



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SAGI RAMA KRISHNAM RAJU ENGINEERING COLLEGE

**CHINAAMIRAM BHIMAVARAM WEST GODAVARI DISTRICT ANDHRA
PRADESH, INDIA**

534204

www.srkrec.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sagi Rama Krishnam Raju Engineering College (SRKREC) is established in the year 1980 at Bhimavaram, West Godavari District of Andhra Pradesh and the history of the institution resonates the discussions of the elite of the town that set an impetus for the formation of the educational society - "**SRKREC Association**" and the trailblazing technical institution - "SRKREC," named after its visionary and the chief donor. It currently offers 10 UG and 6 PG programs

Being permanently affiliated to JNTUK (Previously affiliated to Andhra University), SRKREC grew autonomous (UGC Approved) in the year 2016-17. Also, approved by AICTE, the institution is accredited with '**A' Grade by NAAC** while 6 of its UG programs are accredited by NBA under Tier-II. The progressive strides of the institution over the years won 251-300 (2020, 2021), **189th (2019), 85th (2018), 81st (2017), and 73rd (2016) rank** in NIRF, and for ARIIA-2021 ranking, it secured BAND performance.

Receiving recognition from all dimensions, the institution is bestowed with financial support from AICTE through IDEA Lab, DST - **FIST Programme** and 'Perennial Award' under Unnat Bharat Abhiyan Program; **recognized as SIRO** in 2016 and a subsequent renewal in 2019 and 2022; and was **acknowledged as Business Incubation Centre** by MSME, Govt. of India. At present, the institution holds 725.63 lakhs of research projects sanctioned by DBT, DST, SERB, AICTE, etc. There are 17 Centres of Excellence on the campus promoting R&D. Enhancing entrepreneurship and skill development the i-Hub of SRKREC organizes awareness programs and facilitates incubation of innovative ideas and production of prototypes. Consultancy is another feather in the cap of the institution in addition to the MoUs with reputed institutions and industries. **Acquainting its stakeholders with a regular input** of various developments, initiatives, and success stories, the institution **publishes Campus Chronicle, a news magazine, connecting** the college and the community.

The college is well equipped with the state-of-the-art computing facilities and superlative e-resource facility. Under capacity development and skills enhancement initiatives, the students receive inhouse training for higher education and foreign languages which escalates their salability. En masse, these endeavours are instrumental in making the institution excel in placements.

Vision

To emerge as a world-class technical institution that strives for the socio-ecological well-being of the society.

Mission

- To upgrade teaching-learning environment with state-of-the-art infrastructure to accelerate employability and entrepreneurship.
- To promote inter-disciplinary research and innovation through institute –industry partnership.
- To nurture ethical and ecological consciousness to sustain the holistic social well-being.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Positive reputation in the external community.
- Visionaries at the helm of leadership.
- Unstinting Management support to the common good of the institution and the society
- High faculty retention rate and student admission rate
- Healthy and harmonious college and community connectivity.
- Amiable partnership with other universities, organizations, agencies and corporations.
- Focus on emerging technologies
- Implementing the guidelines of NEP-2020 to a reasonable extent
- Professional development opportunities provided for all employees.
- Committed Faculty, Staff and Administration
- Application oriented & Collaborative pedagogical approach, using ICT
- Blended (online & classroom) instruction
- Outcome based pedagogy
- Excellent Infrastructure
- Excellent Student/Faculty ratio
- Alumni connections & contributions
- Strong emphasis on Student Life and Engagement
- Commendable placements with high package offers
- Accreditations, recognitions and affiliations
 - NAAC A Grade (3.6 of 4)
 - 6 UG courses accredited by NBA
 - Permanent affiliation with JNTUK
 - ISO (9001-2015) certification
 - SIRO recognition
- Focus on improving Student Success including Retention and Graduation
- Past performance
 - Many Accredited Programs
 - 4 decades of Successful graduation record
 - Record placements
 - High rate of graduation
- Faculty and staff adhering to the mission
- Active Technical Student Bodies
- Conducting National & International Symposiums and Hackathons
- Collaborative learning and student-faculty interaction
- Nestling innovative ideas
- Proactive to sports & games
- Commendable achievements in various programs/competitions
- Systematic and regular parent-teacher interaction
- Assessment and quantification of every activity
- Campus highlights
 - Go-Green campus with conducive academic milieu
 - Renewable energy
 - state-of-the-art laboratories
 - Access to Internet round the clock

- Capacious buildings with vertical growth potential
- Innovative research centres of excellence
- IDEA Lab (AICTE)
- i-Hub
- 7 start-up companies established and 9 are in pre-incubation.
- Centre for Foreign Languages
- Well-furnished hostels
- Ayurveda Vanam
- Gymnasium and indoor games
- Well-maintained cafeteria
- Play ground
- Health care and dispensary
- Bus conveyance to non-locals
- Bank and Post Office on the campus
- College Stores
- Temple
- Gosaala
- Open auditorium
- Srujana Vaatika: engagement with Indian culture & knowledge
- Involvement of all stakeholders in planning and decision making
- Healthy decentralized governance
- Active, erudite external boards

Institutional Weakness

- Compromised advertisements to the engineering aspirants of other states
- Old buildings defying renovation.
- Adjusting to pressures of growth
- Less outspoken student community being from rural background

Institutional Opportunity

- Utilizing the potential of the strong alumni to the betterment of the institution
- Expanded Global Focus/Partnerships – opportunities for fresh perspectives, programs, and partnerships
- Plethora of internship opportunities for students to be workforce ready and gain soft skills
- External Community and University relationships
- Interest in academic program expansion
- Interest in expansion of cultural activities
- Match between curricular & societal interests
- Increased interest in global initiatives
- Growth potential
- Societal trends
- Faculty residential facility on campus
- Technological advances
- Increased focus on higher education
- High package placements

- Emphasis on emerging technologies
- Increased interest in university connections

Institutional Challenge

- Shift in focus on numerical achievement vs. qualitative achievement
- Societal and student perception of education as solely a means to a job
- Historical public perceptions/lack of knowledge about higher Education.
- Limited pool of qualified high school students and increased competition amongst institutions
- Increasing "anti-intellectualism" and "ideological rigidity"
- Conflicting public messages about the “value” of a higher education degree
- Competitors (surrounding colleges)

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sustaining the Vision and the Mission of the Institution to emerge as a world-class technical institution, the institution offers 8 Under graduate and 6 Postgraduate Programmes in technical education and an array of value-added courses. Two new multi-disciplinary programs were introduced during the assessment period which are ‘Artificial Intelligence and Data Science’ and ‘Computer Science and Business System’. Outcome Based Education (OBE) is adopted for all the programs of the college and defined Programme Outcomes, Programme Specific Outcomes and Course Outcomes that are to meet the graduate attributes set by NBA. The Programme Outcomes, Programme Specific Outcomes and Course Outcomes are communicated to all the stakeholders. The syllabus is designed keeping in view the current trends of the industries, technological advancements, skill developments and employability enhancement requirements. Nearly 95% of the courses focus on employability, entrepreneurship and skill development. 632 new courses were introduced during the last 5 years. The Choice-Based Credit System/Elective course system has been in practice on the campus since 2016. The curriculum is designed to meet local, national, regional and global developmental needs and address cross-cutting issues such as Gender Issues, Human Values, Professional Ethics, and Environment Sustainability. A total number of 35 value added courses were offered and 43% of the students got benefited during the last five years. Around 75% of the students carried out field projects, internships / student projects in the year 2020-21. The feedback on curriculum is collected from all the stakeholders and is carefully analyzed, discussed, and appropriate actions are carried out periodically.

Teaching-learning and Evaluation

The students are admitted to the institute as per the rules and regulations of the State Government of Andhra Pradesh. The reservation category seats are filled as per the reservation policy of the government. Nearly 94 % of the seats were filled in overall and about 100% of the reserved quota seats were filled during the last five years. The institution currently has 390 full-time teachers on rolls and follows 17:1 Student-Teacher Ratio (STR). Sincere efforts are put in to address the needs of advanced learners and slow learners. Remedial classes are conducted for slow learners. Student-centric methods through experiential learning, participative learning and problem solving are practiced. ICT based teaching method is practiced in teaching and learning process by all the faculty members. Learning Management Systems (LMS) such as Google Classroom, Microsoft Teams

and My College Learning (developed by our students & faculty) are effectively utilized. A mentor-mentee ratio not more than 1:20 is maintained to address the academic and psychological issues of students. The IQAC set up the student mentoring and monitoring committee to monitor the whereabouts and mould the behavior of the students on the campus. Academic Calendar and Teaching plans are strictly followed and are monitored regularly by the Head of the Department concerned. 100 faculty members are with Ph.D. qualification. About 31% of the faculty members have more than 10 years of teaching experience within the campus. The institution has brought in several reforms in the examination system such as automation, new grading pattern, Blooms Taxonomy in setting question papers, etc. The POs, PSOs and COs are well communicated to the stakeholders through college website and are also put up in the classrooms, laboratories and other places of academic importance. The college systematically evaluates the attainment of outcomes and reviews the Teaching-Learning strategies. 98% of the students passed in the last academic year. Students give their feedback on all the aspects of teaching and learning and suitable actions are taken wherever necessary.

Research, Innovations and Extension

The institute has a very well-defined policy for promotion of research. Faculty are thoroughly encouraged to participate in research work and are also given the required financial assistance. Six core departments and one supporting department, Mathematics & Humanities are recognized as Research Centers by Jawaharlal Nehru Technological University, Kakinada. 43 funded research projects worth 43.26 lakhs are undertaken by the faculty members during this assessment period alone. 50 faculty members are recognized as research supervisors and 66 research scholars have enrolled for Ph.D. under the faculty of this institution. The institute, through I-Hub Incubation Centre, encourages innovation and startups. Nine startups received the financial support of Rs 14.9 lakhs from AICTE under the SAMRIDDHI scheme. The college has Intellectual Property Rights (IPR) Cell and Entrepreneurship Development Cell (EDC) which conduct awareness programs on patents, trademarks, copyrights, entrepreneurship and skill development, and also other aspects of IPR for faculty and students to gain expertise and apply it in their fields. 20 students were selected for University Innovation Fellows by Stanford University and they attended Silicon Valley meet ups on Design Thinking conducted by Stanford University in Sanfransisco, U.S.A., from 2016 to 2022 About 452 research papers were published in Scopus /WOS /UGC indexed Journals during the last five years. About Rs.131.92 lakhs revenue is generated through consultancy. The college has about 67 functional MoUs with several industries and organizations. In total, 130 extension activities were organized. About 215 collaborative activities were held during the last five years.

Infrastructure and Learning Resources

The college has adequate infrastructure facilities spreading over 30 acres of land with built up area of about 64000 Sq. mts. The college has 97 classrooms, 77 laboratories, 07 seminar halls, 05 drawing halls, 02 auditoriums, 06 workshops, 03 computer centers and 17 centers of excellence. Well established indoor stadiums, gymnasias, play grounds and athletic tracks on the campus facilitate various sports and games. The classrooms and seminar halls are equipped with ICT facilities. An average expenditure for infrastructure augmentation is about Rs. 632.91 lakhs. Library is fully automated with BeeS ERP software and provides access to e-resources. Library has a good collection of books, volumes, journals and databases. An average of Rs.30.42 lakhs per year was spent for purchase of books/ e-books and subscription to journals/e-journals during the last five years. Digital Learning Center is set up on the campus facilitating NPTEL lectures, e-journals, Delnet and Inflightnet. On an average, about 486 users utilized library facilities every day in the last year. The campus is in the possession of advanced IT facilities which include 1260 Mbps Internet Bandwidth, 3:1 student

computer ratio, Media center, Audio-Visual center and Lecture capturing system. Well established systems and procedures for maintaining and utilizing physical, academic and support facilities are also in place.

Student Support and Progression

About 66.35 % of the students avail scholarships/freeships in the institution. The institution has organized capacity development and skill enhancement activities for improving students' capability through English department faculty, NSS, Peoples' Association of Inner Engineering (PAIE), Alumni Association, Women Empowerment Cell, etc. Grievance Redressal Committee Anti-Ragging Committee and Anti-sexual Harassment Committee are established on the campus to solve the students' issues. 2636 of the students were placed on campus during the last five years. Many sports /cultural events/competitions were organized in the college during the last five years and as many as 22 including Guinness record were won by the students in these activities. A few students are made members of all academic and administrative committees to represent their voice and are also involved in decision-making process. The Alumnae Association of the college conducts jubilee meets on the college campus every year. They contributed an amount of more than Rs. 15 lakhs to college for the benefit of students during the assessment period

Governance, Leadership and Management

The Governance of the college is well-structured and follow the guidelines of UGC and AICTE. The Governing Body, Finance Committee, Academic Council, Board of studies and various non-statutory committees meet periodically in order to plan and execute strategic policies for the growth of the college. The institution functions in a decentralized manner with transparent mechanism in all its activities and decisions. Well-defined policies and procedures are in place to ensure transparency in various activities of academic, research and administration. The strategic plan of the institution is designed based on vision & mission of the institute and successfully deployed. The e-governance is implemented in the aeras of administration, Finance and accounts, student admission and support as well as examination. The Institution provides effective welfare measures to all teaching and non-teaching staff. About 57 professional development/administrative training programs have been conducted on the campus during the last five years. On an average 42% of faculty undergoing online/face-to-face Faculty Development Programmes. About 11% of the faculty are received the financial support for attending conferences/workshops/seminars/FDPs. Institution conducts internal and external audits regularly. An amount of 294.98 lakhs were received from the individuals. The institution has well defined strategies for mobilization of funds and the optimal utilization of resources. Internal Quality Assurance Cell (IQAC) plays an important role in maintaining quality standards to pursue excellence in all the areas of the institution.

