strategic plan and the way forward to attain is provided on the institute website:

Institutional Development

Excelling in Teaching Learning Process

Research, Design and Innovation,

Entrepreneurship

Expanding opportunities for public service

Extending collaborations & Capability building efforts

Strengthening alumni relations

Expanding career opportunities for students

The implementation of the strategic plan has led to an overall development on multifaceted metrics: the campus placement improved from 1299 in the first strategic plan (2015-16 to 2019-20) to 2061 for second strategic plan (2020-21 to 2024-25), a significant improvement of 762 additional students placed. We could attain continuous participation in program specific accreditation by National Board of Accreditation, accorded autonomous status, gain NAAC 'A' grade and achieve ISO 21001-2018 certification. Additionally, new UG programs in emerging areas like AIML, IOT & Cybersecurity, B.Tech CSE-AIML, ECT, CST and CSD. Research centers are introduced and ultimately, research centers recognized by JNTUK. Center of excellence in each of the departments are established. To bring collaborative ambiance 10 plus academic MoUs that includes NIT-AP, and 20 plus Industrial MoUs with premier industries that include among others Virtusa, E-PAM, Wipro are done. Technology integration in education is attained by establishing a fully loaded e-Studio that facilitates student learning.

The administrative setup is structured in such a way that there is decentralization at every level that facilitates effective decision making. At the top is the Governing Body (GB) that has committee members from both industry and academia. The GB is responsible for approval, review and effective implementation of the strategic plan and meets twice a year. Upon approval by the GB, the Academic Council (AC) frames the policies, and under the leadership of the principal, the head of departments implements the policy for efficient functioning of the institute. The finance committee projects the financial requirements for the development of academic and physical infrastructure, and the Board of Studies (BoS) meets two times a year, and in coordination with members from industry and academia, curriculum is aligned to meet the market needs.

There are clearly defined roles and responsibilities at every level of organizational hierarchy and are defined in the organogram, and the delegation of powers of the principal, controller of examination, finance officers, department heads, and dean are defined in the Human Resource(HR) policy manual.

The organizational chart also includes the delegation of powers for various administrative positions such as principal, controller of examinations, finance officers, department heads, deans, and administrative officers.

The teaching faculty appointments are governed by AICTE while the non-teaching staff comes under the purview of state government norms. The HR policy, Code of Ethics for Staff and Students, grievance redressal mechanism and Standard Operating Procedure (SOP) make the institute ambiance hassle free.

File Description	Document
Upload any additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide the link for additional information	View Document

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	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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:

SITE recognizes that performance appraisal is an important indicator of quality metrics, and it helps

periodic review and evaluation of faculty performance. In this context, there is a faculty appraisal done twice a year, and the overall contribution of faculty in teaching-learning, research and patents, consultancy, and funding projects, curricular and extra-curricular activities are evaluated. In brief, there is a 360-degree evaluation done. Based on the score obtained, appropriate increments and incentives are declared every year. The institute strongly believes that the staff/faculty are stakeholders of the institute and their well-being and personal growth avenues are inherently linked to the growth of the Institute. In this context, the policy framework of the institute is structured such that it addresses the factors that are vital for individual growth and has a policy that takes care of their welfare.

The following are the welfare measures adopted by the Institute:

- Financial assistance for patent filing, counselling, and commercialization
- Faculty contributing to improving the Institute's research ecosystem are rewarded. Those publishing research articles in SCI-indexed journals are awarded INR 10,000 and for Scopus-indexed journals and international conferences, it is a little smaller. Additionally, those contributing to writing books and book chapters are also given a financial incentive.
- Those applying and getting funding projects are awarded a total of 10% based on different metrics: 2% each on submission of 1st, 2nd & 3rd phase utilization certificates, and the remaining 4% after submission of the project completion report.
- Financial support for registration to professional associations such as SAE, IEEE, CSI, ISTE, ACM, IETE, ASME, etc.
- Funding support to register full-time/part-time Ph.D. programs
- Each department may get a seed grant of up to one lac to assist R&D, IPR, product development, and consulting services.
- Incentives for e-content development as part of the ICT initiative of the Institute.
- Provide equal opportunity for career progression.

Welfare measures cum career development schemes for Non-Teaching Staff:

- There are programs organized that address skill upgradation and enhance the ability of the technicians to handle the evolving technological needs. The training programs are usually of two to four weeks duration.
- Opportunity is also provided for pursuing higher education. There are instances where some non-teaching staff have completed higher education even up to the doctoral level.
- Some of the technicians have been deputed to industries to up skill and handle newly established labs/experiments.
- Statutory Employees Provident Fund (EPF) facilities are in place for non-teaching staff.

Other Welfare Measures for Institute Staff:

- Medical insurance up to 1 lakh support from the institute, and in some premature deaths, the Institute has contributed financial support to family members of the deceased.
- Medical Leaves as per norms
- Need-based Salary advance for support staff
- Subsidized transport facility for all the staff members
- Subsidized hostel facility.
- A Day Care centre for the staff's children

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 49.4

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	87	76	95	98

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

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: 52.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
98	89	97	98	99

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

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:

The institute is under the aegis of the Sasi Educational Society, a non-profit organization, and is run professionally by the honorary governing council. The mobilization of resources and their effective utilization is critical for the institute to flourish and reach towards vision.

Mobilization of financial resources is :

For infrastructure development, the main funding source is Sasi Educational Society which runs the Institute. The institute management being educationist recognizes the fact that a strong infrastructure, both physical and academic, is very critical for the institute to evolve as a premier one. Accordingly, the institute's resource mobilization policy clearly defines the modalities of resource mobilization and their

usage while maintaining the highest degree of transparency and accountability. The management is keenly involved in coordinating and monitoring all the financial activities.

A major chunk of the institute's income is from the student fee receipt, almost 70% of the students out of the total sanctioned intake, are covered under the 'Jagananna Vidya Deevana' scheme, G.O.Ms.No. 115, Social Welfare (Education) Department, Dated:30.11.2019. This scheme supports students to pursue graduation degrees with fees completely supported by the government of Andhra Pradesh.

Being located in a rural setting, the institute is at an advantage to benefit from several governmental initiatives towards rural development. The faculty are encouraged to apply for funding from both government and non-government agencies including DST/AICTE/SERB/MSME/ISRO/DRDO/AICTE/UGC. Also, some level of laboratory development/upgradation is done under the MODROB scheme, funded by AICTE. Also, the students are encouraged to apply for academic research projects from these agencies.

Additionally, the Institute Innovation Council (IIC), is encouraged to have more start-ups, and hence improve the Incubation environment that makes us eligible to obtain funding under the MSME schemes of the Government of India.

