


sasi INSTITUTE OF
TECHNOLOGY &
autonomous ENGINEERING

Accredited by NAAC with "A" Grade,
Recognised by UGC under section 2(f) & 12(B)
Approved by AICTE - New Delhi
Permanently Affiliated to JNTUK, SBTET,
Ranked as "A" Grade by Govt. of A.P.,


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)


Coordinator, IQAC
Sasi Institute of Technology &
Engineering (A), Tadepalligudem.
W.G.Dist. A.P.




Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G.Dt., A.P.



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

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.


Coordinator, IQAC
Sasi Institute of Technology &
Engineering (A), Tadepalligudem
W.G.Dist. A.P.



Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G.Dt., A.P.

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	Full Compliant
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 AISHE maintaining consistency to maintain quality.


 Coordinator, IQAC
 Sasi Institute of Technology &
 Engineering (A), Tadepalligudem
 W.G.Dist. A.P.




 Principal
 Sasi Institute of Technology & Engineering (A)
 Tadepalligudem, W.G.Dt., A.P.



sasi INSTITUTE OF
autonomous TECHNOLOGY &
ENGINEERING

Accredited by NAAC with "A" Grade,
Recognised by UGC under section 2(f) & 12(B)
Approved by AICTE - New Delhi
Permanently Affiliated to JNTUK, SBTET,
Ranked as "A" Grade by Govt. of A.P.

BEST PRACTICES

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:

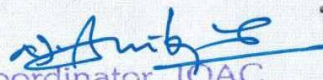
There is a wide gap between the technical skills the industry needs and what the students learn. Additionally, students from rural backgrounds have inhibitions in speaking in English and also are not exposed to the cross-cultural environments of urban societies. Without a strong technical background,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


Coordinator, IQAC
Sasi Institute of Technology &
Engineering (A), Tadepalligudem
W.G. Dist. A.P.


Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G. Dist., A.P.
Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G. Dist., A.P.

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.

Practice-2

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.

1. 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.

2. 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.


Coordinator, IQAC
Sasi Institute of Technology &
Engineering (A), Tadepalligudem,
W.G.Dist. A.P.


Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G.Dt., A.P.


Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G.Dt., A.P.

3 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:

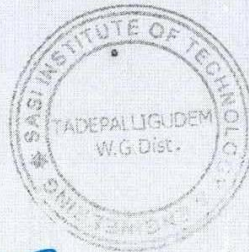
- Administration
- Finance and Accounts
- Library
- Student Admission and Support
- Outcome-based Education (OBE)

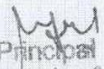
4 Evidence of success:


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.

5 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.




Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G. Dist., A.P.


Coordinator, IQAC
Sasi Institute of Technology &
Engineering (A), Tadepalligudem
W.G. Dist. A.P.




Principal
Sasi Institute of Technology & Engineering (A)
Tadepalligudem, W.G. Dist., A.P.