Institutional Values and Best Practices

The infrastructure is developed to provide the needs of all genders and Divyangjan. The institution ensures that students and staff feel safe and secure on the campus through the existence of CCTV surveillance. The Anti-ragging committee and grievance redressal system is also in place. Anti-Sexual Harassment Committee and Women Grievance Redressal Committee/Internal Complaints Committee are constituted to discrimination on the basis of caste, gender and religion. The solar panels are installed on the roofs of 10 buildings on the campus. Twin Bin system is using on the campus for collection of both dry and wet wastes. Sewage Treatment Plant with a capacity of 50 KL/day was installed in the campus. A proper rain water harvesting system is being used on the campus to conserve the water and recharge the bore wells. The greenery is enhanced around the campus

with the lush coconut trees and herbal gardens, which maintains the oxygen on the campus. The green, energy, hygiene and environments audits are done periodically. The institute has prescribed code of conduct for students and staff. The awareness programmes are also organized to the students and staff. Institution organizes national festivals and birth / death anniversaries of great Indian personalities. Many activities are conducted to promote universal values. The 2 Best practices of our college are “Career Guidance Training Programmes” and “Implementation of E-Governance”. The institutions’ distinctive engagement with empowering rural students is our institutional distinctiveness.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SAGI RAMA KRISHNAM RAJU ENGINEERING COLLEGE
Address	Chinaamiram Bhimavaram West Godavari District Andhra Pradesh, INDIA
City	BHIMAVARAM
State	Andhra Pradesh
Pin	534204
Website	www.srkrec.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Jagapathi Raju Mantena	08816-222748	9848773515	-	principalsrkrec@g mail.com
IQAC / CIQA coordinator	Venu Reddy	08816-223332	7794898627	-	rvenu8@srkrec.ac.i n

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	05-11-1980

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	16-06-2016

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	29-06-1988	View Document
12B of UGC	29-06-1988	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	07-07-2021	12	Extension of Approval renewed every year

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	Department of Scientific and Industrial Research Ministry of Science and Technology
Date of recognition	17-06-2016

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Chinaamiram Bhimavaram West Godavari District Andhra Pradesh, INDIA	Urban	30	64000

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	48	Intermediate	English	240	176
UG	BTech,Computer Science And Engineering	48	Intermediate	English	60	58
UG	BTech,Computer Science And Engineering	48	Intermediate	English	300	300
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	180	138
UG	BTech,Electronics And Communications Engineering	48	Intermediate	English	240	239
UG	BTech,Information Technology	48	Intermediate	English	180	179
UG	BTech,Information Technology	48	Intermediate	English	60	59
UG	BTech,Infor	48	Intermediate	English	60	60

	mation Technology					
UG	BTech,Infor mation Technology	48	Intermediate	English	180	180
UG	BTech,Mech anical Engineering	48	Intermediate	English	240	177
PG	Mtech,Civil Engineering	24	B.E or B.Tech	English	18	9
PG	Mtech,Comp uter Science And Engineering	24	B.E or B.Tech	English	18	13
PG	Mtech,Electr ical And Electronics Engineering	24	B.E or B.Tech	English	18	0
PG	Mtech,Electr onics And C ommunicatio ns Engineering	24	B.E or B.Tech	English	18	2
PG	Mtech,Infor mation Technology	24	B.E or B.Tech	English	18	3
PG	Mtech,Mech anical Engineering	24	B.E or B.Tech	English	18	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	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	57				24				309			
Recruited	54	3	0	57	22	2	0	24	220	89	0	309
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				183
Recruited	155	28	0	183
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				46
Recruited	46	0	0	46
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.	48	3	0	10	2	0	30	5	0	98
M.Phil.	0	0	0	0	0	0	9	2	0	11
PG	6	0	0	12	0	0	181	82	0	281
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
	0	0	0	0	0

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	1366	1	0	0	1367
	Female	597	0	0	0	597
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	8	0	0	0	8
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	143	144	156	143
	Female	53	57	49	62
	Others	0	0	0	0
ST	Male	56	64	65	59
	Female	9	14	15	15
	Others	0	0	0	0
OBC	Male	157	190	206	189
	Female	169	145	136	153
	Others	0	0	0	0
General	Male	601	601	614	584
	Female	104	122	125	155
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1292	1337	1366	1360

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communications Engineering	View Document
Information Technology	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The vision of the college is to provide high-quality technical education to generate resourceful engineers and serve the nation to the best. It readily adapts itself to any system for the betterment of its various academic and social commitments. Heeding to the clarion call of the AICTE regarding the approaches envisaged by the New Education Policy (NEP-2020), SRKR Engineering College organised various webinars and expert lectures disseminating awareness among the faculty and the students. To promote the holistic academic environment, the college offers a range of multi-disciplinary/interdisciplinary courses as open electives and mandatory courses that enable the students to choose their preferred options. The institution has already initiated Minor and Honours programs. However, being an affiliated college, it adheres to the parent university for all the pedagogical transaction in terms of course structure and the content designed as per the AICTE and State Higher Education guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The Academic Bank of Credits (ABC) is a significant provision in NEP which facilitates multiple entries and exists in the academic programs. It not only enhances the flexibility but also provides room for passion and preferred learning style. Hence, the students are allowed to take courses as per their vocational, professional, or intellectual requirements. And the academic credits earned by the students are digitally stored in ABC. Erasing the rigidity of the prescribed degree or courses offered by a university or an autonomous college, students can avail the courses of their interest. Enthused with the provisions</p>

	<p>of NEP, the students of SRKR Engineering College are earning credits through National schemes like SWAYAM, NPTEL, MOOCS, etc. Since the college is affiliated to JNTUK, the academic bank of credit concept is yet to be realised. Once the parent university paves a path for effective integration of ABC in the academic programs, SRKR Engineering College welcomes the implementation of ABC in its full spirit.</p>
<p>3. Skill development:</p>	<p>Believing that knowledge alone cannot help students face the world, focus on overall development of the students is omnipresent in the academic endeavours of SRKREC right from the inception. Without personality development and guidance in basic life skills and social abilities, students may not be able to stand out, express themselves, or face several issues in their future. Knowledge without the confidence to express opinions or make it through a job interview is of no use. Hence, students of SRKREC are groomed to communicate better, be empathetic, handle stress, and achieve professional success. Moving forward, the institution carefully gauges the requirements of both the public sector and private sector and enhances the desired skill-set making the students industry-ready. In harmony with the NEP, the parent university introduced skill-oriented courses in all the programs. In addition to that, SRKREC introduced a few other skill-oriented courses in each engineering discipline keeping in view the future prospects of the students. The growing pace of innovation, both in terms of products and business models, is likely to make the job of an engineer quite challenging. With enhanced global connectivity, the knowledge-based world reinforces the need for new sets of engineering competencies and professional skills to take on the challenges in a sustainable manner. The well-equipped laboratories in various departments of the institution significantly play a key role in providing a hands-on experience to the students. There are also special training programs and Student Development Programs (SDPs) conducted regularly to build the required technical competence in the students. On the other hand, the faculty are encouraged to actively take part in Faculty Development Programs (FDPs) and Train the Trainer programs for gaining and enriching their knowledge on advanced technologies.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>Established in the rural backdrop, the institution,</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>communing with the local lore, reflects the ethos of the rural environment culture and tradition in all its forms and manifestations of its academic fabric. In order to promote and integrate the local language, the indigenous art and the culture, various activities such as literary, linguistic and art-related themes are well-contemplated through discussions, interactions, symposiums, etc. in local language as well, which would get the students a better societal orientation. It is this integration of local language and culture which promotes Indian Knowledge System. These subtle interactions will go a long way for students to excel in employability opportunities while the teachers and subject experts of the local language and other professionals also find their due share in building a harmonious society. The college houses a Gosaala, which sensitises students to the ancient Indian agricultural repertoire of knowledge that extols the practice of fertilising the land through cows. The institution holds the pride of having a Yagasaala, a quintessential divine place of offer in the Arsha Dharma to the mother nature. Srujana Vaatika, a centre where the students get connected to the ancient Indian art, artifacts and culinary methods, is a platform for the students of SRKR Engineering College to dwell on the ancient Indian streams of knowledge. The institution regularly conducts seminars and various events to promote the cultural and traditional stance of the region. Though the medium of instruction of all the programs in the institution is English, the faculty do switch to the local language whenever necessary to explain the concepts in order for students to understand better.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution practices Outcome Based Education (OBE) for all its programs which are designed reflecting on the regional and global requirements. The learning outcomes are defined at the Programme level (POs/PSOs) as well as Course level (COs), and appropriate learning experiences are assessed in order to facilitate the attainment of the stated learning outcomes. All courses are designed with outcomes centered on the cognitive abilities as per Bloom's Taxonomy namely Remembering, Understanding, Applying, Analysing, Evaluating, and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that the</p>

	<p>students contribute proactively to the economic, environmental, and social well-being of the nation. A number of seminars are conducted on OBE in the college to bring awareness among the faculty.</p>
<p>6. Distance education/online education:</p>	<p>During the Covid pandemic, SRKR Engineering college simply glided to online mode of teaching. The online classes were conducted very effectively on a Learning Management System (LMS) platform, My College Learning (MCL), developed by SRKREC students under the mentorship of the faculty. All faculty explored this facility to the best. Alongside the teaching-learning process, the evaluation procedure is also done online. Both teachers and students quickly adapted to the online mode and bettered themselves based on their experience. The institution readily finetunes itself to any progressive initiative for the collective goodness. Accordingly, various digital platforms are used effectively for engaging the classes and conducting conferences/webinars/FDPs/workshops and meetings. Despite the disadvantage of lack of face-to-face interaction, online education excelled breaking the geographical barriers creating interaction of experts and students from distant geographies. The students of SRKREC, besides offline classes, proactively take courses on SWAYAM, NPTEL, MOOCs etc., and are relentless in their academic pursuits. Post pandemic, the hybrid mode of education called 'PHYGITAL,' a combination of both online and offline resources became a new normal. SRKREC synchronizing with the NEP, easily adapted to this new normal and continuing its journey of excellence. There is also a reservoir of e-content designed by the institution for all the courses of different programs which might be of immense help for the upcoming online education facility. Once the consent is given by the parent university, JNTUK, SRKREC readily offers programs in distance mode.</p>

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	12	12	12
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 6

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6673	6743	6790	6561	5993
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1700	1352	1407	1403	1125
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
6377	6424	6514	6388	5908
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
437	523	488	414	46

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
359	476	571	681	704
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
399	385	403	422	357
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
399	386	404	432	361
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1763	1787	1962	1990	1939
File Description		Document		
Institutional data in prescribed format		View Document		

4.2**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
639	656	671	671	671
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 89****4.4****Total number of computers in the campus for academic purpose****Response: 12**

4.5

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
1263.15	1439.94	1668.78	1447.31	990.07

NAAC

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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

The main goal of Sagi Rama Krishnam Raju Engineering College (SRKREC) is to create engineers who can effectively engage with developing globalism while also contributing to national development. SRKREC was granted autonomy by the University Grants Commission in the academic year 2016-2017. The college offers **8 UG Programs and 6 PG Programs in the domain** of engineering and technology. The curriculum of SRKREC is need-based, society-driven and industry-relevant. The college adopts curricula which have direct pertinence to the developmental needs of the region, the state, and the nation. Keeping in view the initiatives of the Government of India, the college has rightly introduced new academic programs such as **Artificial Intelligence and Data Science as well as Computer Science and Business Systems** during the assessment period. The college goes on par with the institutions of repute in introducing courses like **Machine Learning, Cloud Computing, Artificial Intelligence, Deep Learning, Big Data Analytics, Green Energy Systems, Mechatronics, Cyber Security, Industrial Robotics, Advanced Structural Analysis, Advanced Reinforced Concrete Structures** etc. which empower student populace in tackling the issues of current and future needs. The fact that six academic programs of the institution are NBA accredited stands testimony to the curricular standards set by the college.

The institution implemented **outcome-based education and carefully designed various OBE elements** such as Program Educational Objectives (PEOs), Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for the academic programs and courses offered in accordance with the local/regional/national/global developmental needs.

The institute follows the guidelines of AICTE and the affiliating university in the process of curriculum development. The professional courses can help students create awareness on cutting edge technologies, changing trends in technologies and dynamics of profession. The Basic Sciences and Humanities courses can help the students develop applicability, critical thinking, problem solving, communication skills and so on.

The curriculum is inclusive of courses such as Theory, Laboratory, Internship and Project work. Emphasis on learning by doing has earned the institute the distinct status of being chosen to establish **IDEA LAB** by AICTE, a rare honor bestowed on only forty-nine distinct institutions across the country. The duly validated curriculum of SRKREC has enabled the smooth transformation of students changing from campus to corporate endeavors. Supplementing with the mainstream courses, the college facilitates and motivates students and faculty towards the self-learning certification courses offered by NPTEL, CISCO, IIT Mumbai etc. that enrich the academic strength and institute-industry collaborations.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 14

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 14

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 94.77

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
354	459	522	626	672

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 22.64</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 632</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 2791</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 14</p>	

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

1.3.1 Institution integrates crosscutting issues relevant to Professional Ethics ,Gender, Human Values ,Environment and Sustainability into the Curriculum

Response:

Sagi Rama Krishnam Raju Engineering College (SRKREC) finetunes the students to emerge as global citizens who are future ready. All programs offered in the institution have courses as part of their curriculum that integrate the mainstream cross-cutting issues relevant to Gender, Environment & Sustainability, Human Values and Professional Ethics.

Ever since the inception, the college has been truly committed to its Vision and Mission by designing curriculum that invariably integrates academics and socio-personal aspects for postulating a better humanistic approach to the professional and personal life process of the student. For the fact that the cross-cutting issues have become an even greater part of one's success on professional front, the institution offers the following courses to both UG and PG students:

- 1. Professional Ethics and Human Values:** To integrate the intricacies of professional norms and human values for realizing a sense of completeness in the life process.
- 2. Essence of Indian Traditional Knowledge:** To orient the young generation to the cornucopia of the scientific, philosophical, and spiritual treasure the country possesses.
- 3. Environmental Science:** To educate students on the harmonious structure of the nature, and the impending environmental hazards the younger generation may have to encounter.
- 4. The Constitution of India:** To educate the student community on the core construct of constitution in order for them to conduct themselves with Indian ethos.

5. Personality Development through Life Enlightenment Skills: To properly channelize the spirits of the students in terms of behavioural mores and societal morals for a greater humanistic global culture.

6. Gender: On par with an academic course on gender sensitization, the SRKREC Women Empowerment Cell conducts several gender related programs – competitions and assessments on the awareness of legal rights, gender inequality and discrimination, women issues, etc. The institute also provides a wide range of opportunities for women faculty and students, and treats all genders with equal respect.

The afore-mentioned courses are based on the AICTE model curriculum as well as the institution's Vision to contribute its share to the society. The courses address the requirements of the industry and society through sensitizing the students to various crosscutting issues such as gender, human values, professional ethics, and environmental concerns for a longer sustainability.

Moreover, the academic instruction is supplemented with a gamut of serve-learn activities on a regular basis under an institutionalized structure. People Association for Inner Engineering (PAIE) Cell which includes Yoga as well for mental and physical fitness, NSS Cell for a cleaner and safer country and other bodies have been highly functional in realizing the Vision of the college. In the light of the Covid-19 pandemic, following the guidelines of MGNCRE, Ministry of Education, Govt. of India, the college constituted The Psychosocial Support Service (PSS) Cell to enhance the Covid Helper's Skills in the student community as well as serve the distressed in myriad ways.

The institution constantly makes all efforts to improve the ethical values and behavioural mores of students towards all the crosscutting issues like Gender, Environment & Sustainability, and Human Values so that the young minds confidently face the real time challenges in their life and career.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 35

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
8	11	8	7	1

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 42.99

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1899	5123	3672	3632	65

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)

Response: 75.24

1.3.4.1 Number of students undertaking field projects / internships / student projects

Response: 5021

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

<p>1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni</p> <p>Response: A. All 4 of the above</p>	
File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

<p>1.4.2 The feedback system of the Institution comprises of the following :</p> <p>Response: A. Feedback collected, analysed and action taken and report made available on website</p>	
File Description	Document
Link for Additional Information	View Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 94.12

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1759	1742	1831	1893	1853

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1864	1912	1956	1956	1956

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 96.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
623	650	665	630	638

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Students' attitude and disposition to learning is one of the key factors in higher education. Accordingly, Sagi Rama Krishnam Raju Engineering College (SRKREC) developed a transparent mechanism to monitor the learning levels of the students and bridge the knowledge gap amongst them. Keeping in view the rural locale of the institution, the primary focus is laid on the first year students since their different educational experiences and socio-economic backgrounds significantly influence the transition into higher education. Some even have little or no understanding about what engineering is, or what studying for a degree in engineering will require academically, for some English language and for a few others application oriented learning might be the barriers.

For the smooth transition of the first year students, the approach adopted at SRKREC emphasizes the fact that the students need to be engaged as learners harmonizing with their distinctive learning styles. Their journey of engineering begins with two weeks of induction program during which the students get oriented towards universal human values such as Yoga, Counselling and Inner Engineering program. The faculty dealing with the first year students focus on early identification of those students who struggle academically based on the EMCET rank, performance in regular classes, chapter end reviews etc. These students along with those shy and hesitant ones are assisted constantly through academic inputs and personal counseling conducted after the college hours.

In the subsequent years the teachers identify slow and fast learners based on students' academic performance. If the CGPA of the students is 6 or above on the semester end exams, they are considered as fast learners and less than 6 as slow learners. The students who have backlogs in the semester end exams are also treated as slow learners. To help them, a series of special and additional classes are conducted in the name of **remedial classes** which are dealt by the faculty of the subject concerned. In addition, every student has a faculty mentor who assesses the problems and provides the required assistance to improve the academic performance. This system has profound impact on enhancing the learning abilities of students.