The consultancy activity is another source of income for the institute. The Department of Civil Engineering and Computer Science is the main one. In collaboration with alumni, the institute has established consultancy activity in the Department of Computer Science and Engineering, where the students work on live projects outsourced to the Institute by Alumni software companies.

Also, depending on the market trend, industry-specific programs are opened that help fill all the sanctioned intake and hence make the student fee receipt income robust.

Utilization of resources:

The resources generated from different sources are utilized judiciously in improving the academic standard toward excellence, research eco-system, faculty welfare, and development:

The faculty who tirelessly work towards improving the research eco-system are rewarded accordingly. Almost 10% of the value of the funded project is given as an incentive.

Those working towards publication of research articles, book/book-chapter, and patents are given appropriate incentives.

Any faculty attending FDP, who present papers at conferences outside the Institute are given a travel/registration grant.

The institute infrastructure is effectively utilized by outsourcing it to organize various competitive examinations by the state and central government. Additionally, study hour for hoteliers is organized after the college hours.

The annual budget for capital expenditures, revenue, and expenses is presented to the finance committee for ultimate approval by the governing council.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: 4

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)

2022-23	2021-22	2020-21	2019-20	2018-19
0.00	1	1	1	1

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

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:

The institute has a robust and transparent auditing mechanism that is very vital for monitoring and effective regulation of the use of financial resources. There is a two-level auditing, one internally- done by the finance committee of the institute, and the other externally- by an independent external auditor.

Before the start of the academic year, the institute finance committee receives and evaluates the budgetary requirements of different verticals of the institute, including physical and academic infrastructure at each of the departments, salary expenditure of the depts, transport, and cleaning staff. Also, the expenditure at the institute level for creating/upgrading of facilities. The internal finance committee consolidates the financial request received and presents it before the academic council, and the academic council in turn gets ratified by the governing body, which is the highest decision-making body of the institute. The external auditor takes account of different verticals and regulatory frameworks in which the institute operates and the findings are reported on the Institutional website.

Internal finance audit:

The finance committee of the institute is responsible for receiving the budgetary requirements from different verticals of the institute and consolidating and presenting the overall budget required to maintain a healthy teaching-learning ambiance at the institute. After this, a thorough discussion in the academic council is done and after approval from the governing body, the internal finance committee monitors the financial transaction and hence effective budget utilization. The findings of the audit are discussed in half-yearly meetings. The internal audit plays a dual role one at the department level and the other at the institute level. It helps the institute to comply with legal and regulatory requirements and for the department, it helps in optimal allocation and utilization of resources.

External finance audit:

Every year after the fiscal year, the book of accounts is audited by an impartial external auditor, and the auditor's report is submitted by section 12A(b) of the Indian government's income tax act. The auditors consider the several operational verticals and the regulatory environment in which the organization functions. The institutional website has the audit statements available. The institute's financial officer will respond to and document the audit objections made by the outside auditors. The regulatory authorities' requirements are properly adhered to by the internal and external audit mechanism.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

Practice-1 : Career Guidance Training (CRT)

The main objective of Career Guidance Training is to make the student industry ready by enhancing their market-needy technical skill, facilitating the students' improvement of communication skills and soft skills. This will help the students in gaining meaningful employment and also have a successful career in the future. There is a wide gap between the technical skills the industry needs and what the students learn. The learning curve is defined for each of the students, and the technical skills required to excel are recommended. The learning is periodically reviewed, and fast learners and slow learners are given realistic goals to pursue. The success of Career Guidance Training activities at the Institute is reflected by the impact the activity is making on student's lives. The number of placements has increased year by year in premier software and core industries.

S.No	Activity	Cycle-1	Cycle-2
1	Workshops	10	30
2	Internships	42	2556
3	Research Oriented Student projects	13	400
4	Placements	1285	3489
5	Highest Package	10 Lakhs	19 Lakhs
6	Median Salary	3 Lakhs	4.5Lakhs

Practice-2 : Digitization, Automation and Research Initiatives

The implementation of digitization and automation has brought significant benefits to the stakeholders. The automation brought significant improvement in service delivery and timely regulation of the problems that may arise in the administration of day-to-day activities. In the library, automation has helped to reduce redundancy and audit the resources on demand, and in the accounts section, there is an improvement in transparency. The digitization initiative has made technology integration in education a reality. The teachers can have seamless connectivity to the internet on demand, and relate the latest technological trends. The creation of video lectures and online assessments on the contents of video lectures has improved the performance of the students.

Research and Development (R&D) is critical to the innovation process. Recent initiatives such as seed money grants, incentives for high-quality publications, the establishment of COEs and Research Centres, and patent assistance have resulted in a quantum leap in research quality. The performance indicators since the last accreditation are presented below.

S.No	Name of the Activity	Cycle-1	Cycle-2
Digitization and Automation			
1.	Administration	Partial	Full Compliant
2.	Finance and Accounts	Partial	Full Complaint
3.	Library	Partial	Full Compliant
4.	Student Admission and Support	Partial	Full Complaint
5.	Outcome-based Education (OBE)	Partial	Full Compliant
6.	Fully Loaded Digital Class Room	Partial	
7.	Smart Class Rooms	-	4
8.	ICT Studio	-	Available
9.	Integrated Library Management System(ILMS)	Partial	100% Improved
10.	IT Infrastructure(Total Computers)	873	1440
Research Initiatives			
1.	Quality Publications in Journals	112	309
2.	Publications indexed	112	622
3.	Patents Published	8	47
4.	Books and Book Chapters Published	2	36
5.	Citations	582	4286
6.	h-Index of the Institute	6	22
7.	Value of Consultancy Projects	5,70,000/-	35,37,000/-
8.	Functional MOUs(Academia and Industry)	12	95
9.	Seed Money	8,73,978/-	22,31,288/-
10.	Total grants received	NIL	3,38,95,100/-
11.	Centre of Excellences	NIL	7
12.	Recognized Research Centres	NIL	5

Because of various quality initiatives by IQAC, SITE has maintained its position in various national and international level ratings. Also, the continuous quality initiatives has led to achievement of maintaining its accreditation status granted by UGC,NBA, ISO,NIRF Participation, AISHE, APSCHE. Programs are accredited by National Board of Accreditation since 2014. The institute is also participating in NIRF and maintaining consistency to maintain quality.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

The IQAC committee recommends the necessary changes to be made in order to achieve continuous improvement by reviewing the institute's quality parameters and teaching-learning process on a regular basis. Periodically, IQAC holds workshops to enhance teaching strategies that align with the OBE framework. Here are two instances.

Examining the process of teaching and learning: The institute undertakes the following steps to monitor the quality of teaching learning:

- For each course, the course coordinator prepares course file material. It includes course description, lecture notes, lectures wise PPT and ICT Readiness Videos produced in ICT studio of the institution. The definitions and terminology for each course are provided to articulate basic knowledge that they have learned in the course.
- The tutorial question banks for each course taught are given to the students.
- The research based and product-based learning approach is used for imparting effective 21st century capabilities for promoting critical thinking as well as problem-solving, interpersonal communication, leadership and teamwork, innovation, and creativity.
- Follows the Bloom's Taxonomy and emphasis is laid on cognitive learning.
- Technology assisted learning is given to the students for improvement of communication skills and presentation skills, especially speaking skills.
- Provision for full semester internship in the curriculum.
- Peer-to-peer learning by using flipped class rooms.

Tracking learning outcomes:

For the courses they are assigned, all faculty members are required to prepare lesson plan at the start of each semester and the course feedback from students is taken at the conclusion of the term. At the end of the semester, each faculty member will turn in a self-evaluation document to the head of the department in which they are employed. The internal committee led by the dean of academics will carefully review each faculty member's submission. IQAC conducts academic audits to guarantee the caliber of the teaching and learning process. The department will use a standard rubric to assess the quality of student projects. Each faculty member's annual input on the curriculum is taken into account by their respective Board of Studies for any necessary quality enhancements. Faculty contributions to research and their

efforts in producing high-quality e-content are also carefully examined. IQAC continuously tracks and evaluates students' progress toward learning objectives. Furthermore, IQAC will provide recommendations for attainment calculation implementation or modifications as needed. The Institute has put in place a methodical and reliable system to gather and assess pertinent data in order to gauge the degrees of achievement of outcomes.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: B. Any 4 of the above

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

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:

Towards implementing the core values represented in its Vision and Mission statement, SITE boasts a 28% female faculty and a 45% female student population, indicating a commitment to gender diversity across academic and student demographics. The curriculum includes courses on Gender Sensitivity, Essence of Indian Traditional Knowledge, Constitution of India, Ethics & Human Values, which directly address issues related to gender equity and promote understanding and awareness among students. Various workshops, seminars, guest lectures, poster exhibitions, and counseling sessions are organized to promote gender sensitization and raise awareness about women's rights and privileges guaranteed by the constitution. The training and placement cell specifically focuses on empowering women by organizing awareness sessions about employment opportunities reserved exclusively for female students in premier companies like Amazon and Google. This not only enhances career prospects but also encourages female students to excel in their chosen fields. Regular programs on the importance of human rights, women's rights in domestic situations, and cyber security are conducted to address safety and security concerns for female employees and students.

It's commendable to see the comprehensive approach that SITE has taken to promote gender equity and ensure the safety and well-being of its female students and faculty. Here's a breakdown of the measures provided:

Curriculum Integration: Integration of gender-related courses such as Gender Sensitivity, Essence of Indian Traditional Knowledge, Constitution of India, Ethics & Human Values, etc., into the curriculum to address gender equity issues.

Co-curricular and Extracurricular Activities: Various activities like workshops, seminars, guest lectures, poster exhibitions, and counseling sessions are conducted to promote gender sensitization and address women's issues.

Awareness Programs: Programs on women's safety, well-being, and rights guaranteed by the constitution, and employment opportunities are organized.

Committees and Support Systems: Several committees like grievance redressal, anti-ragging, sexual harassment prevention, women welfare, safety & disaster management, and mentoring programs are constituted to ensure the well-being of students and staff.

Equal Opportunities: Women faculty is provided with equal opportunities in academic and

administrative roles, and approximately 50% of placements are allocated to female students.

Celebration and Education: Annual celebrations of International Women’s Day and mandatory workshops on prevention of sexual harassment in workplaces contribute to creating a supportive environment.

Specific Measures for Women: Facilities: Dedicated gymnasium, common rooms in academic blocks, exclusive ladies’ hostel, special sports promotion programs with female instructors, and a daycare center.

Sanitary Napkin Vending Machines: Available at appropriate places for convenience.

Counseling and Career Guidance: A Counseling and Career Guidance Centre headed by female faculty to address specific needs.

Safety and Security Measures:

CCTV Surveillance: The entire campus is monitored by CCTV cameras.

Security Personnel: Women security guards to ensure safety, especially during night hours.

Medical and Counseling Services: Dispensary with Ambulance: Available round the clock to handle emergency medical situations.

Psychological Support: Services provided by a female psychologist to address emotional and relationship-related issues.

SITE's holistic approach ensures a conducive environment for the holistic development and well-being of its female members, fostering inclusivity and empowerment.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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: B. Any 3 of the above

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

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:

SITE has implemented a comprehensive waste management system aimed at achieving zero waste on campus. Here's an overview of their initiatives:

Solid Waste Management:

The generated solid waste in Sasi Institute of Technology & Engineering (SITE) campus are collected into Wet and Dry waste twin bins available on our campus. The bins are available in different colours to distinguish easily placed at various locations throughout the campus. The collected dry and wet waste from various locations on the campus is transported to the concerned place on the same day. SITE produces a lot of paper waste. Paper wastes from Academic Blocks, libraries, administrative offices, Hostels, and Guest Houses are disposed of through vendors. The wastes are properly stacked in a designated place and later disposed of through vendors for proper waste management. SITE promotes digital platforms to reduce the usage of paper for communication and sharing documents. SITE holistic approach to waste management encompasses segregation, treatment, recycling, and awareness, contributing to a cleaner and sustainable environment within the campus premises.

Segregation: Solid waste is collected using colored bins - Blue for dry waste, Green for wet waste, and Red for e-waste.

Treatment: Wet waste is composted in a biogas generation plant, producing biogas used as a fuel. Dry waste is recycled, and sanitary waste is incinerated.

Recycling: Recyclable waste is sold to vendors for recycling. Plastic waste is shredded and sent to local industries for recycling. The solid waste generated on the campus was recycled using vermin composting.

Liquid Waste Management:

Wastewater from hostels and toilets is treated in a Sewage Treatment Plant (STP) and reused for flushing and gardening after disinfection with chlorine. Sludge from STPs is composted and used as manure for gardens. Rainwater recycling mechanisms are also adopted. The generated liquid waste from the environmental engineering and chemistry laboratories is collected in specific containers, which are available in respective laboratories. First, the collected waste in the container is neutralized then the liquid waste was safely disposed of. The generated runoff of the storm water is allowed to pass the bunds constructed across the campus, which allows the storm water to percolate and recharge the groundwater.