Motivation increases the amount of effort and energy that learners expend in activities directly related to their needs and goals. Hence, the fast learners are encouraged to participate in Project-based learning/Research projects/internships /Technical Symposiums such as **Spardha, Supernova, Nipuna, Sanketa** etc., explore advanced topics beyond the syllabus, interact with industry experts / seniors through various student bodies like IETE, CSI, ISTE etc., take self-learning classes on NPTEL/SWAYAM/MOOCs platform, learn a foreign language of their choice, engage in **campus recruitment training** (CRT) programs/competitive examination guidance (GATE, GRE, TOEFL, etc.).

Thus, the institution holds a systematic approach for determining the learning levels and attitudes of first year students, and motivate them to perform well on the academics along with all other activities on the campus for sculpting them into promising engineers.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 17:1

File Description	Document
Any additional information	View Document
Link for Additional Information	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 experiences

Response:

Present is the age of reader's digest. Students need to learn a lot within a short time. In view of the demands of an ever-evolving classroom, the faculty of Sagi Rama Krishnam Raju Engineering College (SRKREC) exercise different teaching methodologies to facilitate learning and cater to the needs of students with mixed learning abilities. The institute facilitates many student-centric methodologies in order for them to meet their aspirations and grow to be ready for employability, entrepreneurship and research with required competencies. In order to enhance the learning experiences, methods such as experiential learning, participative learning and problem-solving are made very much part of the teaching-learning process at all levels.

Experiential Learning

In addition to the talk and chalk method, the faculty include **practical sessions, hands-on training, workshops and internships** in their pedagogy. Engineering is an experimental and dynamic discipline requiring integration and application of knowledge. Hence, 30% of the curriculum involves practical sessions for better understanding of theoretical concepts. Further, every programme includes skill-based courses to provide hands-on experience to the students and fortify the skills. Various entrepreneurship development programs are organized by the Technology Center to generate "job creators" rather than "job seekers". The internship programs facilitate the students with hands-on training sessions and enhance their employability skills.

Participative Learning

The faculty of SRKREC strongly believe that the participative learning plays a vital role in knowledge sharing. The students are encouraged to do collaborative work and participate in **seminars, Hackathons, workshops, field trips, and symposiums. Besides, students engage in soft skills training, role plays, exhibitions** etc. which finetune their abilities to express better. Also, various cells in the institution gives an opportunity for students to take part in a gamut of events like Yoga, Health and hygiene, women safety, environmental issues etc. The outreach programmes organized by the institution inculcates the spirit of selflessness in the students and provide opportunity to extend support to the community.

Problem Solving Methodologies

Problem Solving methodologies followed in the institution include approaches such as project-based learning, **journal review, case study, projects, portfolio development** etc. These approaches have been instrumental in promoting innovation on the campus and in fostering critical and analytical thinking among students. The project work is mandatory for all the final year students of UG and PG, which paves way to gain experience in research.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The faculty of Sagi Rama Krishnam Raju Engineering College (SRKREC) make extensive use of ICT tools to keep abreast of the latest trends in imparting technical education. The use of ICT tools is indispensable to the effective teaching. The blended mode is in vogue right from the advancement of technical education. However, the transition from the blended mode to exclusive virtual teaching mode during the Covid Pandemic is made easy for both faculty and students by timely logistic support. This experience gained from the systematic use of the tools has helped the faculty and the students in developing more innovative and useful techniques in sharing knowledge. It gave way to developing the LMS platform (My College Learning-MCL) as a part of students' project and is extensively used by the faculty during the pandemic. In the post-pandemic scenario, the college adapted to the new normal exercising new ICT tools, creating e-content for students, encouraging the faculty and the students towards utilizing various self-learning platforms such as SWAYAM, COURSERA, IIT Bombay etc. For this purpose, the students and the faculty make effective use of the most sophisticated Digital Learning Centre on the campus. Adding credit to the institution, some of the faculty even received **Discipline Star** and **Domain Scholar** status for successful completion of NPTEL courses.

The faculty of SRKREC leverage the resources like YouTube lectures to make concepts more understandable and relevant. The departments take to the use of different digital platforms to conduct

online tests to the students. Participation in webinars and online FDPs is a common practice for the faculty. Realizing the impact of ICT tools, the college has upgraded some of the regular classrooms to ICT classrooms in every department. The library facilitates access to some of the most used online journal databases such as Elsevier, Springer, IEEE, Science Direct, ASCE, Mc Graw Hill, DELNET, J-Gate etc. This is of invaluable help to all the researchers on campus.

Some of the tools used in teaching/learning process are:

- Online Presentations like Google slides, Prezi, Microsoft
- Google forms
- Google Classroom
- Microsoft Teams
- My College Learning

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 20:1

2.3.3.1 Number of mentors ?????????????? ???????

Response: 340

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

2.3.4 Preparation and adherence of Academic Calendar and Teaching plans by the institution

Response:

The college 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. The college 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.

The **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 HoD monitors the progress of the syllabus completion. Assessment to check students' understanding is carried out at regular intervals through assignments and internal examinations. Thus, the academic calendar is crucial for the smooth conduct of the academic events of the year.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years	
Response: 99.21	
File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality /

D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 21.33**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
87	80	92	89	72

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 9**2.4.3.1 Total experience of full-time teachers**

Response: 3590

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	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 declaration of results year-wise during the last five years****Response:** 44.2**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**

2020-21	2019-20	2018-19	2017-18	2016-17
50	46	37	48	40

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 5.95

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

2020-21	2019-20	2018-19	2017-18	2016-17
437	523	488	414	46

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

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

Examination procedures: Internal and external assessment is done as per the norms prescribed in the academic regulations of programmes concerned offered by the college. The examination & evaluation process has two components namely Continuous Internal Evaluation (CIE) and Semester End

Examinations (SEE) with a weightage of 30% and 70% respectively. The question papers for the semester-end examinations are obtained from the faculty of reputed colleges. On the day of examination, one of the senior faculty who deals the course thoroughly scrutinizes the question paper and ensures the implementation of Bloom's Taxonomy, coverage of the syllabus and mapping of COs. To improve the credibility of the college, the question paper setting and the evaluation of answer scripts for the semester-end examinations are done by faculty from outside. While the qualifying mark is 35% in the affiliating university, SRKREC, to improve the standards, set 40% as qualifying mark for the semester-end examinations to earn the credits of a particular course. The institution adopts Blooms-Taxonomy to assess the Higher Order Thinking Skills, which include applying, analyzing, evaluating and creating skills, needed for the academic and the professional growth of the students. To facilitate the students failed in regular examinations, the provision of revaluation of answer scripts on their request is made in addition to the supplementary examinations.

Processes integrating with IT: The college brings about the required changes in the examination process by duly integrating with IT systems. The pre-examination and post-examination procedures are computerized through i-campus software. Student registration, payment of examination fee, generation of hall tickets, nominal rolls and D-forms are performed by this system in addition to the result declaration, preparation of grade sheets and provisional certificates. The IT integration avoids the manual errors, delay in the processes and ultimately enhances the efficiency. The answer script consists of Bar Code and Optical Mark Reader (OMR) sheet for accurate data entry. The grade sheets and provisional certificates are embedded with security features. Students can access the details of examination process such as exam notifications, time-tables and results through the online portal (www.srkrexams.in).

Continuous internal assessment system: For theory subjects: In a semester, there shall be two mid-term examinations. Each mid-term examination consists of one objective paper, one descriptive paper and one assignment. The objective type examination is for 10 marks and descriptive type for 15 marks with the total examination duration of 1 hour 50 minutes (20 minutes for objective and 90 minutes for descriptive). The remaining 5 marks are allotted for assignments. Internal marks can be calculated with 80% weightage for the better of the two mid-term examinations and 20% weightage for other mid-term examination.

For practical subjects: The internal 15 marks are distributed as follows: day to day work - 5 marks, Lab record -5 marks and 5 marks for the internal laboratory test. Viva-voce is also included for practical courses, seminars and project works to enhance the presentation skills.

The existence of fool-proof examination system lends reliability 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
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

In the true spirit of **Outcome-Based Education (OBE)** system, Sagi Rama Krishnam Raju Engineering College (SRKREC) began implementing OBE in 2016. OBE focuses on every student's accomplishment at the end of his or her graduation. The OBE system takes Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) into consideration during the process of assessment.

Knowledge, skills, and attitudes that students acquire at the end of their B.Tech programme are represented by POs. SRKREC follows the **POs** for each programme that is recognized by The **National Board of Accreditation (NBA)** of India. Engineering knowledge, problem analysis, design/development of solutions, investigations of complex problems, modern tool usage, the engineer and the society, environment and sustainability, ethics, individual and teamwork, communication, project management and finance, and lifelong learning are some of the POs for undergraduates.

PSOs are the statements that reflect what specific attitudes should manifest in a student after the successful completion of graduation. The PSOs for all the programmes are formulated based on the strengths and experiences of the departments and each programme carries two to four PSO statements.

COs are framed with a **student-centric approach**, and they represent skills that students can demonstrate at the end of their graduation. Faculty, students, and other stakeholders help to frame the COs of the programs. The attainment of course outcomes is used for evaluating the courses of the programmes, hence, course outcomes are specified for all the courses in the syllabus. Every question in the assessment process must be mapped with CO. The COs are then mapped to the POs/PSOs. As a result, COs play an important role in determining each student's performance.

Mechanism of Communication

The POs and PSOs of the programme are disseminated to all the stakeholders of the programme through:

- Display on the College website
- Display in HoD/staff rooms
- Display in Class rooms and Laboratories
- Display in Department notice boards
- Circulation in the stakeholders' meetings
- Circulation in Student Induction Programme

All the **COs** of the programmes are displayed on the **college website**. Further, COs are circulated to the students through the lesson plans prepared by the respective faculty.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

The Sagi Rama Krishnam Raju Engineering College (SRKREC) adopted the Outcome Based Education (OBE) System in 2016 to improve the student learning system.

The Internal Quality Assurance Cell of the college prepares the OBE manual with the support of Programme Assessment and Quality Improvement Committees (PAQIC) for each department.

Each programme designs curriculum taking all the Program Outcomes (POs) and Program Specific Outcomes (PSOs) into consideration. At the end of programme, the assessment of the POs/PSOs is done based on the attainment of the Course Outcome for all the components in the curriculum.

The attainment of each programme in SRKREC is made using two methods:

1. Attainment of Course Outcomes (COs)
2. Overall attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs)

Attainment of Course Outcomes (COs)

The college adopts Direct and Indirect assessment methods to calculate the attainment of COs.

Direct Assessment Methods:

Continuous Assessment: COs are assessed through Sessional & Assignment Examinations, Home Assignments and Lab records. The COs are mapped against each question and CO analysis is carried out by faculty for each course and is documented. The contribution of COs is assessed at high, moderate and low levels, towards the attainment of POs/PSOs.

Semester-end Theory Examinations: The questions in semester-end examinations are tested keeping in view all the COs as per the Blooms Taxonomy Levels.

Laboratory Courses: Both continuous and semester-end examinations are conducted to test the attainment of COs.

Indirect Assessment Methods:

Course End Survey: This survey is carried out on the students after the completion of their course, which stands as the comprehensive feedback for the assessment of POs/PSOs.

Overall Attainment

The overall attainment includes the calculation of average of POs/PSOs for all courses in a programme and program exit survey with weightage of 80 % and 20 %, respectively.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.07

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 1676

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 1709

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Link for additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.81

File Description	Document
Upload database of all currently enrolled students	View Document
Link for any additional information	View Document

NAAC

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

Research being one of the mandates of higher education, Sagi Rama Krishnam Raju Engineering College (SRKREC) focuses on research through all possible means. The UG & PG programs have project work as a research component wherein students are encouraged to embark on research activities. Further, the college has **09 recognized research centres** duly approved by the affiliating university, Jawaharlal Nehru Technological University, Kakinada. The college has **17 Centres of Excellence** focusing on frontier areas of science and technology such as Centre for Bioinformatics, Nanotechnology Research Centre, Technology Centre, Water and Environment Technology Research Centre, Geospatial Information Centre etc. The college frequently updates its facilities for research. To quote examples, the college upgraded the instrumentation facilities through the purchase of high-end equipment such as Atomic Absorption Spectrophotometer (AAS), High Pressure Liquid Chromatography (HPLC), computerized four stroke three-cylinder petrol engine with hydraulic dynamometer test rig, 3D printer etc. The Technology Centre has well equipped state-of-the-art technology lab housing high configuration computers, connected through LAN and one higher-end server.

The college has well defined policy for promotion of research which encourages teachers to undertake various research activities. **Consequently, 43 funded research projects worth Rs.725.63 lakhs** are undertaken by the faculty during the assessment period alone. 65 research aspirants enrolled for PhD program in various research centers of SRKREC. There are 50 research supervisors available on the campus. The college has Plagiarism **iThenticate (turnitin) software** to check plagiarism. The college reimburses the expenditure incurred by the faculty for the presentation of research papers in various national/international conferences/seminars. An amount of **11.36 lakhs** was spent during the assessment period towards conference paper presentation/ journal membership fee. To the credit of the institution, the faculty even collaborated with international institutions through the DST funded projects namely Indo-Korean and Indo-Israel International projects.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 28.37

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
4.34	23.97	63.91	31.86	17.76

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.41

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	1	0	1

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document
Any additional information	View Document

3.2 Resource Mobilization for Research

3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)**Response:** 725.63**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects , endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
119.47	215.87	145.87	130.08	114.34

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document
Any additional information	View Document

3.2.2 Percentage of teachers having research projects during the last five years**Response:** 1.42**3.2.2.1 Number of teachers having research projects during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	6	7	7	5

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides**Response:** 12.53**3.2.3.1 Number of teachers recognized as research guides**

Response: 50

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 66.67

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
2	5	4	6	3

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	6	6	6

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

The institution created an eco-system for innovation, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, and incubation. The **I-Hub Incubation Centre** and **AICTE IDEA LAB** contribute to the progress of the students by rendering skill development in the emerging technologies and encouraging the students to involve in designing and generating new ideas.

The centre aims to promote and support the untapped creativity of students and assist them to become technology-based entrepreneurs. It also seeks to promote networking and forging of linkages with other constituents of the innovation chain for commercialization. It also provides support and training to the students who are interested in converting their ideas into startups. A **financial grant of Rs.14,90,000 for 09 startups** is sanctioned by **AICTE** under SAMRIDDHI scheme.

Startups are incubated in the institution till it grows and reaches the commercialization stage. Nearly 50 students are involved in hands-on training to develop projects under the SAMRIDDHI Scheme. The alumni of SRKREC incubated **six in-house startups in the I-Hub**. The institution received Elon Motors startup grant from the International Centre for Entrepreneurship and Technology, Ahmedabad. This grant is for product development through the Nidhi Prayas Government scheme and Technology Entrepreneurship Cell existing from Dec. 2018 to the present.

The institute is recognized as **MSME Business Incubation Centre** – Host Institute to provide opportunity to the innovators in developing and nurturing new ideas and innovative products. Fifteen ideas/projects are selected in the first level of evaluation through MSME Ideathon-2022 and are forwarded to MSME for second stage evaluation in expectation of fund sanction.

Intellectual Property Rights (IPR) Cell of the institution conducts awareness programs on patents, trademarks, copyrights and other aspects of IPR for faculty and students.

Entrepreneurship Development Cell (EDC) of the institution conducts entrepreneurship awareness and skill growth programs. 20 students are selected for University Innovation Fellows by Stanford University and they attended Silicon Valley meet ups on Design Thinking from 2016 to 2022 conducted by Stanford University in Sanfransisco, USA

AICTE IDEALAB has been aiming to transform education imparted in the institution to promote multidisciplinary education, innovation and research takes place. **IDEA LAB** creates the platform for innovation and research to students and faculty to gain hands-on experience with the latest equipment in order to develop new projects and offer live internships with the industry support.