Biomedical Waste management:

No biomedical waste is generated on the campus

E-waste management:

In SITE campus, the e-waste is collected from all blocks and the e-waste management team will segregate all useful components and circuits and make them into useful products so that all the electronic goods in the campus can be put to optimum use. The major repairs of the electronic goods were done by professionals and minor repairs can be done by internal staff and lab technicians. The condemned equipment information was collected from each department and the condemned hardware generated on the campus was kept in a separate room and handed over to recycling after approval of the campus in charge of the e-waste.

Hazardous chemicals and radioactive waste management:

There are no hazardous chemicals used on the campus and no radioactive waste is generated on the campus

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geo-tagged photographs of the facilities	View Document
Any other relevant information	View Document

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: B. Any 3 of the above

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

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:

Sasi Institute of Technology & Engineering has consistently pursued a green campus development strategy where learning happens in close harmony with the nature. The Institute situated in Godavari belt, where water is abundant, due care is taken to see that greenery is protected and conserved. Regular student activities are taken towards afforestation both inside the campus and the adopted villages. Sasi Institute of Technology & Engineering (SITE) has made significant strides in its commitment to environmental sustainability through various institutional initiatives. Here's a breakdown of the efforts:

Restricted Entry of Automobiles:

To better serve the needs of the staff and students, the college has a fleet of sixty buses that go all around Tadepalligudem. To ensure safety, security, fuel efficiency, and to lessen environmental pollution, the institute encourages staff and students to use college transportation instead of driving their own automobiles. The approved agency inspects the college busses for pollution. The college maintains barricades to restrict entry of automobiles inside the campus as a part of carbon free campus.

Battery-Powered Vehicles:

Our college has four battery operated carts for the use within the campus to minimize the movement and

pollution arising due to fuel driven vehicles with in the campus. The noise levels in the campus are kept to the minimum due to noise less battery operated carts and minimal movement of automobiles within the campus.

Pedestrian-Friendly Pathways:

There is parking for cars & bikes available at the college's main entrance. The campus is carbon free, So, staff and students feel at ease strolling along the pedestrian-friendly walkways. The campus Maintenance committee keeps the interior roads, which are bordered by trees and LED lights, in good condition.

Ban on Use of Plastic:

Single-use plastic items are absolutely prohibited, and awareness is raised among staff and students through circulars, orientation, and display boards throughout the campus. To reduce the usage of plastic, initiatives have been implemented in the canteen to replace plastic tea cups and glasses with paper glasses. The institution also organizes NSS activities on the plastics ban and raise awareness among faculty and the general public on and around campus. In the adopted villages, our institution is actively conducting outreach programs on the implementation of the Plastic Free Campaign. Reusable bags can be used instead of plastic bags, which help the environment and animals. Govt. of India initiated programmes like "**Swachhata Hi Sewa**" and "**Swatch Bharat - Swasth Bharat**" campaigns are implementing in dissemination of information.

Landscaping with Trees and Plants:

The campus boasts beautiful landscaping with a variety of trees and plants, contributing to a clean and healthy environment. Greenery provides shade and enhances the overall atmosphere of the campus. Skilled gardeners and supervisors ensure the development and upkeep of green landscaping, contributing to the aesthetic appeal and environmental sustainability of the campus. Through these initiatives, SITE demonstrates a holistic approach to environmental conservation, integrating sustainability into its campus infrastructure and fostering a culture of environmental responsibility among staff, students, and the surrounding community.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

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: B. Any 3 of the above

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

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 is dedicated to promoting inclusive education, which values each student's unique talents, needs, and learning preferences while also acknowledging that all students, including those with disabilities, have the capacity to learn. These disabled people, known as "Divyangans," will be an invaluable resource for the nation if they are given the necessary opportunity and care. Thus, the institute pledges to assist people in realising their potential for development and to safeguard the nation's priceless resources. The following three acts are overseen by the Government of India's department of Empowerment of Persons with Disabilities:

1. The Rights of Persons with Disabilities Act, 2016.
2. The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999.
3. Rehabilitation Council of India Act, 1992.

The "National Policy for Persons with Disabilities" serves as the foundation for Sasi Institute of Technology and Engineering's policy for people with disabilities. The institution works to ensure that all academic programmes, courses, extracurricular activities, research, extension, and administrative aspects are easily and conveniently accessible to students and other stakeholders with disabilities. It also prohibits discrimination on any grounds, including disability, and offers a comprehensive and inclusive teaching and learning environment that accommodates disabled learners. In this context, the Institute has implemented the following programmes to create a secure and supportive environment for Divyangans:

1. Encouraging people with disabilities to enroll in all courses.
2. Constructing ramps for the institute's entire infrastructure, including its buildings, furnishings, and shared amenities like restrooms and a library. It also plans to install elevators in its dorms and classrooms.
3. Offering extra assistance in the form of academic, personal, and professional counselling to improve their educational experience.
4. Providing the infrastructure and resources that are fundamentally needed.
5. Complying with directives on examination protocols, reservation policies, fee reductions, and other matters; occasionally, these directives pertain to individuals with disabilities in accordance with government policies.
6. Educating the faculty on methods of instruction for students with disabilities.
7. Periodically evaluating the educational requirements of kids with disabilities.
8. Assistance for students with disabilities in obtaining work following graduation.
9. Providing wheelchair accessibility and railing facilities on campus when needed.
10. Adhering to the university's policies regarding the accommodations that must be made for students with disabilities during examinations.
11. Making different provisions to occasionally create a campus that is accessible to people with

disabilities.

File Description	Document
Upload any additional information	View Document
Provide the link for additional information	View Document

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:

The institution's commitment to the equality of all cultures and traditions is demonstrated by the fact that students from various castes, religions, and geographical locations are able to pursue their education without facing any form of prejudice. An environment that is inclusive and diverse in terms of culture, geography, language, community, socioeconomic status, and other factors is offered by SITE. Despite the great diversity of cultures among its staff and students, SITE has been able to sustain peace and harmony on campus for all these years without even one instance of bigotry that has caused disruption. SITE is steadfast in its commitment to promoting a culture of diversity celebration by offering a welcoming setting that fosters a peaceful learning environment. The establishment of departmental associations, multiple clubs for extracurricular and curricular activities, alumni associations, NCC, NSS, RED ANTS clubs, impression clubs, etc., is part of the institution's efforts to foster an inclusive culture among stakeholders and foster a sense of communal harmony towards differences in language, culture, and geography. Every year, SITE organizes the "ANVESHANA" intra college festival, an annual event that brings together the diverse cultures of the nation. The institute also has prayer rooms catering to all religions.

Attempts to address Cultural Diversity:

SITE encourages students from different cultural backgrounds to exchange ideas and celebrate variety of cultural holidays. With much excitement, people celebrate holidays like Durga Puja, Ganesh Chaturthi, Ugadi, Holi, Christmas, Eid, Pongal, Diwali, and Dussehra.

Methods for handling diversity in geography:

The institute is home to students from several states in India as well as other districts in Andhra Pradesh. Students from different regions of Andhra Pradesh and other states come together through institutional activities to share traits specific to their own regions. They also organize an overwhelming array of language-related events on campus, including festivals, speaking and writing contests, and cultural gatherings. Every year, SITE hosts "ANVESHANA" that serve as a platform for students to showcase

the diversity in terms of culture and tradition.

Attempts to manage linguistic and social diversity:

In order to close the gap between instruction particular to an area and the demands of teachers and students in other states, English is taught in all schools. The institute offers a welcoming environment to instructors and students from all cultures and faiths.

Attempts to manage socio-economic diversity:

The Institute admits students from a variety of socioeconomic backgrounds. In order to help students get over socioeconomic obstacles, the institute has made it easier for them to get grants and scholarships from both public and private institutions.

Important Activities conducted by SITE:

- Sankranti is a colorful and vibrant festival of Andhra Pradesh, celebrated by women, as a symbol of Andhra cultural identity.
- Kartika vana mahotsavam, Ganesh chaturthi, Krishnashtami, Navaratri festival, traditionally celebrated in institution every year.

The RED ANTS club, Srujana cultural club of SITE conducts various activities that promote the culture, traditions of the country. The Institution has taken initiative to train SC/ST students to go for higher education through AICTE.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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:

The Indian constitution guarantees right to equality, fraternity and diversity in terms of right to profess

and practice any religion. Also, as a check and balance, there are values, rights, duties, and obligations every citizen has to respect and follow that enable conduct responsibly. To inculcate a sense of duty, the Institute organizes celebration of national festivals, Independence and Republic days, which reminds us time and again of the struggle, and sacrifices our freedom fighters made to make India free from the clutches of colonial rule. These national festivals reminds us of our sense of responsibilities towards nation building, for which, citizens of impeccable character, ethics, empathy for others is critical.

In its endeavor of building professional careers with a sense of social responsibility, the college management has incorporated ethics as a component in its Vision and Mission statement formulation. The faculty strives towards attainment of the Institute Vision, which is a path forward for building student character and conduct that is vital to create responsible citizens. The Institute regularly invites eminent personalities to give a talk with a focus on the constitutional obligations of citizen's rights, duties, responsibilities and values that are vital for making India a multi-cultural, multi-ethnic and multi-linguistic Republic, and at the same time, is critical to one's success on personal and professional front.

The Institution offers "Constitution of India, Professional Ethics & Human Rights" course right in the First semester of the under graduate program that make the students learn and embrace as to what are the privileges guaranteed by Indian Constitution, and what are the obligations that is binding on every Indian that need to be followed, whether one likes them or not. It also enable the students understand the implications of professional ethics and its impact on the professional conduct of individuals. Additionally, the course addresses the students regarding the Human rights guaranteed by the constitution to every citizen, irrespective of the diversities that exist.

The Institute organizes talks on Spirituality, where spiritual practitioners from Hare Krishna movement India, & Akshaya Patra foundation, Mangalagiri regularly visit the campus and give a talk on the importance of being spiritual, and its positive impact on well-being, that greatly enhances the intellectual capacity. Additionally, there are talks delivered on Human rights by officials from the judiciary, and police department that sensitize the students regarding their rights, and the rights of others that need to be respected.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	View Document
Any other relevant information	View Document

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: C. Any 2 of the above

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

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:

Best Practice-1

- 1. Title of the Practice: Career Guidance Training (CRT)**

The institute has established a full-fledged Career Guidance and Training cell staffed with qualified technical trainers, and soft skill and aptitude trainers. The main goal is to train the students on technical skills, soft skills, and communication skills that are very important for employability and a successful career. Additionally, facilitates the student in gaining internships and obtaining technology-specific international certifications.

2. Objectives of the Practice:

The main objective of Career Guidance Training is to make the student industry ready by enhancing their market-needy technical skill, facilitating the students' improvement of communication skills and soft skills. This will help the students in gaining meaningful employment and also have a successful career in the future

3. The Context:

There is a wide gap between the technical skills the industry needs and what the students learn. Additionally, students from rural backgrounds have inhibitions in speaking in English and also are not exposed to the cross-cultural environments of urban societies. Without a strong technical background, communication, and soft skills it is impossible to gain meaningful employment.

4. The Practice:

A goal is set for every student, whether they plan to pursue a career in software, core industry, or if they plan to pursue higher education. In each of the departments, students are segregated depending on their career goals. Accordingly, the learning curve is defined for each of the students, and the technical skills required to excel are recommended. The learning is periodically reviewed, and fast learners and slow learners are given realistic goals to pursue.

5. Evidence of Success:

The success of Career Guidance Training activities at the Institute is reflected by the impact the activity is making on student's lives. The number of placements has increased year by year in premier software and core industries.

6. Problems Encountered and Resources

There are several bottlenecks faced in implementing this practice.

- Most of the students are from rural communities where they have problems communicating in English, and the problem gets compounded by their failure to quantify this impact on their future careers.
- Sometimes the goal setting done in consultation with the students may fail because of lack of effort/commitment of students toward their goals.
- The concept of self-paced learning may not yield the desired outcome if there is no timely help to students in clearing their doubts as they arise.
- The agency identified for imparting training may not have the level of competency as expected from them.

Best Practice-2**1. Title of the Practice: Digitization and Automation**

The basic essence of digitization and automation is to integrate technology into education and the various functionalities that are involved in giving quality service to the stakeholders. There is proven and statistical evidence that suggests digitization creates imagery facilitating better learning while automation brings the use of information technology to integrate several standalone systems/services and deliver quality service to the different stakeholders.

2. Objectives of the Practice:

The main objective is to integrate the conventional chalk-and-talk method of teaching with video lectures. This is important for students to learn at their own pace, and at the same time, benefit from the visualization and imagery the videos create facilitating retention. The process of automation is to bring the concept of e-governance to all levels of administration including student admission support, accounts and finance, exam processes, and practices.