MoE's Innovation Cell (MIC)' - **Institution's Innovation Council (IIC)** is established to promote innovation, and encourage, inspire and nurture young students by supporting them to work towards creating prototypes from their new ideas. The evaluation report of their performance is given by MIC and it is IIC 1.0 (2018-19) - 3 Star rating, IIC 2.0 (2019-20) – 4.5 Star rating, IIC 3.0 (2020-21) -2 Star rating.

Engineering Projects in Community Services (EPICS) Program is started in association with Purdue University, USA, to develop team work, enhance communication skills, and gain Project planning and leadership experience. Utilizing the facility, four faculty successfully completed the certification course in Design Thinking offered by EPICS.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 67

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
8	44	9	1	5

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document
Any 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 through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 1.32

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 66

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 50

File Description**Document**

List of PhD scholars and their details like name of the guide , title of thesis, year of award etc

[View Document](#)

URL to the research page on HEI web site

[View Document](#)**3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years****Response:** 1.59

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
133	153	150	94	94

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)**3.4.4 Number of books and chapters in edited volumes / books published per teacher during the last five years****Response:** 0.37

3.4.4.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
48	26	21	32	18

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 3.34

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 16.5

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).

Response: 131.92

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
36.58	18.43	23.24	25.59	28.08

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 124.4

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
31.54	22.30	26.78	26.75	17.03

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document
Any additional information	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

Through the extension activities aiming at addressing social issues that lay a hindrance to harmonious societal relations, the students are trained and sensitized to deal with practical issues of various kinds in the neighbourhood community with an emphasis on decision making and volunteering skills.

Sagi Rama Krishnam Raju Engineering College (SRKREC) organizes community activities through the NSS, People Associations for Inner Engineering (PAIE), Women Empowerment Cell (WEC), Unnat Bharat Abhiyan (UBA), Psychosocial Support Service Cell (PSSC) and Departments.

National Service Scheme (NSS):

SRKREC's NSS unit is an active change agent in the neighbouring communities and on the campus. It is instrumental in promoting a sense of social responsibility and belongingness among the students. The following are some of the significant service programs carried out by the NSS unit:

- Awareness program on plastic waste free India
- Swachh Bharat
- Mega blood donation camp
- Rashtriya Ekta Diwas
- Azadi Ka Amrit Mahotsav
- Sapling Plantation
- Awareness Programs on Corona Virus
- Awareness Program on antidrugs and prohibition

Women Empowerment Cell (WEC):

The Women Empowerment Cell of SRKREC strives hard to bring awareness on gender issues by conducting a wide range of programs addressing several problems faced by women in the present modern world. Some of the highly proactive programs executed by the cell are:

- National Women Parliament- 2017
- Legal Rights Exam on "Measures to Safeguard Women"
- A Lecture on "Welfare of the Institution ? Gender Sensitization"
- A Rally Protesting DISHA Incident
- National Girl Child Day
- Awareness Program on Breast and Gynaecological Cancers

People Associations for Inner Engineering (PAIE):

PAIE of SRKREC is exemplary with its initiatives to support the student community in every possible way. It is popular for its novel methods in contributing towards the overall development of the students. Following are some of its highly impactful programs:

- Meditation Programmes
- Yoga Practice & Programmes
- Mana Vuru Mana Neeru- Cleaning the canals in Bhimavaram

Unnat Bharat Abhiyan (UBA):

The UBA Cell of SRKREC is formed as an inter-disciplinary team comprising teaching and non-teaching faculty. Its primary objective is to develop villages around the campus as model villages and then scale it up throughout West Godavari district and Andhra Pradesh. Some of its highly impactful programs are as follows:

- Awareness campaign on personal Hygiene/Hand wash promotion
- Awareness campaign on Dengue Fever
- Water quality testing in adopted villages

Psychosocial Support Service Cell (PSSC):

Sensing the need for emotional support for people during the time of COVID pandemic, SRKREC constituted this cell. This cell is commended by the Government of India for its service extended during the times of distress.

- COVID Campaign

Departments:

In addition to above units, the departments also conduct various activities in the neighboring communities with the support of students. The following are some of the significant service programs carried out by the departments:

- Imparting the importance of Technical Education to school children through various Science Exhibitions
- Distributing and donating the necessary things to surrounding Arunodaya Mano Vikas Kendram & old age homes.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 64

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
21	08	12	12	11

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document
Any additional information	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 130

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
40	34	17	24	15

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document
Any additional information	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

Response: 36.07

3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2838	2209	829	3060	2770

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document
Any additional information	View Document

3.7 Collaboration

3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

Response: 43

3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2020-21	2019-20	2018-19	2017-18	2016-17
23	52	65	32	43

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document
Any additional information	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 67

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	11	22	8

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document
Any additional information	View Document

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Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The institution, replete with lush green coconut trees, spans a plot area of 30 acres with about 64000 sq.mt built up area. The college has 06 departments for Engineering programmes and the supporting departments such as Mathematics and Humanities, Physics and Chemistry. Each department is highly equipped with adequate facilities and amenities for effective teaching and learning process. It has **97 classrooms, 77 laboratories, 07 seminar halls, 05 drawing halls, 02 auditoriums, 05 workshops, 03 computer centers and 17 centers of excellence**. The campus has Wi-Fi networks with a range that covers the whole campus area which promotes the e-learning in the campus. All laboratories are fully equipped with the latest equipment as per requirements of curriculum and research.

The institution strongly believes that the adequate infrastructural and physical facilities are highly required to achieve the academic advancement for both faculty and students. Since its establishment in 1980, it has never compromised on infrastructural facilities, whether they are physical buildings, machinery, software or any other learning resources. The college is enriched with elegant and capacious buildings, smart class rooms, impressive and the state-of-the-art laboratories, seminar halls, tutorial rooms, and computer Labs as per the guidelines of various statutory bodies such as UGC, AICTE and the affiliating university (JNTU Kakinada) in addition to the conducive environment for efficacious pedagogical practices.

In order to promote an effective teaching leaning process (TLP) on the campus, the institution provides adequate computing facilities to its faculty and students. The college is also in possession of adequate IT facilities: **2103 Computers, 77 Printers, 12 Legal System Software and 31 Legal Application Software, 1260 Mbps of Internet Bandwidth, 59 secured Wi-Fi connectivity access points** and 12 servers. A good Student to Computer Ratio of **3:1** against the prescribed ratio of 6:1 is maintained. The General Computing Centre is equipped with 375 PCs to cater to the needs of all the users. The PCs are used to access OPAC, databases, e-books, e-journals and the NPTEL video lectures (approximately 4000 video lectures) and online journals through IEEE, SPRINGERS, ASCE, SCIENCE DIRECT, etc. The Digital Learning Centre is well-equipped with 250 computers with the latest configuration to promote the self-learning capabilities among the faculty and the students.

Using various ICT environments such as PPT, Google Classroom, NPTEL Lectures, You Tube videos, etc., the faculty exercise their skills for effective teaching-learning process. The college is equipped with **03 power generators** (02 with capacity of 320 KVA and 01 with 125 KVA) to manage the problem of occasional power-shut-down and also facilitate an uninterrupted power supply to laboratories, computer labs and hostels.

To facilitate the differently abled students there are ramps/lifts for buildings and separate rest rooms with western toilets. There is also an RO water plant set-up on the campus to ensure the availability of safe drinking water. A sufficient number of Certified Fire Extinguishers are set up on the campus to ensure safety.

In addition to the hostel facility on the campus, the college also provides bus facility to the nearby towns for a comfortable commuting of the students and the staff. The institution provides superlative infrastructure facilities for the academic, co-curricular, and extra-curricular activities. Also, there are other amenities such as Bank, ATM, Dispensary, Post Office, Stationary Store and Canteen on the campus.

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

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

In addition to academics, the SRKREC provides adequate facilities and encourages the students to participate in sports/games and cultural activities, which is a regular practice since its inception.

The Open Play Ground

The open play ground of 29546.48 sq.mt is utilized for conducting the games such as Football, Kabaddi, Handball, Tennis Courts, Basketball, and Cricket. Moreover, it has around 250m Athletic Track to organize running events and conduct sports events for Volleyball, Shot-put, Long jump, High jump, Hammer, Javelin Throw and Discuss Throw. The institution encourages the students and the staff to participate in various sports & games competitions at inter-collegiate, inter-university, state and national level. To the credit of the institution, many students and faculty won awards/prizes in some of the events. The Dept. of Physical Education conducts sports & games events regularly and promotes health and fitness and plays a special role in all significant celebrations on the campus.

Indoor Stadium

A well-furnished indoor stadium is established in the year 2015 facilitating games such as Badminton, Table Tennis, Chess, and Caroms.

The gymnasium

Keeping in view the health & fitness of the staff and the students, the college has set up 2 Gymnasiums. Out of which, one is exclusively for the girl students and women faculty. They are equipped with all required exercise equipment that includes Six Station Multi-Gym, Motorized Tread Mill and Smith Machine. They are kept open for the students all day long.

Cultural Facilities

With inclusiveness at the core of the academic fabric, the college organizes various cultural activities and encourages students and faculty to participate proactively. The festive vibes of the cultural celebrations are

the true source of happiness and joy to all. The open terrace on the top of CSE building is specially allotted for practicing and performing various cultural activities. In addition to those students use the two auditoriums (indoor and outdoor) for the cultural programs. Most of these events are organized under the aegis of the Extra-Curricular Activities Committee. Besides, various departments conduct Tech-fests organized exclusively by the students. Every year the annual day celebration rejuvenates the spirit of the students and gives enough impetus to participate and win awards/prizes even in national level competitions.

Yoga Facilities

Yoga is a great way to balance the mental and physical health. The students and the staff are highly enthusiastic to practice yoga on the campus. People Association for Inner Engineering Cell (PAIE) is established in the year 2016 to organize and monitor the yoga activities for the wellbeing of the students and the faculty. The auditorium and other convenient open places accommodate daily yoga practice sessions. The appointed Yoga trainer of the institution helps students and staff to practice yoga systematically. Promoting Yoga on the campus, the Inner Engineering course is introduced in the first year UG curriculum. The PAIE Cell has an MoU with the “The Art of Living Foundation”, through which it conducts several yoga related events and outreach programs. As a part of this, Sri Pandit Ravi Shankar Guru Ji visited the campus in 2018 and motivated the budding engineers of the institution. On 21st of June every year, the International Day of Yoga is observed by PAIE Cell and all the students and faculty proactively participate.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 75.28

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 67

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during

the last five years (INR in Lakhs)**Response:** 46.98**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
672.15	769.78	646.53	602.44	473.66

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource**4.2.1 Library is automated using Integrated Library Management System (ILMS)****Response:**

Library and Information services play a significant role in enhancing and sustaining the knowledge environment, providing raw material for new thinking and stimulating idea generation. The college Library, the reservoir of knowledge, helps students learn the best ways to access quality information and resources that aid in the development of intellect. There are four types of library facilities on the campus namely, Central Library, General Computer Centre, Digital Learning Centre, and Departmental Library.

Central Library

In SRKREC, the central library has a carpet area of 4160 sqm. with all modern facilities. It houses nearly **105000 volumes**. The e-journals and print journals are available in the library. Also, it is a member of DELNET which helps provide a hassle-free e-learning unconditionally. It encompasses with a reading room, a prodigious book bank, a reference section with reprographic and scanning facility. The books are shelved as per the Dewey Decimal Classification scheme to facilitate easy location of the books by following Open Access System. There is a Book Bank for SC/ST students which offers an extra opportunity to borrow more books to upscale their performance. The library is fully automated with BEES ERP Technologies software for housekeeping operations and circulation of the books. The OPAC (Online Public Access Catalogue) provides information of the library holdings online. The library subscribed to prestigious eBooks of McGraw Hills and N-LIST. The library is completely under CC TV surveillance to monitor the activities, and to guard and augment readership.

General Computer Centre:

In SRKREC, the GCC is equipped with the state-of-the-art computing facilities to complement classroom pedagogy. The center has 5 servers and 200 nodes connected by switches and Cat 5e cabling with passable pack of system and application software. It aims at improving the educational experience of the students, faculty, and the staff by supporting the Research and Academic Activities. In addition, it also provides automation support to the college for day-to-day administration, research activities, courses, and assignments. The following are the list of e-journals which can be accessed from campus LAN:

- IEEE : <http://ieeexplore.ieee.org/>
- Science Direct (Elsevier) : <http://sciencedirect.com/>
- ASCE : <http://ascelibrary.org>
- Springer: <http://link.springer.com/>
- Mc Graw Hill
- J Gate

Digital Learning Centre:

The Digital Learning Centre is established with an aim to promote self-learning capabilities and techniques among faculty and students of SRKREC. It is well-equipped with the state-of-the-art facilities. It houses over 250 computer systems with latest configuration and a good number of printed books which are available for a quick reference at the reference section. It works from 9 A.M. to 11.00 P.M. All the library operations have been computerized. The following are the courses and facilities that the Digital Learning Centre offers.

- E-learning
- Swayam Courses
- IITM - NPTEL online and offline video Lectures
- IIT Bombay - Spoken Tutorials online lectures
- National & International Journals (IEEE, Elsevier, ACM etc...)

Departmental Libraries:

In addition to the above-mentioned litany of the facilities, the college also establishes and funds departmental libraries that play a pivotal role in shaping and reinstating thoughts of the students for nation building. They contain as many as 28194 volumes. These libraries also provide e-learning facility, digital library, reading room and reference section. All the library operations have been computerized.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 30.42

4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
23.11	30.47	28.75	32.95	36.83

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document
Any additional information	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 1.37

4.2.4.1 Number of teachers and students using library per day over last one year

Response: 97

File Description	Document
Details of library usage by teachers and students	View Document
Any additional information	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

The Sagi Rama Krishnam Raju Engineering College has a well-drawn IT policy that covers the IT facilities and strives constantly to update and satisfy the demands of students and staff. The IT budget allocation is done through the funds from the management and the funds received from various grants.

Computers

A total number of 763 computers were purchased in the last five years. The details of the number of computers on the campus are as follows:

- Civil Engineering – 47
- Mechanical Engineering – 60
- Computer Science Engineering – 120
- Information Technology – 237
- Electronics and Communications Engineering – 37
- Electrical and Electronics Engineering – 155
- Basic Science and Humanities – 12
- General Computer Centre – 95

Servers

A total number of 12 servers are available on the campus and the details are as follows:

- Mechanical Engineering – 01
- Computer Science Engineering – 03
- Information Technology – 02
- General Computer Centre – 05
- Technology Center – 01

Networking, Switches and cables

- 24 Port CISCO Network switches – 80 No.s
- Switching Hub 8 Port – 153 No.s
- Media Convertor – 9 No.s
- CAT6 24 Port Jack Pannel – 2 No.s
- CAT6 Patch Cord – 768 No.s
- 42U Floor Wall Mounting Racks – 2 No.s
- 12U Floor Wall Mounting Racks – 1 No
- 9U Floor Wall Mounting Racks – 12 No.s
- 6U Floor Wall Mounting Racks – 5 No.s
- 4U Floor Wall Mounting Racks – 8 No.s

- 12 Core Fiber Optic Cables - 5 No.s
- CAT6 D-link Cables – 14 No.s
- Wireless Routers – 58 No.s

Licensed Softwares

The college has 12 Legal System Software and 31 Legal Application Softwares. Some of the softwares are listed here:

Legal Systems Softwares:

- Microsoft Open Value Subscription Education Solutions (VLSC)
- Windows 2016 standard server
- Windows 2012 Server
- Windows 2008 and 2003 Standard Server
- Windows 10 Enterprise
- Windows XP Professional Service Pack2 (SONET & Microsoft)
- Microsoft Office 2003 (SONET)
- SQL Server 2000 with service pack3a

Legal Application Softwares:

- Academic Perpetual Licenses from C-Soft:
- ORACLE
- MATLAB R2018
- MATLAB R2008 -5 Users
- XILINX VHDL Software
- MICRO CAP 11.0.1.3
- MATLAB – 10 Users
- Digital Lecture Studio (VISIONET)

E-governance

The e-governance of college has been carried out successfully in the administration, academic, finance and examination sections. The following softwares are used in the college for automation in Academic and Administrative functions.

- Bees ERP software – Administration & Academics Functions
- Tally and HDFC Qfix software – Finance and Accounts Functions
- CardPresso software – Students Admission Support
- I-Campus – Examination

Cyber Security

Sonic wall 4500 gateway firewall is installed on the campus and configured with LAN and WAN settings for network security.

Internet connectivity

12 active internet contentions are available on the campus. The bandwidth details of internet connections are listed below:

- 300 Mbps leased line (1:1) through blue ultra-internet service
- 5 Apple broad band service internet connection with 100 Mbps
- 2 Excel broad band service internet connection with 100 Mbps
- BSNL broad band service internet connections

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 556.08

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: A. All of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years

Response: 45.52

4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
481.22	562.09	912.27	713.82	460.13

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The institute has strengthened itself with well-defined system for its physical, academic, and supportive facilities like laboratories, library, sports, playground, computer systems, classrooms etc. The team belonging to the construction section on the campus looks after the maintenance of overall infrastructure. It works under the supervision of the college Engineer and regularly checks the civil works such as furniture repairs, masonry and plaster works, painting, carpentry, plumbing and the like.

Classrooms: The Classrooms are always kept neat and hygienic regularly. Some of them are smart classrooms and are well monitored by the class teachers. The Classrooms, Seminar halls and Laboratories, Departmental office, Staff rooms, administrative office are equipped with internet facility round the clock.

Laboratories: All the laboratories on the campus are well equipped with the required facilities as per the

norms of AICTE and JNTUK. The technicians of the laboratories keep an eye on the equipment, instruments, and machinery in the labs on a regular basis and make sure they are in working condition. The equipment will be serviced by the supplier on an as-needed basis. With enough equipment and facilities, the laboratories are well utilized for the conduct of practicals in both odd and even semesters as per the curriculum. A logbook is used to record the condition/status of the equipment. Fire extinguishers are placed on all floors of all the buildings as a prevention measure.

IT Infrastructure: The General Computer Centre (GCC) takes care of the upkeep of computers, the LAN network, installation, and upgrades. The technicians attend to the problems of the computer, both software and hardware, and rectify the problems. The GCC is also responsible for server maintenance, internet connectivity, email accounts with the college domain and license and service renewal.

Sports: The Dept. of Physical Education keeps the playgrounds, courts, and indoor stadium in condition. The Physical Directors motivate the students towards sports & games and organize various events. To the credit of the institution students won considerably good number of awards in various competitions.

Library: The Central Library offers a conducive reading environment on the campus. The highly qualified Librarian supported by the able staff ensure the students of the required materials on the subjects. A register is placed to keep a track of the visitors (students and staff) regularly at the library.

Transport Facility: The college provides bus conveyance to the nonlocal students and is looked after by an experienced staff with a properly chalked out schedule. The drivers are all licensed and well-experienced professionals and are punctual. The commuting is a well-planned affair for the students who always feel assured of the safety. for the In-charge takes every care of it.

Electrical Maintenance: The college maintenance section takes care of power supply, generators, and electrical repairs. To supplement power outages, there are three diesel generators out of which two are with 320 KVA and one with 125 KVA capacity. The electrical cell also maintains the UPS for supplying uninterrupted power to the server room, computer labs, and numerous laboratories.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 66.35

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
4525	4881	4510	4193	3670

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 0.03

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
3	3	2	2	0

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 8.98

5.1.4.1 Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
853	461	529	575	523

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies

2. Organisation wide awareness and undertakings on policies with zero tolerance
3. Mechanisms for submission of online/offline students' grievances
4. Timely redressal of the grievances through appropriate committees

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 37.4

5.2.1.1 Number of outgoing students placed year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
803	419	459	495	460

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).

Response: 0.65

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 11

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 90.32

5.2.3.1 Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations, etc.)) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
39	19	34	25	21

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
44	21	37	28	23

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document
Any additional information	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 10

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	4	2	1

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document
Any additional information	View Document

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

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, administrative bodies of the institution which help 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.Board of Studies:** The Board of studies has a student representative from both UG and PG who on behalf of the student community take part in the revision and update of curriculum and syllabi.
- 4.Sports Committee:** The student representatives who are part of this committee play an active role in organizing various sport events and coordinate with the players.
- 5.Hostel Committee:** The student members of this committee act as a connecting link among the hostel authorities, the caterers, and the students.
- 6.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.
- 7.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.

8. **Student Grievance Redressal Committee:** The student representatives of this committee ensure the reliable solution for the grievances of various issues received from students.
9. **Anti-Ragging Committee:** The student members take an active role in providing the ragging free campus.
10. **Minority Committee:** The student members in this committee paly active role in providing the facilities related to minorities like Namaz, minority admissions, training programs for higher education etc.
11. **OBC Committee/Cell:** The student members in this committee have actively participated in the matters of OBC.
12. **Differently Abled Committee/Cell:** The student members in this committee paly active role in making the campus friendly and conducive for the differently abled.
13. **Anti-Sexual Harassment Committee:** The student members take an active role in providing the solutions for anti-sexual harassment issues.
14. **Innovation & Incubation Centre Students Committee:** The student members take an active role in organizing various entrepreneurship and skill development programmes which will help students improve their innovative ideas.
15. **Code of Conduct Monitoring Committee:** The student members in this committee paly active role to make awareness the code of conduct to students.

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

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 23.2

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
0	41	32	21	22

File Description	Document
Upload any additional information	View Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

SRKR Engineering College (SRKREC) nurtures many young men and women to be the world-class engineers since its establishment in the year 1980. The renowned **alumni of SRKREC** are now **spread across the world, contributing to the society as Engineers, Teachers, Scientists and Entrepreneurs**. The alumni are making SRKREC proud of its hard work in shaping these talented brains by winning laurels at national and international levels. We are proud to say that our alumni are at the helm of several organizations globally. Today SRKREC alumni have a significant presence in **USA, Europe, Middle East, and Asia. SRKREC Alumni Association** was registered under the Society Registration Act XXXV of 2001. The association has brought all the earlier alumni groups together and is the only recognized Alumni Association by the college.

The alumni of SRKR conduct meets in different parts of the world every year in which the alumni give their valuable suggestions for the betterment of the institution. They show **enormous interest and absolute commitment** to improve the standards of the campus and to empower the students of SRKREC greatly so that they can withstand the competition and live up to the expectations of the industry. Some of them constituted annual merit scholarships, and even sponsor for poor and meritorious students and for department technical events as well. The alumni association extended helping hand in the **distribution of food during the Covid pandemic**. Every year it organizes **silver jubilee meets** on the college campus revitalizing its connectivity with the alma mater. Arranging guest lectures for the present students where the distinguished alumni people make a speech is also a regular practice.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

NAAC

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

The Institute's primary ideology and focus are expressed in its Vision, Mission, and Quality Policy, as indicated below:

Vision:

To emerge as a world-class technical institution that strives for the socio-ecological well-being of the society.

Mission:

- *To upgrade teaching-learning environment with state-of-the-art infrastructure to accelerate employability and entrepreneurship.*
- *To promote inter-disciplinary research and innovation through institute –industry partnership.*
- *To nurture ethical and ecological consciousness to sustain the holistic social well-being.*

Quality Policy:

The college is committed to achieving excellence in teaching, research, and consultancy by imparting globally focused education to create world-class professionals, establishing harmonious relationships with the industry and society, developing the state-of-the-art infrastructure and well-endowed faculty.

Academic leadership and a well-informed Governing Body (GB) work together to propel the success of any academic institution. Accordingly, the Governing Body of SRKR Engineering College, established in accordance with the UGC's recommendations, is dedicated to aligning the institution's vision and strategy with societal requirements besides the priorities of the institution.

The Principal, who is the academic **head of the institution**, is assisted by Deans, Heads of the Departments, Finance Officers, Section Heads, and Coordinators of other institute-level Committees/Cells. The various Committees/Cells that direct the day-to-day functioning of the institute include: Four Statutory Committees (Governing Body, Finance Committee, Academic Council and Boards of Studies) and Thirty Eight Non-Statutory Committees/Cells.

The Principal is responsible for enforcing all terms of the university's by-laws, statutes, and regulations. He chairs the meetings of the Academic Council, Finance Committee, and IQAC. Additionally, he supervises faculty recruitment, programme curriculum, student feedback, internal and external assessment, research and consultancy activities, placements, and financial consequences, through respective Deans. Periodic meetings with all department heads will be conducted to discuss institutional academic and extracurricular activities.

HODs convene departmental meetings to execute institutional decisions and to discuss the requirements of various divisions within the department to accomplish programme objectives. Along with a team of Professors, Associate Professors, and Assistant Professors, the heads of departments supervise departmental activities such as exams, projects, classwork, R&D, and other extracurricular activities. Additionally, they also arrange BOS meetings with key stakeholders to determine the departmental syllabus. The faculty are actively involved in all the **decision-making** bodies of the institution. They follow the path of governance and prospective plans for achieving the vision and the mission statement of the institution. In addition, all the stakeholders are actively engaged through an effective bottom-up approach **feedback mechanism** and are involved in decision-making process.

The ever-changing face of education requires institutions to be innovative and dynamic in their assessment of the environment in which they operate to maximize value. Functioning in this direction the Academic Advisory Council of SRKREC comprising members from the Management, Industry, Research organizations, Universities both national and international meet annually. The Council provides strategic and external inputs on issues of key importance after scanning the present practices and facilities. Their signature recommendations complement the institution's mission renewing the minds and the methods to create personalized, project-based learning environments.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

With visionaries at the helm of leadership, SRKR Engineering College has emerged as one of the premier institutions recognized for excellence, innovation, and the societal relevance and fruition of its pursuits. Four decades of cerebral efforts of the institution culminated in setting a pragmatic teaching-learning environment where education is an instrument for **social, economic, and cultural** change. With a goal of imparting knowledge – ideally both content-specific and relevant to life-, SRKR Engineering College constantly strives to foster collaborative environments by supporting innovation and frontier research. The **Management is committed to the vision and mission** of the institution and for its members good governance is not optional. Ensuring autonomy and accountability, the institution is steered by the upper echelons of the institution - the Principal, Deans, Heads of the Departments, and various section heads. Besides, the Governing Body of the institution play a key role in quantitative and qualitative pedagogical and research aspects.

The institution functions in a **decentralized manner** with transparent mechanism in all its activities and decisions. Well-defined policies and procedures are in place to ensure transparency in various activities of academic, research and administration. Academic related decisions are taken in the Board of Studies and Academic Council meetings. The financial decisions are made by the finance committee. The Governing Body takes policy decisions, formulates/amends rules and regulations, strategy planning, delegation of

powers and responsibilities.

The Principal ensures the smooth functioning of the institution with the support of **Deans and Heads of the departments**. The examination related activities are planned, executed, and monitored by Controller of Examinations and Dean Examinations. At the department level, the Heads of the Departments for the smooth functioning of all academic activities. Class teachers ensure the conduct of the classes. Lab in-charges take decisions for the conduct of laboratories.

In addition to the regular academic activities, other co-curricular, extra-curricular, research and extension activities are planned and executed by various cells / administrative set-ups like IQAC, Library Committee, Hostel committee, Sports committee etc.

Case study for practicing decentralization: Purchase of software subscription

In view of the requests from faculty, students, PG coordinators and department R&D coordinators, the Dean R &D and the Head, Nanotechnology Research Centre felt that the anti-plagiarism software (trunitin) is required to the college for checking text similarity in dissertations, publications, and project applications. This is well discussed in the meeting of the Research Advisory Committee. As per the recommendations of the Committee, and to promote quality research, it is proposed to purchase the anti-plagiarism software. This is forwarded to the Management through the Principal and they agreed to go ahead with the purchase of anti-plagiarism software through a corporate vendor "Turnit India Education Pvt. Ltd., Noida, Uttar Pradesh. After receiving a quotation from vendor, the purchase order is generated through the office of the Principal. Once the vendor provided the subscription login details for the utilization of trunitin (ithenticate) the IQAC coordinator has submitted the invoice to the accounts department for the payment through the office of the Principal and the Management. This subscription provides ample opportunity to students and faculty to increase the credibility of their research documents.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Effective implementation of the strategic plan is the key factor in the progressive growth of the institution. Relentlessly trying its best to accomplish the goals with clockwork precision, the institution prioritizes academic excellence, infrastructure development, R&D, faculty enrichment, student career development, and up-gradation of the assessment and evaluation system.

Taking the implementation of strategic plan of Research & Development a case in point, its accomplishment evidently pronounces the commitment of the institution. Currently, there are 8 **research centers active on the campus** out of which 6 are engineering and 2 non-engineering. Further, the institution succeeded in establishing **17 centers of excellence** which propelled various research endeavors. This gave way to the **research fund of Rs. 7.25 crores** out of the planned Rs. 10 crores through various projects for 1.42% of the faculty out of the planned 10%. And they excelled in not only completing the projects but also publishing considerable good number of **research papers (452)** in Scopus indexed journals from 2016 to 2020. The research facilities enabled the faculty to collaborate with international institutions through The DST funded projects namely, **Indo-Korean International project and Indo-Israel International project**. Alongside, the institution collaborated with different Government bodies, industries, local communities, farmers, etc. for various consultancy works.

SRKREC IPR & Patent Cell supports the faculty and the students in Patent filing and commercializing their research ideas and facilitates knowledge transfer. So far around **18 Patents are published during the assessment period**. Further, the Cell actively organizes various awareness programs relating to IPR and Patents.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Sagi Ramakrishnam Raju Engineering College (SRKREC) managed by SRKREC Society has well laid organizational structure. The Society is headed by Sagi Prasada Raju, a noted industrialist and philanthropist. The college administration has a separate administrative structure with well-defined hierarchical levels, and roles and responsibilities. The Principal of the institution is vested with all the administrative and academic powers and manages the affairs on a day-to-day basis. The organizational structure of the institution can be divided into two viz, **Administration and Academics**.

The **Principal** as the Head of the Institution is the prime authority and takes all the decisions pertaining to the academic matters of the institution. The next level of hierarchy is **the Deans, various Heads of the Departments, and the faculty members**. Apart from this, the institution has the Governing Body, the Academic Council, the Board of Studies, and the Finance Committee constituted as per the UGC Autonomous guidelines. A few statutory and non-statutory committees also assist in the functioning of the institution. All administrative, academic, and financial activities are reviewed by the **Governing Body** to ensure administrative and academic accountability of the institution through IQAC. The resources of the college, both intellectual and infrastructural, are readily made available to the Deans, the Heads of the Departments, and the faculty concerned to carry out the programme successfully. The college has an

autonomous set-up, where each unit is given the freedom to innovate and plan its prospects of development, yet it operates through a structured organization for disciplined and smooth functioning of the system.