3. The Context:

There is a plethora of active learning pedagogies that have a proven and well-documented efficacy to support the teaching-learning process. The implementation of these pedagogies requires a fully loaded classroom that supports technology integration in education. One aspect of technology integration in education is to provide video lectures. Additionally, there are functionalities of student admission and support, accounts and finance, library, examination process, and periodic review of outcome-based learning. The automation of these functionalities will provide seamless service with the least human intervention, and problems if any can be plugged in on time. The e-governance will provide the feature of remote access to the administrators.

4. The Practice:

Towards the digitization initiative, all the classrooms have high-quality LCD projectors with the provision of Internet connectivity. Also, e-studio is established where video lectures are shot, edited, and mixing carried out to generate quality Videos. Automation is applied to every practice that demands timely and seamless service with the least human intervention. Most of the verticals involved in day-to-day administration are integrated into the BEES software. A few are listed below:

- Administration
- Finance and Accounts
- Library
- Student Admission and Support
- Outcome-based Education (OBE)

5. Evidence of success:

The implementation of digitization and automation has brought significant benefits to the stakeholders. The implementation of automation in the various functionalities of the Institute has brought significant improvement in service delivery and timely regulation of the problems that may arise in the

administration of day-to-day activities. In the library, automation has helped to reduce redundancy and audit the resources on demand, and in the accounts section, there is an improvement in transparency. The digitization initiative has made technology integration in education a reality. The teachers can have seamless connectivity to the internet on demand, and relate the latest technological trends. The creation of video lectures and online assessments on the contents of video lectures has improved the performance of the students.

6. Problems Encountered and Resources

Internet connectivity problems can sometimes mar the ability of teachers to connect to the digital resources available on the Internet. However, this practice can face bottlenecks due to the huge demand for bandwidth from a large number of stakeholders who may attempt to gain access to the service simultaneously. Additionally, because of the load in accessing services, there might be a failure to meet scheduled deadlines that can be damaging to students.

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:

Sasi Institute of Technology & Engineering is a rural-based institute with society's vision of "Education for Societal Transformation". The institute in addition to providing quality technical education that empowers students with necessary technical and life skills providing meaningful employment; there are a lot of initiatives taken that influence the empowerment of rural communities in terms of several aspects of their life and well-being.

The Institute has adopted a Girl's government high school in Tadepalligudem. The institute bears expenditures related to providing basic amenities including girls' washrooms and classrooms, drinking water facility, the periodic upkeep of the school, whitewashing the building and compound walls, and playground. In an attempt to educate the students about days of national importance, the institute celebrates among others, Children's Day, Girl Child Day, and Science Day. Periodically, special sessions are organized on basic computer skills that help students master working-level knowledge in MS Word, Excel, and PowerPoint making. Also, some students from the institute arrange painting competitions, debates, and essay writing, and also support preparatory classes before the 10th class annual exam. This helps in the improvement of the pass percentage. Also, from time to time, the institute makes special food arrangements for the students.

Also, the institute has adopted five surrounding villages under Unnat Bharat Abhiyan, and one village under National Service Scheme (NSS). The basic motto here is to take ownership of these villages and work towards developing them as model villages, where the residents are well informed on different

facets of social and economic aspects, and leverage this for the betterment of the community as a whole. In these villages, the institute has organized activities that address issues of social and economic problems that affect human life and dignity. The following are the listed activities:

S.No.	Name of the activity	Number of student participants
Activities conducted in Krishnapuram & Jagannadhapuram villages (2022-23)		
1	Free Health Check-up and Medical camp	45
2	Swatch Bharat, Mass Plantation & Awareness on No Plastic	45
3	Awareness of Women's Empowerment	45
4	Awareness rally on Social Misdemeanours	45
5	Paintings to Anganwadi school (Sramadaan)	45
6	Awareness of Organic farming	45
7	Energy conservation awareness program	56
Activities conducted in Kondruprolu village (2021-22)		
8	Awareness of Women's Empowerment	50
9	Swatch Bharat & Mass Plantation	50
10	Free Health Check-ups and blood grouping	50
11	Awareness of Social Misdemeanours	50
12	Awareness of Health & hygiene, Global warming	50
13	Paintings to Anganwadi school (Sramadaan)	50
Activities conducted in Kondruprolu village (2019-20)		
14	Awareness of Sanitation & Plastic	50
15	Awareness of School Education	50
16	Plantation Programme	50
17	Pond cleaning & Paintings to Anganwadi	50
18	Free medical camp	50
19	Judicial awareness program	50
Activities conducted in L. Agraharam village (2018-19)		
20	Awareness on School education dropouts	50
21	Plantation programme	50
22	Medical camp	50
23	Sanitation awareness programme	50
24	Awareness Program on Literacy & Legal Issues	50

The outcome of the above-listed activity is that the residents will be able to exercise their rights and privileges with responsibility, and a well-informed person will make the right decision that help in the growth of rural communities.

In addition to working with the adopted villages, the institute strives to contribute to civil society through its NSS/NCC unit. The below-listed need-based activities are undertaken that benefit society, and due recognition is achieved and suitably awarded by governmental agencies.

S.No.	Details
1	RED ANTS Team received a certificate of Appreciation from Jeevandhan, Govt. of AP for conducting an awareness program on Organ donation awareness program on 13.02.2019
2	RED ANTS received a certificate of Appreciation from APSRTC for conducting the Swatch Bharat-Swatch Tadepalligudem program on the occasion of Gandhi Jayanthi on 02.10.2019
3	The institute received a Certificate of Appreciation from MGNCRE, MoE, Govt. of India for mentoring the students during the Beat Covid Campaign on 30.06.2021.
4	Received an Appreciation certificate from SITE for organizing Fit India Freedom Run 2.0 on the eve of Azadi Ka Amrit Mahotsav on 02.10.2021
5	NSS Unit received a certificate of Appreciation from AP State Police for organizing a Blood donation campon the eve of Police Commemoration Day on 21.10.2021
6	NSS received a certificate of Appreciation from Good Lamp Organization (NGO) for conducting awareness programs on World AIDS Day 01.12.2021
7	Institute is Awarded an Appreciation Certificate from AICTE & Veterans India for organizing the Patriotic Run on the eve of Republic Day 2022 on 26.01.2022
8	NSS received a certificate of Appreciation from the Department of School Education, Govt of AP for conducting awareness programson Girl safety on 24.10.2022
9	NSS Unit awarded an Appreciation Certificate from Gramasachiwalayam & AP Police for organizing the NSS Special camp in Kondruprolu village on 14.03.2022
10	NSS Unit Received an Appreciation certificate from Gramasachiwalayam for organizing the NSS Special camp in Krishnapuram village on

	30.04.2023
11	SITE received a certificate of Appreciation from the Indian Red Cross Society for organizing a Blood donation campon 16.11.2022
12	SITE received an appreciation certificate from Indian Railways for organizing a Cleanliness drive at Tadepaliigudem Railway under Swatch Bharat – Swasth Bharat

The Institute has received funding to the tune of 2.97 crores from New Gen IEDC. The main thrust area of this funding is to encourage ideation leading to business concepts. Accordingly, the institute has called for ideas from the faculty members that address sustainability issues and the specific needs of farmers, horticulturists, and aquaculture. In this direction, the Department of Mechanical Engineering, and Electrical and Electronics Engineering have designed prototypes. A few notables among them are the IOT-based feeder for aqua farms, small hybrid four-wheeler for selling vegetables and milk in the countryside, automatic pesticide sprayer, and many more prototypes for plucking of areca nut and coconut which are difficult to harvest by normal means.