The college has well-established policies, procedures and rules as approved by the Governing Body adhering to the guidelines of statutory regulatory bodies such as **UGC, AICTE and the Affiliating University**. The policies and procedures are reviewed as and when required in the Governing Body meeting. The concerned documents on the above are made available on the college website. Also, they are circulated to all the concerned. Some of the policies and procedures are listed below:

- Service conduct & quality document (Statutes)
- Research Promotion Policy
- Code of Research Ethics Policy
- Infrastructure Maintenance Policy
- Innovation & Incubation Policy
- IT Policy
- Grievance Policy
- E-Governance Policy
- Gender Policy
- Green Campus Initiatives

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Any additional information	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

S. R. K. R. Engineering College offers various schemes to all the employees with the intention to promote efficiency and efficacy. Welfare measures for teaching and non-teaching members are not only for the development of staff but also for the organization's development.

Following are the welfare measures provided for personal and professional growth to staff by the institution:

1. Employees Provident Fund

Keeping in view the future safety of the employees, the institution contributes a specific amount towards the provident fund of the employees as per PF rules.

2. Group Insurance for staff members

The college offers affordable group insurance to all the employees that is uniform in nature, offering the same benefits.

3. Maternity Leave

A pregnant employee in the college is entitled to avail herself full paid maternity leave. The employees will be normally paid on the same date as their salary would be paid.

4. Encashment of Earned Leaves

The employees in the institution are eligible to avail themselves ten earned leaves after completion of every year. These earned leaves are accumulated in the employees' account and can be encashed as per the institute's service rules.

5. Support to staff for higher education/research

The institution grants study leave to all the eligible employees to pursue higher education/conduct research.

6. Support to staff for attending FDP / workshops /conferences

The institution encourages its faculty members to participate in FDPs / Conferences/Workshops to enhance their quality in academics and to help pursue their research by giving the sponsorships.

7. Group Health policy

The institution provides a health insurance policy -Group Health policy- for all the teaching and non-teaching staff.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 10.96

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	1	94	125	3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 11.4

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	12	13	8	10

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 28.27

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
121	124	102	110	98

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has established a mechanism for conducting internal and external audits on financial transactions every year to ensure effective and efficient use of financial resources. Internal audit is conducted by the Internal Audit Committee of the institution. The committee thoroughly verifies the income and expenditure details, and the compliance report of internal audit is submitted to the Management of the institution through the office of the Principal. The external audit is conducted once in every year by an external statutory auditor.

Process of the internal audit:

An Internal Finance Committee audits all vouchers on half yearly basis. The expenses incurred and revenue generated under different bills / heads like Ledgers, Cash Books, Bank Accounts, Registers, Bills, Transport Fee, Tuition Fee, Miscellaneous Fee, Library, etc., are thoroughly checked by verifying the bills and vouchers. If any discrepancy is found, the same is brought to the notice of the Principal. The same process is being followed for the last five years.

Process of the external audit:

The accounts of the college are audited by chartered accountant regularly as per the applicable acts. The auditor ensures that all payments are duly authorized and after the audit, the report is sent to the Management for review. All the queries in the process of the audit are cleared immediately along with the supporting documents within the prescribed time limits. The institution did not come across any major audit objection during the preceding years.

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid falsification of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities from the Management and the chartered accountant. The audited income and expenditure statements of the institution for the last five financial years have been attached.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 294.98

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0.0	71.00	104.01	89.15	30.82

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Annual statements of accounts	View Document
Link for additional information	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Mobilisation of Funds:

The major revenue mobilisation for the institution is through the tuition fee paid by the students. The tuition fee is payable either directly by the students or through the education loan from the banks. The students also receive scholarship, backward community scholarship, SC/ST scholarship.

This revenue is usually generated in the beginning of the academic year. The students pay the examination fee for the semester-end examinations and all examination related expenditures like honorarium for question paper setting, invigilation, evaluation, result declaring board and scrutiny are met from this revenue collected.

The scholarships from the government are received from time to time. The institution being a self-financed category there are no government grants other than the grants which are sanctioned based on the proposals submitted to the government funding agencies. Such grants received are spent for the exclusive purpose for which it was approved and sanctioned like infrastructure, research, skill development, innovation, start-up etc.

Utilisation of funds:

The Heads of the Departments submit the annual budget for every academic year under different heads - capital purchase, consumables, research, extension activities, innovations, etc. The department requirements are consolidated along with the other budget provisions - salary, statutory requirements such as PF, gratuity, electricity, building maintenance, electrical maintenance, laboratory equipment, maintenance, housekeeping, student welfare activities etc. To arrive at the overall annual budget requirements at the end of every year the departments prepare a utilisation statement based on the budget allocation to them. The total revenue generated, and the total expenditure are arrived at and presented to the finance committee and the Governing Body. Any deviation from the proposed budget is appropriately justified to the members of both finance committee and Governing Body.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes 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)**Response:**

The IQAC is the most vibrant and highly active team in the institution whose motto is to maintain the quality culture. The IQAC team efficiently drives the institution to achieve the highest grade in its first cycle of assessment by setting up a very high benchmark. The team of IQAC comprises the Chairperson, Coordinators and the Representatives from the Management, faculty, administration, students, alumni, local society, and employers/industrialists/stakeholders.

The IQAC of the institution has taken several significant initiatives during the last five years for prompting the quality on the campus:

- Efforts have been placed to get autonomous status to the college.
- Enhanced the faculty development programs and activities.
- The facility of Lifts enhanced on the campus.
- Established the international collaborations with the support of research sponsoring agencies.
- Entrepreneurial activities increased.
- Majority of the classrooms on the campus are upgraded with ICT equipment.
- Institutional Audits
- ISO Certification
- SIRO recognition

IQAC implemented practices**Practice 1: Automation in Academic and Administrative functions**

The automation of college has been carried out successfully in administration, academic, finance and examination sections. This quality initiative is an outcome of the efforts of the IQAC. WhatsApp group, e-mails, SMS software and other social media apps are used to reduce the use of paper on the campus. The following software are used in the college for automation in academic and administrative functions.

1. Bees ERP software – Administration & Academics Functions
2. Tally and HDFC Qfix software – Finance and Accounts Functions
3. CardPresso software – Students Admission Support
4. I-Campus – Examination

Practice 2: Mentoring System

The IQAC, through its quality initiatives, measures the mentoring system and is currently an ongoing process. Under the mentoring system each faculty is assigned a specific number of students. The mentor maintains the records of allotted students until the mentee leaves the college. The IQAC has set up the student-mentor monitoring committee in 2019 to monitor the mentoring system on the campus and to prepare the mentee forms (mentoring forms) and are distributed to mentors. The mentor records the details of mentees on counseling forms. The counseling period is also available to the students in their timetable. The progress of the students is intimated to their parents as and when required.

File Description	Document
Any additional information	View Document
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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC along with the academic departments reviews its teaching learning process, structures methodologies of operations and learning outcomes periodically and suggests changes that are innovative and creative. Before the commencement of every academic year, the IQAC prescribes the target activities in academics, co-curricular and extra-curricular events, and research. Further, with the support of the Departments, the IQAC collects feedback from students on the faculty performance. This feedback helps to identify and evaluate the faculty competency level and their training requirements. Feedback is also collected from all the stakeholders regularly for the curriculum development. The feedback collected from different stakeholders is analysed to take necessary actions and to revise the curriculum.

Practice 1: Outcome based education (OBE) system

Sagi Rama Krishnam Raju Engineering College (SRKREC) adopted the Outcome Based Education System (OBE) in 2016 to improve the student learning system. In this system, the teaching-learning process is reviewed by the departments. The review is done by the respective course instructors and the Programme coordinators/Heads of the Departments through proper evaluation of different outcomes like Course Outcomes (CO), Program Outcomes (PO) and Program Specific Outcomes (PSO). This review is performed through marks scored in internal examination, semester-end examinations and course-end survey collected at the end of every semester. This process helps in improving the course content, content delivery procedures and curriculum. The IQAC prepared the OBE manual with the support of Programme Assessment and Quality Improvement Committees (PAQIC) in each department. In addition, The IQAC has organized various training programmes on OBE for strengthening the OBE process on the campus.

Practice 2: Conducting Academic Audit

The IQAC conducts internal and external academic audit. This audit provides a chance to enrich the quality in teaching-learning process in the institution. Every year the internal academic audit is conducted for all the departments. Senior faculty members from other departments in the institution are appointed as auditors to perform the internal academic audit and senior faculty members from other reputed institutions/universities are invited to conduct the external academic audit.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

SRKREC aims at nurturing the scholarly and civic development of the students in the congenial environment. It is highly committed towards the promotion and practice of the ideals of gender equity, gender sensitization, human dignity, and the rights of all human beings. The Code of Conduct Policy is followed to foster and protect the core vision, mission, and values of the college. The college facilitates equal opportunities for all genders and adheres to the gender equity in all the environments relating to students, faculty, non-teaching staff, and technical staff.

As per the Constitution of 108th Amendment Bill (33% reservation for women) the girls' admissions in the engineering colleges drastically improved. In tune to this, SRKREC identified the necessity of women empowerment and established Women Empowerment Cell (WEC). As per the AICTE norms, two wings, namely, Anti Sexual Harassment Committee (ASHC) and Women Grievance Redressal Committee (WGRC) / College Internal Complaints Committee (CICC) are constituted under the WEC. The prime role and responsibility of WEC is to enhance the awareness of gender sensitization and to create an atmosphere free from any form of ragging, sexual discrimination, and sexual harassment. It organizes many events that are related to themes of IWD which instill awareness on gender equity, social security, counselling etc. Further, this cell takes care of women issues on the campus.

Constitution of the WEC

- A senior female faculty - an In-charge
- At least one lady staff from each department as coordinator

On Campus, Facilities for Women

1. Safety and security

The campus has 24/7 security services and CCTV surveillance. The CCTVs are installed at all the gates as well as placed at strategic locations in the campus.

2. Counselling

The faculty members mentor the students. The students are encouraged to meet their mentor periodically to share their problems and come up with possible solutions. The students express their issues related to academics and sometimes share personal matters as well with their mentors during their mentoring periods. In addition, a personality development trainer is made available in all working days to motivate and counsel the students in distress or troubled situations.

3. Common Room

The common room is provided for girls on the campus. Besides the common room, there are waiting halls in the core departments for both boys and girls separately. In view of gender sensitive sanitization, the clean and safe washrooms with access to water, a disposal bin in place, and the mirrors mounted above the wash basins are well maintained. The provision of sanitary pads in times of emergency and a private space to rest in times of need are always at hand. Further, any other assistance is readily extended by the staff in the department concerned.

4. Child Care Center

The institution has a Child Care Center for the children (aged between 1-5 years) of SRKREC faculty to be taken care during the working hours.

5. Other facilities

In addition to the above facilities, a separate hostel with gym facility is provided to the girls. One warden, two deputy wardens and seven caretakers are working in the girls' hostel. The Hostel is monitored under CCTV surveillances. A trainer is also available in the gym.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

Solid Waste Management

The solid waste generated on the campus is collected into Dry and Wet wastes through the twin bin system. The bins of different colors are placed at various points in the college for collecting the Dry and Wet wastes. The Dry waste in each block of the college is collected every day and the same is transported to the places concerned. The Wet waste, especially leaf litter, generated in large quantities is collected and sent to Aerobic Composting Unit for the purpose of generating organic manure. The harvested compost (fertilizer) is utilized for the plants on the campus on regular basis. The cow dung from the Gosala of the college and the vegetable waste from the cafeteria are sent to the biogas production. The sanitary napkin vending machine and the incinerators (napkin destroyer) are placed near the wash rooms of girls' waiting hall for the purpose of hygienic disposal of sanitary pads. The campus imposes a blanket ban on single use plastic to lower the use of plastic.

Liquid Waste Management

The liquid waste generating from the chemistry and the environmental engineering laboratories is collected in a special container. The collected liquid waste is initially neutralized and later the chemicals are treated through effluent treatment basins. Prior to neutralization process, the chemical treatment process is done. The chemical treatment is done through the chemical reagents like slaked calcium hydroxide or coagulants. The tests like Chemical Oxygen Demand (COD), Total Suspended Solids (TSS), Total Dissolved Solids (TDS) etc. are conducted to dispose the chemicals used.

The liquid waste generating from the bathrooms and toilets are collected and sent into the sewage treatment plant that has a capacity of 5 KL per day. The effluent from the treatment plant is used for irrigating the plants on the college. The storm water runoff is diverted into the rainwater harvesting pond set up by the college.

Biomedical Waste management

No biomedical waste is generated on the campus.

E-waste management

The main aim is to collect e-waste, segregate the useful circuits and components and make it into useful products. Therefore, all the electronic goods on the campus are put to optimum use; the minor repairs are done to set right the equipment by the staff and the Laboratory assistants; and the major repairs are done by the professional technicians. Condemned hardware generated in the institution is collected in a separate room and handed over to e-waste recycles after the approval of the college Engineer.

Waste Recycling System

The college has an Aerobic Composting Unit for converting the leaf litter generated on the campus to the organic manure. The sewage treatment plant with capacity of 5 KL per day is installed on the campus for recycling the wastewater. The food and vegetable waste generated on the campus is used to generate the biogas.

Hazardous chemicals and radioactive waste management

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

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged 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: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Details of the Software procured for providing the assistance	View Document
Any other relevant 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 other diversities (within 500 words).

Response:

Established with a noble cause to empower rural students, SRKR Engineering College constantly strives to foster collaborative environments by supporting innovation and frontier research. The driving principle behind is to make all students feel welcomed, appropriately challenged, and supported in their efforts. Thus, the institution is a vibrant and connected community that is home to ambitious and creative students belonging to different socio-economic and cultural strata of the society.

Evidently, students at SRKR Engineering College are **international, interstate, and regional flourishing amiably despite the economic, social, cultural, and linguistic differences**. In regular classes, the students are passionate in their disinterested pursuit of knowledge, and they debate, discuss, and argue on many academic, scientific, technological and research issues without ever missing the element of harmony and solidarity. The faculty never spares any effort to help students who come from economically, culturally, and linguistically disadvantaged backgrounds. By setting a pragmatic teaching-learning environment where education is an instrument for social, economic, and cultural change, the institution fine-tunes all aspects of the students for their better career and future.

The college organizes ‘Annual Day Celebrations’ regularly as part of which there is ‘Cultural Celebrations’ where students make performances of various art forms. Cultural Personality development programs such as **Art of Living activities, Unnat Bharat Abhiyan** programs for rural development etc. are perennial on the campus so that the students are adequately prepared for the complex nature of cultural and creative challenges in their post academic life. The college observes special days such as Women’s Day, World Environment Day, Independence Day, Yoga Day etc., and also, celebrates all festivals such as Ganesh Chaturdhi, **Dussera**, Karthika Deepotsavam, Vana Mahotsavam, **Christmas**, Sankranthi etc., so as to cultivate attitudes of respect, empathy, responsibility and service in the students. Perhaps this inclusive environment is the reason that the college alumni remain inseparable with their alma mater and have been constantly contributing in myriad ways for the progress of the institution. A few of them even joined the teaching fraternity of the institution.

The Nepali students on the campus are regularly taken to nearby villages with a view to give them an opportunity interact with the local Telugu community. This kind of interaction helps both the linguistic groups to get to know the language commonalities and differences that exist between **Telugu and Nepali**.

The inclusive environment and culturally responsive education imparted at the college help students enrich their intellectuality and grow to be active participants in their own learning, endorsing the fact that competence precedes confidence. Ensuring safe and secure milieu to the students, especially girl students, is the foremost priority for the college administration. Besides, various committees such as Women Empowerment Cell, Anti-Sexual Harassment Cell, Psychosocial Support Service (PSS) Cell, People's Association for Inner Engineering (PAIE), and NSS unit add their share to the inclusive environment by organizing awareness programmes about gender sensitization, social issues, community welfare, ecological concerns, interpersonal relationships, peer relationships and problems, etc.

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 (within 500 words).