File Description	Document
Appropriate webpage in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

The students are given scope and opportunity to enhance their practical and research skills and engage with the surrounding communities, explore entrepreneurship skills, and develop leadership qualities.

Research and Development Centre: SITE consciously inculcates research bent of mind among the students by engaging them to take up internships in diverse technologies, and gain some sort of international certification. This is very vital to gain admission in premier international universities across the globe and in India. Also, there is a significant improvement in the campus placement.

Center for Innovation and Entrepreneurship: This center facilitates and organizes activities that can ignite student minds to think innovatively, and translate an idea to be a startup that can ultimately be incubated and take the shape of entrepreneur. The center facilitates networking; provide mentorship and necessary resources that can help bring their innovations to the market.

Community outreach: The institute has adopted 5 surrounding villages and one Girls Government High School as part of its social responsibility initiative. In these adopted villages, students from the Institute organize activities related to social, economic and human well-being issues that significantly impact the rural communities. Additionally, the NSS, NCC and several student hobby groups organize blood camps, cleanliness drives etc.

Professional Bodies: The institute provides a platform for establishing the branches of several professional bodies including IEEE, ACM AND IETE. By being student members of these bodies, there is ample scope for sharpening their organizing ability, communication skills, leadership qualities and ability to work in a heterogeneous team..

MOUs with academic universities and Industry: The institute has working MOUs with more than 10 and 15 plus MOUs with industries including Virtusa, E-PAM, Wipro and CISCO. These MOUs provide opportunity for student exchange and faculty exchange for academic and research.

These initiatives enable the institute to groom the students with technical skills and life skills that facilitate success in their personal and professional career maintaining highest level of integrity and ethics.

Concluding Remarks :

Sasi Institute of Technology & Engineering offers quality holistic education at an affordable price.

The listed are some metrics that can make SITE stand out:

Academic ambiance: The thrust of SITE has been to impart quality education with a perfect blend of theory and practical. Guided by qualified faculty with some having company certifications in domain specific technologies, the students are better placed to do internships and research centric final year project.

Modern syllabus and appropriate teaching pedagogy: The curriculum is designed and periodically updated

with active inputs from stake holders and industry association. It is recommended to use active teaching methodologies, where the students are at the center stage taking learning in their own hands, and the teacher just act as a facilitator for learning.

Research and Development: Students are encouraged to pursue their final year project work in inter-disciplinary areas that will enable them handle inter-disciplinary skill challenges at the work place. Additionally, the innovation and entrepreneurship cell empowers students with networking support, mentorship and some sort of resource support.

JNTUK recognized research centers and centers of excellence: The JNTUK recognized research centers facilitate the doctoral students to pursue their research in these facilities. The CoE impart technical knowledge in domain specific technologies so that the companies seeking a specific set of skill can employ the trained students.

Community Collaboration The students are encouraged and actively supported to work with rural communities in villages adopted by the institute. Also the students from NSS and NCC also organize activities for improving the educational standard at the village. This engagement with communities will make students socially responsible and create in them a sense of responsibility.

Training and placement: The institute has a full-fledged training and placement office with dedicated staff for soft skill training, aptitude training and technical training. Here the students are trained in skills related to various emerging technologies the industry needs, and additionally, the students are groomed towards their communication skills and life skills that are very important for gaining meaningful employment.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	<p>Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years</p> <p>1.2.1.1. Number of new courses introduced during the last five years: Answer before DVV Verification : 1067 Answer after DVV Verification: 927</p> <p>1.2.1.2. Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years : Answer before DVV Verification : 1633 Answer after DVV Verification: 1633</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI.</p>
1.3.2	<p>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.</p> <p>Answer before DVV Verification : Answer After DVV Verification :38</p> <p>Remark : DVV has made the changes as per shared supporting document not considered the syllabus like basis of linux.</p>
1.4.1	<p>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:</p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken & communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: C. Feedback collected and analysed</p> <p>Remark : DVV has selected the C. Feedback collected and analysed as per shared supporting document by HEI .</p>
2.4.2	<p>Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years</p> <p>2.4.2.1. Number of full time teachers with <i>Ph.D./D.Sc. / D.Litt./ L.L.D</i> during the last five years Answer before DVV Verification : 189 Answer after DVV Verification: 45</p> <p>Remark : DVV has made the changes as per shared supporting document provided the certificate.</p>
2.4.3	<p>Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)</p>

	<p>2.4.3.1. Total teaching experience of full-time teachers as of latest completed academic year Answer before DVV Verification : 2554 Answer after DVV Verification: 2122</p> <p>Remark : DVV has made the changes as per considered total experience of teachers who have currently working in the institution.</p>
3.1.3	<p>Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years</p> <p>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 Answer before DVV Verification : 110 Answer after DVV Verification: 95</p> <p>Remark : DVV has made the changes as per shared supporting document by HEI .</p>
3.2.1	<p>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)</p> <p>Answer before DVV Verification : Answer After DVV Verification :198</p> <p>Remark : DVV has made the changes as per shared grant letter by HEI.</p>
3.2.2	<p>Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years</p> <p>3.2.2.1. Number of research projects funded by government and non-government agencies during the last five years. Answer before DVV Verification : 89 Answer after DVV Verification: 67</p> <p>Remark : DVV has made the changes as per shared supporting document bY HEI .</p>
3.4.1	<p>The Institution ensures implementation of its stated Code of Ethics for research.</p> <p>The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above</p> <p>Remark : DVV has select B. Any 3 of the above as per shared report of SL No. 1, 2 and 4.</p>