Response:

Sagi Rama Krishnam Raju Engineering College, along with the regular academic programmes, organizes various activities aiming at sculpturing the students into responsible citizens. Ever since the inception, the college has been highly committed to its Vision and Mission by designing curriculum that invariably integrates academics and socio-personal aspects for postulating a better humanistic approach to the professional and personal life process of the students. For the fact that the **human values, professional ethics, and responsibilities of citizens** have become an even greater part of one's success on personal and professional front, the institution offers to the students of the first and the second year many courses and motivational talks to fine tune their sensibilities.

To integrate the intricacies of professional norms and morals and personal conduct for realizing a sense of completeness in the life process, the institution offers a course titled '**Professional Ethics**' to the second-year students of the B.Tech. programme. There is also a course on '**Essence of Indian Traditional Knowledge**' to orient the young generation to the cornucopia of the scientific, philosophical, and spiritual treasure the country possesses. Also, to educate the student community on the core construct of constitution, the course titled 'The Constitution of India' is offered and the celebration of the Constitutional Day on the campus sensitizes the students.

Apart from the courses based on the AICTE model curriculum, the academic instruction is supplemented with a gamut of serve-learn activities. Thus, **Universal Human Values & PAIE** for mental and physical fitness, Counseling Cell for various issues that may arise, Women Empowerment Cell and NSS Unit for a cleaner and safer country, and other bodies have been highly functional in realizing the Vision of the college. Accordingly, the institution organizes workshops with various themes under Universal Human Values for students and orientation programs for faculty on **Human Values & Professional Ethics** to enhance the fine balance of teaching-learning process. In this direction, the world-renowned Sri Sri Ravi

Shankar, the founder, the Art of Living, visited the campus and gave resourceful insights to the young minds on 'Role of Spirituality in Technology', and Sri OSR Murthy, Retd. Naval Commander, addressed the students on 72nd Independence Day celebrations emphasising on the Significance of patriotism in Youth

In the light of the **Covid-19 pandemic**, following the guidelines of MGNCRE, Govt. of India, the college constituted The Psychosocial Support Service (PSS) Cell to enhance the Covid Helper's Skills in the student community to serve the distressed people in myriad ways. Offering solace in the distressed situations, satsangs are quite common on the campus. Sri **Sundara Chaitanyanandula swami** and Sri **Raghunayakananda Swamiji** are some of the spiritual practitioners who visited the campus. The institution constantly makes all efforts for inculcating values in the students and making them responsible citizens.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to 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 Code of Conduct is displayed on the website
2. There is a committee to monitor adherence to the Code of Conduct
3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff
4. Annual awareness programmes on Code of Conduct are organized

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

India is one of the most religiously and ethnically diverse nations in the world, where people of different languages and cultures live together with peace and concord. The national days like the Independence Day, the Republic Day, and the Gandhi Jayanti, are celebrated with zeal and enthusiasm on the campus. Besides, the institute gives a distinctive importance to local festive celebrations and supports students, faculty and non-teaching staff to participate in these celebrations without boundaries of religion and caste.

The institution celebrates all national festivals and birth anniversaries of great Indian personalities. Some of the events are listed below:

The Independence Day:

The Institution celebrates Independence Day every year on the campus hoisting national flag followed by the National Anthem, Patriotic songs, and various relevant activities. Students and faculty speak out their views and more significantly the alumni constituted Gita Scholarship award is presented to the identified girl students on that day. At the end refreshments are served to all.

The Republic Day:

The Republic Day is celebrated on 26th January every year honouring the Constitution of India. The programme includes patriotic songs, speeches and homage to all freedom fighters followed by the message of the Chief Guest.

The Teachers' Day:

The institution celebrates Teachers' Day, which marks the birthday of Dr. Sarvepalli Radha Krishnan, a great teacher and philosopher of the nation.

Birth Anniversary of Mahatma Gandhi:

Honouring and commemorating Mahatma Gandhi, the Father of the Nation, the college celebrates Mahatma Gandhi Jayanti on the campus every year.

The National Youth Day:

The birth anniversary of Swami Vivekananda is well celebrated as National Youth Day on 12th January every year on the campus.

The Engineer's Day:

The birthday of Dr. Mokshagundam Visvesvarayya is celebrated as Engineer's Day on 15th September every year on a grand scale by all the departments of the institution.

The International Women's Day:

Celebrations of International Women's Day on 8th March every year takes place on the campus celebrating the achievements and success stories of the girl students and the women faculty. One of the successful women graces the occasion as the Chief Guest and addresses the gathering dwelling on different women-related issues.

International Day of Yoga:

International Day of Yoga is celebrated every year on 21st June on the campus. A yoga trainer from the nearby community trains the students and faculty and this is in fact a regular practice in the institution.

The World Environmental Day:

The World Environmental Day is celebrated every year on 5th June in college to create awareness on the importance of green and healthy environment.

Sankranti:

Sankranti is one of the most important festivals of Andhra Pradesh. At the institution, the festival is celebrated in its full traditional spirit once every year.

Christmas:

Christmas festival is celebrated every year on the campus, greeting merry Christmas and exchanging gifts. Students and faculty enjoy the performance of carol singers. The celebrations instill in the students a sense of social integrity.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	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:****Practice-1****1. Title of the Practice: Career Guidance Training (CRT) Programmes**

The Training and Placement Cell of SRKREC holds a dominant position shouldering various responsibilities and running a gamut of activities intended to cater to the needs of the students. The Cell plays a pivotal role in locating jobs for UG and PG students by being constantly in touch with the reputed firms and industrial establishments. Equipping the students with the required technical, quantitative, verbal and behavioral skills for placements and also assisting them in terms of future academic prospects, the Cell relentlessly strives to channel their creative energies into what they aspire for i.e., either a professional or a

researcher.

2. Objectives of the Practice:

In today's ever-changing dynamism, Career Guidance to the students is the most vital aspect of college education. The students are expected to serve the needs of the ever-changing and dynamic market. In order for students to choose the right career path, SRKREC offers education beyond the curriculum and provides career guidance to the students in following aspects.

- Enriching the skills of the students to meet the industries' recruitment process.
- Locating employment opportunities available across the industry for the students.
- Establishing a relationship with the corporate leaders and present a brief profile of the college and invite them to conduct campus recruitment for engineering graduates.
- Assisting students in developing technical knowledge, quantitative and verbal aptitude, and also arranging industry interaction programs either through outsourcing or by in-house faculty.
- Looking for the industries that support the college in terms of providing technical support, lab establishments, and internships for PG & UG students and make MoUs with them.
- Motivating students to aspire for higher studies and guiding them to take up competitive exams such as GATE, CAT, GRE and so on.
- Conducting seminars on various opportunities available for higher education or research field in India and abroad.
- Gathering constant feedback from the companies about alumni working with them and analyzing it for bettering the present training methods or curriculum.
- Moulding the personality of the students holistically by imparting training on personality development.

3. The Context:

In today's competitive markets, right path of career choice matching with the potential and the interest is not an easy task for the students.

- To keep the students career-focused and make them aware about the industry and social needs, career guidance through different training processes beyond the curriculum is most essential.
- The need of the hour is also to induce a habit among the students for lifelong learning to progress in the career. The challenge is changing the mindset of students to become skillful at how to learn new things and update themselves with the latest knowledge and techniques.
- Career growth culture among students is to be developed which will be of particular importance for ensuring their employability and facilitating their transition from college-level education and internship to facing the challenges of the future.
- Finding the correct resource person for effective guidance (external or in-house) with competencies is highly important in the design and implementation of this practice.

4. The Practice:

The goals are achieved through the following activities of Training and Placement

Training & Placement Activities:

The following are the programs planned, monitored and executed for the engineering students from time to time:

- British English Certification by Cambridge University
- APSCHE-British Council Communication Skills Project
- GRE Coaching
- Civil Services Coaching

Communication & Soft Skills Programme:

English is a language of opportunities and it plays a vital role in securing desirable employment. Accuracy and fluency in the use of language are very essential. Technology – aided learning has started playing a significant role in the pursuit of language learning. The state - of -the - art language laboratory been established in college aims at facilitating the learners to gain mastery over English. It enables the students to expedite the process of improving learning skill with more emphasis on LSRW (Learning, Speaking, Reading, and Writing) leading to desirable employability. The language lab intends to develop the confidence level of students and it would motivate them to use their language skills outside the classroom as well. The technology thus fulfills all the needs of language learners and educators.

Objectives:

- To enhance the proficiency of the students in all four primary skills (LSRW) of English through computer aided teaching.
- To emphasize the importance of English as a medium of learning for all the academic subjects.
- To facilitate the students to shed fear and anxiety while using English and also overcome their mother tongue influence
- To equip students with confidence to undergo placement training programs throughout the year by practicing in presentations, group discussions, debates and mock interviews.
- To enhance spoken skills through various software/ computer programs.
- To develop interactive approach in learning the second language.
- To provide every student enough time to practice the components of the language through repeated exposures.
- To make them aware of the need to learn better pronunciation in terms of word accent, intonation and rhythm.

Facilities:

An exclusive language laboratory with advanced software is available. The language lab has excellent teaching material production facilities in the form of audio – studio with duplication facilities of audio and video software equipment and the peripheral equipment. The entire equipment is housed in an acoustically treated and centrally air-conditioned language lab. The language lab room is used for about 6 hours per week.

Highlights of the Communication Skills Lab:

The students are given training in the areas of

- Conversational English

- Language skills
- Soft skills
- Interpersonal skills
- Decision making skills
- Business communication
- Group discussion
- Pre-placement training
- Corporate readiness
- Resume preparation
- E-mail writing
- PPT Preparation and presentation
- Business English Certification and 10 Students have cleared their BEC with the assistance of English Communication Skills Laboratory.

Business English Certification by Cambridge University:

We have had a tremendous track record in the exams conducted by Cambridge University, especially BEC-Vantage. Cambridge English Qualifications are in-depth exams that make learning English enjoyable, effective and rewarding. Designed to help students and professionals develop the English language skills to communicate confidently in an international workplace, these business qualifications prove to employers that the certified individuals have the English language skills to succeed. These qualifications are accepted and trusted by thousands of leading employers and organizations worldwide. They are a mark of excellence, opening doors and giving individuals the skills and confidence to thrive.

Industry-Academia Relationship:

The Training & Placement Cell firmly believes in 'Industry-Academia Relationship'. In order to bridge the gap between Industry and Academia', it organizes technical talks and national seminars to provide a platform for the budding engineers to interact with professionals from various industries. It encourages visits to the industries by the college students.

5. Evidence of Success:

The Training & Placement Cell (T &P), of SRKR Engineering College facilitates the process of placement of students passing out from the Institute besides collaborating with leading organizations and institutes in setting up of internship and training program of students. The Cell liaises with various industrial establishments, corporate houses etc which conduct campus interviews and select graduate and post-graduate students from all disciplines. The T & P Office provides all the necessary infrastructure to conduct Tests, Group discussions and interviews besides catering to other logistics. The Department interacts with different companies across the country to visit the campus for conducting campus interviews. The industries which approach the institute come under the purview of: Software Engineering, Core engineering industries, IT enabled services Manufacturing Industries and R & D laboratories.

- Moreover, students started reading that they are to be industry-ready as per the market need and it will create their demand. In the process, a larger section of the students get inclined to jobs of different flavor other than the jobs related to their specific technical skill sets.
- To add to this, career guidance helps the students to understand their inclination towards higher studies and thus they appear for GATE, GRE, etc. examinations. Although the success rate is not

commendable, this kind of preparation makes the students ready for facing tough technical interviews as well their confidence increases many-fold on attempting public service examinations.

- This is evident from the fact that several students are placed in diversified multinational software and core industries.
- For the last 5 academic years T & P Cell has proved and successfully achieved all the aforementioned objectives and is keen to continue the same.

6. Problems Encountered and Resources:

The problems encountered in implementing the practice are as follows:

- Difficulty in motivating students about different flavors of jobs available as per industry demands.
- Finding out right type of professional agencies who can provide training and skill sets to the students as per market demand.
- Difficulty in convincing students for regularly attending the training programs by the professional agencies for facing tests/interviews.
- Difficulty in motivating students for higher studies and public service examinations for which attending classes beyond the regular class hours is a requirement.
- Making the faculty members convinced to deliver beyond the curriculum to prepare the students for competitive examinations.
- Difficulty in making student understand about the fact that instead of short term goals, long term goals are more effective. Although there are various problems, the institute has been able to realise the practice effectively through decentralizing the training and placement activities and mobilizing its technical and non-technical resources in an efficient manner.

Practice-2

1. Title of the Practice: Implementation of e-Governance:

In order to provide simpler and efficient system of governance within the institution, it is decided to adopt and implement e-governance in maximum activities of the functioning of the institution. The institute has implemented a value-added feature, i.e, ERP for students, parents and staff members. This facility provides an access to student's attendance and performance which the parents also can access online. The student lifecycle module digitizes the process of admission, time-table, attendance, exam and grading.

2. Objectives of the Practice:

The goal of e-governance is to make good governance even better. Participation, openness, and being held responsible are often signs of good governance. Recent improvements in communication technologies and the Internet have made it possible for Institute administrations to work together in new ways, which will help achieve good governance goals. Information technology can help get more employees involved in governance at all levels by allowing online discussion groups and making it easier to move quickly and do their jobs well. The College may be able to give better service in less time, which is good for the Institute because it makes governance more efficient and effective. Also, the costs of doing business can go down and services can be easier to get.

3. The Context:

- E-Governance strengthens the very fabric of democracy by ensuring greater student, staff and parent's participation at all levels of governance in institution.
- As the information regarding every activity of institution is easily available, it would make every department responsible as they know that every action of theirs is closely monitoring and audited.
- Bringing in Transparency, Accountability, and timely resolution of process vulnerability that exist within higher education system.
- Empowering students and other stakeholders.
- Promoting autonomy, innovations and academic reforms in institutions of higher learning.
- Providing opportunities of higher education to socially deprived communities and removing disparities by promoting the inclusion of women, minorities and differently-abled persons.
- It makes an excellent way for ties between alumni and the institution and continues with the program of lifelong learning and get help to the institutions for placement.

4. The Practice:

E-Governance at S.R.K.R. Engineering College uses the latest technology to create a system that can handle all of the challenges that come with running an engineering college. It automates every part of an educational institution and lets you process information and manage knowledge in real time. It is an integrated solution that makes it easier for its stakeholders to process and keep track of a lot of information. S.R.K.R. Engineering College has implemented e-governance in the areas of operation of:

i. Administration:

Online official communications regarding academics and administration are realized through WhatsApp, e-mails, SMS Software and other social media apps, which in turn reduces paper usage on the campus. The college has ERP software i.e. web-based **BeeS ERP Software** (developed by M/s Bees Software Solutions Pvt. Ltd.), which was implemented in the year of 2009 onwards.

ii. Finance and Accounts

As a basic ingredient of the e-governance concept and as per the instructions of the government, all kinds of financial transactions are cashless. The salaries of employees including remuneration for the examinations are paid online through NEFT/RTGS and rarely by cheques. Apart from that, the payment of scholarships and all purchasing transactions are made cashless to maintain transparency and financial accountability in the system. All financial related tasks are managed through **Tally ERP9** software for smooth and secured functioning. Outlined below are some of the major transactions being performed digitally at the college level:

- Online payment of examination and admission fees.
- Pay bill preparation & management of various scholarship schemes.
- All kind of payments including salaries to the staff-members.
- Disbursement of salary slips & accounting of GPF.

iii. Student's Admission and Support:

Institutional operations for online admission to various courses/classes are performed with the support of qualified and skilled staff without missing the element of transparency and the order of merit. The online admission and support activities include the following aspects:

- Disclosure of admission rules/schedule on webpage.
- Verification of documents, payment of fees & other admission formalities.
- Preparation & publication of admission rolls and related statistics.
- Admission related data management.
- Disclosure of student-centric information/data/materials on website.
- Maintenance of students' attendance in web-based formats.

The afore-mentioned digital functions are realized online through internet with support of ICT based infrastructure available in the college.

iv. Examination System

Under the scheme of autonomy there is a fully computerized Examination Cell which conducts examinations, maintains curriculum and publishes results online for different courses/programs. From 2017 onwards, the examination management is all done through fully customizable rigorous security features i.e *i –Campus software*, developed by M/s D Base solutions Inc. The digital features of examination system include:

- Online registration, fee payment & issuance of admit cards on web address.
- <https://services.billdesk.com/console/>
- Intranet for entering CCE marks and other data.
- Declaration of results on website.
- Preparation of mark-sheets and degrees.

The college administration is committed to an automated examination system based on the features of e-governance for bringing reliability & efficiency into the system and eventually to improve the quality of education.

v. Library:

The central library at S.R.K.R. Engineering College holds the credit of housing massive stock of books and reference materials. To magnify its strength, more and more e-learning resources are added as and when available for the benefit of the faculty and the students. The library holds the membership of DELNET, NList and also provides e-learning, reading room, book bank, reference section with reprographic and scanning facility. The digital learning centre has 250 systems and printed books are also available in the reference section. The library is presently using *BeeS ERP software* for its internal working and updates it time to time. It needs to update timely. The library is fully integrated with Barcode Technology where user can enter, search a catalogue, borrow and return the books on his own. Similarly new e-learning resources are identified and subscribed taking into account the recommendations of the library advisory committee. Recommendations of the faculty and the students are also taken into account while subscribing to the resources. Appropriate training to the staff and the students for using the e-learning resources should be provided as and when necessary.

5. Evidence of Success:

E-Governance has changed the way things are run at S.R.K.R. Engineering College. The e-governance system is made to be easy for people to use, save time, and save money. The S.R.K.R. Engineering College can implement full supervision of all service units in the office through the ERP software. The

Administration communicates with Governing Body members as well as the teaching and non-teaching staff through email. All important administrative information including notices is regularly published on the website.

The accounts of the institution are maintained through the Tally software which reduce the paper work, manual errors and enhance the speed and transparency. All financial transactions through online banking saves time. The college website acts as a mirror of the college information. Student information and online transaction interfaces are provided on the website. College has a full-time web developer and team members. Alumni portal is provided on website for the information of pass out students. Examination Process is handled through *i-Campus* software. Filling in of examination forms, obtaining admit cards, uploading of marks etc. are all done in online mode. All these processes make our students meet the ever-evolving demands in today's highly-competitive environment.

To achieve the target of going paperless, IQAC committee members of it started using Google facilities like

- Google sheet: For data collection from Various Departments
- Google Docs: To prepare notices and activity reports.
- Google Forms: To prepare Feedback forms and get online feedbacks of Students, Parents.

WhatsApp Group helps to provide the brief notices of any event to be happened on college. WhatsApp Groups are also used for awareness and of smooth functioning of the same.

6. Problems Encountered and Resources:

For e-Government to work well, all stakeholders or at least the vast majority of them must be able to use the Internet. So, to connect to websites, you need a device that can connect to the Internet. Institutions also need high-tech servers and security systems to deal with the huge amount of information and the complicated cyber threats they face. All of these are an expensive investment. Some students may have trouble using e-Government if their internet connection is slow or goes in and out. Some people may not have infrastructure because they cannot pay for it. Also, not all resources are appropriate for all stakeholders based on their culture. For e-governance to work well, it needs security, a database of best practices, and more ways to analyse information, among other things. For making and collecting online information, there needs completely new infrastructure, procedures, policies, and work skills.

File Description	Document
Best practices in the Institutional web site	View Document
Any other relevant information	View Document

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:

THE INSTITUTION'S DISTINCTIVE ENGAGEMENT WITH EMPOWERING RURAL STUDENTS

SRKREC is the reflection of its **visionary founders** who envisaged rural development through technical education. Their selflessness and collective efforts brought considerable transformation and impacted the communities around. Carrying forward this vision, the faculty and the students proactively reach out to the school children in the rural locale and impact inquisitive youngsters through their interactions and mini project exhibitions. These 'campus & community connect' initiatives play key role in making engineering relevant to students' natural affinity for creative thinking, problem solving and collaboration.

Research, Innovation & Entrepreneurship

Technology Centre of SRKREC is the citadel of incubation, innovation and research paving a way for start-ups and centres of excellence that cater to the integrated needs of the students. It predominantly focuses on FDPs, workshops, certification programs, bootcamps, start-ups, hackathons, research, training, consultancy, etc. The efforts of the Centre significantly culminated in the college getting selected for the establishment of **AICTE IDEA LAB**.

Outreach Programs

Committed towards social integration and well-being, the UBA Cell of SRKREC conducts various programs relating to Women Health, Organic Farming, Human Values, Water Management and Conservation, etc. In connection to this, the institution adopted 5 villages striving for their betterment. Supporting which, UBA sanctioned Rs. 1.75 lakhs as perennial grant. Further, to serve the needy in critical times, the college has gone an extra mile by signing MoUs with three blood banks in Bhimavaram.

The Water Environment Technology Centre of the college, collaborating with national and international agencies, addresses environmental, agricultural and aqua-cultural concerns of the surrounding communities in all possible ways. Accordingly, the Kolleru Information Centre, set up in the college, monitors, collects the desired scientific data regarding the Kolleru Lake eco-system, and facilitates the decision/policy makers with necessary datasets about the economic benefits of conserving or restoring and sustainably managing the lake as opposed to its degradation and reclamation. This exemplifies the ecological consciousness of the college.

Retention of highly resourceful faculty

The high retention of faculty evidently speaks about the strong bond between the faculty and the management of the college. There are faculty who served the institution right from the inception and got superannuated. Some have more than 3 decades of experience and most of the young faculty who sought employment in the college are the alumni of the institution which expounds a strong sense of work-commitment and belongingness to the college.

The foremost reasons for the retention are :

1. Cooperative, supportive and munificent disposition and academic orientation of the management.
2. Conducive work environment ensuring a perfect work-life balance.
3. Go-green and pollution-free campus.
4. Inclusive and collaborative environment

Alumni support & Interaction

SRKREC has nurtured some of the best minds in the world. Its alumni currently thrive in various professions across the globe. Prof. GVR Prasad Raju, the present Vice-Chancellor of JNTUK to which SRKREC is affiliated to, is the first batch student of SRKREC. The alumni engage in and contribute to the progress of their alma mater and share their expertise and experience with prospective and present students via talks, newsletters and interactions. Some of them even help the college to liaison with the industry. There are no better ambassadors for SRKREC than its alumni. Besides knowledge sharing, the alumni even constituted a few annual merit scholarships to support and commend the academic excellence of the students.

1. 17 girl students of 1984-87 passed out batch joined their hands honouring the then English faculty, **Smt. Gita Raj**, posthumously, by constituting an annual merit scholarship on her name with a fund of Rs 10 lakhs and on Aug 15th (2020-2021 onwards) two girl students of II B.Tech. receive this scholarship.
2. Bharat Oruganti (1991-95 batch, ECE), the senior Vice President of service delivery at Q2 E Banking, USA, honouring his grandmother, constituted **Smt. Oruganti Sundari Annual Scholarship Award** given to two students for their academic excellence.
3. The students of 2003-07 passed out batch (ECE), in memory of their classmate late V. Ramakrishna, constituted **V. Ramakrishna Memorial Annual Merit Scholarship Award** and the final year ECE student receives Rs. 10,000/- scholarship amount for academic excellence.

Altruism

With solidarity and camaraderie at heart, the faculty of SRKREC unitedly raised a fund donating their one-day salary and supported the Covid-affected faculty. Also, helping poor students in terms of accommodation, food and fee is in practice. The hostel students collectively donated Rs. 1.25 lakh worth furniture to Arunodaya Manovikas Kendra, a centre for mentally challenged children.

Value for culture & environment

With diversity and inclusiveness ingrained in the ethos of the institution, it celebrates all the aspects of India and its culture. The 'Srujana Vaatika' on the campus is a platform where students explore the rich repertoire of ancient Indian knowledge and broach a philosophical discourse on a wide range of topics. It dwells on indigenous technology - generating power from earthen pots -, making handicrafts, methods to preserve ancient Indian art and knowledge system, and cultural aspects. The centre nurtures not only creativity and wisdom but also moral sensibilities and ethical values in the students. In tune with the dharmic institutions across the nation, SRKREC encourages the practice of dharma, and promotes save earth initiatives. Accordingly, it started Nakshatra Vanam which seeks to preserve some of the 'keystone' species of trees that support a dense web of other living beings. In addition, the Ayurveda Vanam on the campus houses a variety of herbal plants used for therapeutic purposes in Ayurveda for public viewing and understanding.

The Gosaala in the college sensitises students to the ancient Indian agricultural repository of knowledge that extols the practice of fertilising the land through cow's waste. Alongside, keeping abreast of technological advances, the institution carries forward the legacy of the ancient Indian practices of going green for healthy life process. Complementing with which, Yagasaala, a quintessential divine place of offer in the sphere of Arsha Dharma, ensures collective goodness through homams and yagams performed regularly on specific days.

These distinctive endeavours significantly add to the progress of the students of SRKREC in particular and the society in general.

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

5. CONCLUSION

Additional Information :

- SRKR Engineering College accomplished 42 years of Academic Excellence (1980-2022).
- The college is one among 49 colleges in INDIA which got selected by AICTE to establish AICTE IDEA Lab
- Winner in Category-III and Category-II, in AICTE FIT INDIA Challenge,
- In AICTE Chaatra Viswakarma Awards-2020, SRKR Team “Shramiks” secured First Place.
- Won all India First Prize in Smart India Hackathon-2020 (Ministry of Textiles).
- In AICTE Smart India Hackathon-2020, our college team got selected for first prize in the Ministry of Textiles Problem statement.
- The institution offers four UG programmes in emerging areas:
 - Artificial Intelligence and Data Science
 - Computer Science and Business System
 - Artificial Intelligence and Machine Learning
 - Computer Science and Design
- Stood in the rank band of 251-300 in NIRF-2021 ranking.
- Stood in BAND-PERFORMER, in ARIIA-2021 and in BAND-A (between 6th to 25th) in ARIIA-2020.
- Under Unnat Bharat Abhiyan (UBA) program adopted five villages and received Perennial Award
- Selected as Nodal Centre for the grand finale of Smart India Hackathon-2019 Software Edition
- Received Best Engineering College Award from Times Business Awards-2021.
- AAA+ rating by Careers360, Top Engineering Colleges ranking-2020.
- 2nd Rank in Top 10 Private Engineering Institutes Ranking-2020, Andhra Pradesh, by Times Engineering.
- Received financial support under FIST (Fund for Improvement of S&T Infrastructure) program of DST, New Delhi.
- Received AICTE funding for 9 start-ups under Samridhhi Scheme.
- ISTE Best Student Chapter Awards for 2018 and 2017 for Andhra Pradesh region.
- The Principal, SRKREC, nominated as the member of APEMCET Admission Committee-2020 by APSICHE.
- Established Applied Robot Control Lab, APSSDC Dassault Systems Lab, CM Skill excellence Centre, and NI LabView Academy, going beyond the academic curriculum.
- One of the faculty received ATAL Best Project Award, 2021.
- Two faculty recognized as ‘Discipline Star’ by NPTEL, 2021.
- One of the faculty received ‘Domain Scholar Award’ by NPTEL, 2021.
- One of the faculty won the ‘Young Geo-technical Engineer Award.’
- Established SRKR Toastmasters Club, the certified Toastmasters International Chapter.
- One student got into the Finalist in Master Orator Championship-2018.
- 16 selected students attended Silicon Valley meetup in the years 2017 and 2018, as University Innovation Fellows Program, Stanford University, USA.

Concluding Remarks :

In the highly competitive education and training market, it is essential to stand out. Committed to the noble cause of technical education, Sagi Rama Krishnam Raju Engineering College works with a tag line –

“Education is life, not merely a preparation for life.” With all its relentless efforts, the institution continues making progressive strides in academics as well as research. The curriculum and the syllabi have been revised periodically based on the guidelines of AICTE, requirements of the industry and feedback from the stakeholders. Two new multi-disciplinary programmes namely Artificial Intelligence and Data Science (AIDS) and Computer Science and Business System (CSBS) have been introduced during the assessment period. Outcome Based Education (OBE) is adopted for all the programs of the college. ICT based teaching methods which include Learning Management Systems such as Google Classroom and My College Learning (developed by our students & faculty) are practiced in our college. The institution has brought in several reforms in the examination system such as automation, new grading pattern, Blooms Taxonomy in setting question papers, etc. making examination system impeccable. The IQAC of the college plays a prominent role in maintaining quality standards to strive for excellence in all the areas of the institution. The centers of research of various departments accelerated the research activities encouraging staff and scholars to carry out quality research and publish papers in Scopus indexed journals and conferences of considerable repute. Funds nearly Rs. 43.26 lakhs are received from both the government and the private sources for various activities. It has also made its mark in making students and society understand the importance of social responsibility by organizing a good number of social awareness programs through the forums like NSS, Women Empowerment Cell, PAIE Cell etc. Startup ideas of the students are continuously nurtured through I-Hub. En masse, the college lays more emphasis on adopting new strategies to improve the standards in academia and research to grow better, enhance the skills of students and meet the requirements of the industry.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
2.1.2	<p>Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1292</td> <td>1337</td> <td>1366</td> <td>1360</td> <td>1368</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>623</td> <td>650</td> <td>665</td> <td>630</td> <td>638</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes as per shared report by HEI.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	1292	1337	1366	1360	1368	2020-21	2019-20	2018-19	2017-18	2016-17	623	650	665	630	638
2020-21	2019-20	2018-19	2017-18	2016-17																	
1292	1337	1366	1360	1368																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
623	650	665	630	638																	
3.6.2	<p>Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years</p> <p>3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>30</td> <td>14</td> <td>20</td> <td>24</td> <td>12</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>21</td> <td>08</td> <td>12</td> <td>12</td> <td>11</td> </tr> </tbody> </table> <p>Remark : DVV has considered awards for Extension Activities only.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	30	14	20	24	12	2020-21	2019-20	2018-19	2017-18	2016-17	21	08	12	12	11
2020-21	2019-20	2018-19	2017-18	2016-17																	
30	14	20	24	12																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
21	08	12	12	11																	
4.2.4	<p>Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year</p> <p>4.2.4.1. Number of teachers and students using library per day over last one year</p> <p>Answer before DVV Verification : 486</p> <p>Answer after DVV Verification: 97</p>																				

Remark : DVV has made the changes as per average of teacher and students using library per day on (dates)

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

5.3.1.1. Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	7	8	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	4	2	1

Remark : DVV has excluded the Inter-collegiate awards for sports/culture from the supporting document.

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	53	49	37	33

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	41	32	21	22

Remark : DVV has considered one activity once in a date.

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

6.3.4.1. Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
229	199	133	140	128

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
121	124	102	110	98

Remark : DVV has considered FDPS 5 days and above only from the data template.

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>1304</td> <td>1338</td> <td>1369</td> <td>1369</td> <td>1369</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>639</td> <td>656</td> <td>671</td> <td>671</td> <td>671</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	1304	1338	1369	1369	1369	2020-21	2019-20	2018-19	2017-18	2016-17	639	656	671	671	671
2020-21	2019-20	2018-19	2017-18	2016-17																	
1304	1338	1369	1369	1369																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
639	656	671	671	671																	
1.3	<p>Total number of classrooms and seminar halls</p> <p>Answer before DVV Verification : 104</p> <p>Answer after DVV Verification : 89</p>																				
1.4	<p>Total number of computers in the campus for academic purpose</p> <p>Answer before DVV Verification : 2103</p> <p>Answer after DVV Verification : 12</p>																				