3.4.3	<p>Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years</p> <p>3.4.3.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years Answer before DVV Verification : 435 Answer after DVV Verification: 188</p> <p>Remark : DVV has made the changes as per verified journals through UGC list.</p>																				
3.4.4	<p>Number of books and chapters in edited volumes published per teacher during the last five years</p> <p>3.4.4.1. Total Number of books and chapters in edited volumes published during the last five years Answer before DVV Verification : 47 Answer after DVV Verification: 45</p> <p>Remark : DVV has made the changes by not considered ISSN Number. DVV has made the changes as per book and chapters by HEI.</p>																				
3.6.2	<p>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</p> <p>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.</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1267 1046 1402"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>29</td> <td>34</td> <td>05</td> <td>23</td> <td>24</td> </tr> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1480 1046 1615"> <tr> <td>2022-23</td> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> </tr> <tr> <td>16</td> <td>18</td> <td>03</td> <td>11</td> <td>15</td> </tr> </table> <p>Remark : DVV has made the changes by not considered days and festivals.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	29	34	05	23	24	2022-23	2021-22	2020-21	2019-20	2018-19	16	18	03	11	15
2022-23	2021-22	2020-21	2019-20	2018-19																	
29	34	05	23	24																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
16	18	03	11	15																	
3.7.1	<p>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</p> <p>Answer before DVV Verification : Answer After DVV Verification :48 Remark : DVV has considered functional MoUs.</p>																				

4.1.2	<p>Percentage of expenditure excluding salary, for infrastructure development and augmentation year wise during the last five years</p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs) Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1486.94</td> <td>308.80</td> <td>153.75</td> <td>263.68</td> <td>1555.09</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1761.16</td> <td>1292.55</td> <td>810.49</td> <td>263.68</td> <td>1250.51</td> </tr> </tbody> </table> <p>Remark : As per given documents, value of 4.1.2 seems to be more than 3.1. So, DVV has given the input in 4.1.2 as per 3.1.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	1486.94	308.80	153.75	263.68	1555.09	2022-23	2021-22	2020-21	2019-20	2018-19	1761.16	1292.55	810.49	263.68	1250.51
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2022-23	2021-22	2020-21	2019-20	2018-19																	
1761.16	1292.55	810.49	263.68	1250.51																	
4.2.2	<p>Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years</p> <p>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) Answer before DVV Verification:</p> <table border="1" data-bbox="304 1133 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72.2</td> <td>45.2</td> <td>30.8</td> <td>30.3</td> <td>15.05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1346 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>72.29</td> <td>45.23</td> <td>30.83</td> <td>30.35</td> <td>15.06</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared statement.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	72.2	45.2	30.8	30.3	15.05	2022-23	2021-22	2020-21	2019-20	2018-19	72.29	45.23	30.83	30.35	15.06
2022-23	2021-22	2020-21	2019-20	2018-19																	
72.2	45.2	30.8	30.3	15.05																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
72.29	45.23	30.83	30.35	15.06																	
5.1.1	<p>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</p> <p>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 Answer before DVV Verification:</p> <table border="1" data-bbox="304 1917 1046 2051"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2949</td> <td>2947</td> <td>2963</td> <td>2769</td> <td>2801</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	2949	2947	2963	2769	2801										
2022-23	2021-22	2020-21	2019-20	2018-19																	
2949	2947	2963	2769	2801																	

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
2743	2780	2680	2672	2504

Remark : DVV has made the changes as per shared supporting document by HEI .

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any 3 of the above

Remark : DVV has select B. Any 3 of the above as per shared report of SL No. 1, 2 and 3 by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
672	731	709	702	674

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
375	360	324	324	312

Remark : DVV has made the changes as per shared placement letter by HEI.

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.)

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19

13	72	7	4	5
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	23	3	2	3

Remark : DVV has made the changes as per shared qualifying certificates.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	00	24	21

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
06	11	00	12	11

Remark : DVV has made the changes as per shared certificates by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
114	120	131	125	125

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
98	87	76	95	98

Remark : DVV has made the changes as per shared financial letter by HEI. DVV has considered one teacher once for a year.

6.3.3	<p>Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 562"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>144</td> <td>142</td> <td>158</td> <td>165</td> <td>138</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 642 1046 775"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>98</td> <td>89</td> <td>97</td> <td>98</td> <td>99</td> </tr> </tbody> </table> <p>Remark : DVV has considered one teacher once for a year.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	144	142	158	165	138	2022-23	2021-22	2020-21	2019-20	2018-19	98	89	97	98	99
2022-23	2021-22	2020-21	2019-20	2018-19																	
144	142	158	165	138																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
98	89	97	98	99																	
6.4.2	<p>Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)</p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1135 1046 1267"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>9.93</td> <td>9.25</td> <td>18.29</td> <td>10.15</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1348 1046 1480"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>0.00</td> <td>1</td> <td>1</td> <td>1</td> <td>1</td> </tr> </tbody> </table> <p>Remark : DVV has not considered grant received for research project.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	0.00	9.93	9.25	18.29	10.15	2022-23	2021-22	2020-21	2019-20	2018-19	0.00	1	1	1	1
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.00	9.93	9.25	18.29	10.15																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
0.00	1	1	1	1																	
6.5.3	<p>Institution has adopted the following for Quality assurance:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 5 or more of the above Answer After DVV Verification: B. Any 4 of the above</p>																				

	<p>Remark : DVV has select B. Any 3 of the above as per report of SL No. 1, 3, 5 and 6.</p>
7.1.2	<p><i>The Institution has facilities for alternate sources of energy and energy conservation measures</i></p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per photos and invoice of SL No. 1, 4 and 5.</p>
7.1.4	<p>Water conservation facilities available in the Institution:</p> <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per photos and invoice of SL No. 1, 4 and 5.</p>
7.1.6	<p>Quality audits on environment and energy are regularly undertaken by the institution</p> <p>The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environmental audit 2. Energy audit 3. Clean and green campus recognitions/awards 4. Beyond the campus environmental promotion and sustainability activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has select B. Any 3 of the above as per shared report of SL No. 1, 2 and 4 by HEI.</p>
7.1.10	<p>The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.</p> <ol style="list-style-type: none"> 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

Answer before DVV Verification : A. All of the above
 Answer After DVV Verification: C. Any 2 of the above
 Remark : DVV has select C. Any 2 of the above as per shared report of SL No. 1 and 3 by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Total expenditure excluding salary year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3248.10</td> <td>1601.35</td> <td>964.24</td> <td>1586.80</td> <td>2805.60</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1761.16</td> <td>1292.55</td> <td>810.49</td> <td>1323.12</td> <td>1250.51</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3248.10	1601.35	964.24	1586.80	2805.60	2022-23	2021-22	2020-21	2019-20	2018-19	1761.16	1292.55	810.49	1323.12	1250.51
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