



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI SAI INSTITUTE OF TECHNOLOGY AND SCIENCE

SRI SAI INSTITUTE OF TECHNOLOGY AND SCIENCE RAYACHOTY 2/714-18,
RAYACHOTI, ANNAMAYYA DIST, ANDHRA PRADESH, INDIA. PIN-516 270
516270

<https://ssits.ac.in>

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Sai Institute of Technology and Science college of engineering is one of the constituent colleges of the JNT University Anantapuramu. The college was established in 2001 and completed 23 successful academic years. The college is located on NH-18 between Rayachoty and Kadapa, at distance of 3 KM from the town. The college was located in peaceful, pollution free, eco friendly, greenery environment which is very opt for education. The campus has wide spread over a sprawling 35 acres of land in a hillock and calm area. The college offers Engineering in Mechanical Engineering, Electrical & Electronics Engineering, Electronics and Communication Engineering, and Computer Science & Engineering. It offers MBA and M. Tech PG programs. Since the inception of the institute it has been striving in the field of Science and Technology.

Vision

To produce highly competent and motivated engineering and management professionals who make a positive contribution to the Nation Building.

Mission

Mission 1: To impart a high-quality technical and management education with a perfect blend of modern tools and human values.

Mission 2: To develop state-of-the-art infrastructure that enriches curricular, co-curricular, and extracurricular activities.

Mission 3: To cultivate a curriculum supported by highly qualified faculty who inspire and empower students to excel.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. This institute comes under Sri Sai Educational society headed by a visionary leader with a vision for academic standards.
2. Beautiful, eco-friendly, and green campus.
3. University Gold Medal recognition.
4. Joyful collaborative learning through peer learning and tutorials.

5. Learning through industry-institute collaboration and industry-powered education.
6. Around 40 percentage of admission filled with local minorities students
7. Integrative learning through value-added courses in all disciplines.
8. Company-specific placement training with placements in MNC companies.
9. Industrial visits and Internships.
10. Faculty and external experts provide career guidance and soft skills training.
11. Extensive use of ICT for the teaching-learning process is augmented by NPTEL and MOOCs.
12. State-of-the-art library, smart classrooms with technology.

Institutional Weakness

Institutional Weaknesses (W):

1. Execution of more start-ups.
2. Lack of enrollment in Mechanical engineering.
3. Less projects in research and development and Less initiation of research with collaboration of Government of India sponsored project of AICTE, UGC and other R&D Departments.
4. The location of the college on a hill and rural& backward area of Rayalaseema region, Andhra Pradesh State.
5. Metro cities are far away from the campus to get collaboration of Training and Placements

Institutional Opportunity

Institutional Opportunities (O):

1. MNCs and major companies are keen to recruit students.
2. MoUs with industry for student training by industrial experts.

3. State government providing free ship to the convener students with who's family income is less than 2 lakhs and Central Government providing Scholarship to the minority's students with NSP2.O
4. Academic research promotes teaching excellence.
5. Encouraging students to engage in selfless service activities through NSS.

Institutional Challenge

Institutional Challenges (C):

1. Enrollment students in Core Engineering branches.
2. Industrial projects and collaboration with funding agencies.
3. Students qualifying in state/national/international level competitive examinations.
4. The tuition fee will hike through AFRC
5. Alumni's financial contribution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Sai Institute of Technology and Science is affiliated with JNTUA and strictly adheres to the university-prescribed curriculum and syllabus. The institution has implemented a well-structured academic governance system, involving key individuals at various levels, to ensure a systematic and high-quality teaching and learning process. The responsibility is distributed among key stakeholders, including the principal, IQAC, heads of departments, and faculty members. These individuals collaborate to develop a comprehensive academic schedule executed semester-wise and year-wise.

Following detailed discussions with the IQAC, the principal approves the college's academic plan. The IQAC consistently conducts academic and administrative audits every semester to uphold and enhance quality standards. At the departmental level, heads of various departments oversee the execution of the academic plan and ensure effective curriculum planning and delivery through a systematic process as per the academic calendar. Continuous internal examinations align with the university's academic calendar. Faculty actively participate in framing question papers for UG/PG programs, contributing to the design and development of the curriculum for add-on, certificate, and diploma courses. They are also involved in the assessment and

evaluation processes of the affiliating university. The institution places a significant emphasis on the "holistic development" of students by integrating cross cutting issues relevant to professional ethics, gender, human values, and environmental sustainability into the curriculum. Students are encouraged to engage in project work, fieldwork, and internships assigned by the college. The college actively seeks feedback on academic performance and the institute's ambience from students, faculties, alumni, and employers. This feedback is carefully analyzed to inform appropriate actions. The action taken report on this feedback is made accessible on the institutional website. The institute maintains open communication with the affiliating university to enrich the curriculum and syllabus based on this feedback process.

Teaching-learning and Evaluation

The students are admitted to this institution based on the admission procedure and guidelines given by the Government of Andhra Pradesh. The average enrolment of students was 60.38% during the assessment periods, aligning with the guidelines of JNTUA and AICTE. During this program, students receive information on university rules, college timings and codes of conduct, exam patterns, credit allocation, elective options, and potential career opportunities. Maintaining a student-to-full-time teacher ratio of 1:20, our institution prioritizes student-centric methodologies such as experiential learning, participative learning, and problem-solving techniques. Faculties are actively encouraged to incorporate ICT-enabled tools to enhance the effectiveness of the teaching-learning process. Over the last five years, the average percentage of full-time teachers against sanctioned posts has remained at 100%, reflecting our commitment to a well-staffed faculty. Additionally, Good number of our full-time teachers hold a Ph.D. qualification, underscoring our dedication to academic excellence. The internal assessment mechanism at the college is transparent and robust in terms of frequency and mode. The examination pattern is as per university guidelines. Student performance is seen as therealization of learning outcomes upon successful completion of a course or program

The institution deals with the students' grievances related to internal and external examinations in a transparent, time-bound, and efficient way. The course outcome, program outcome, and program-specific outcome are displayed on the website. The institution practices outcome-based education. The question papers are prepared based on Bloom's Taxonomy. CO/PO attainments for all the courses are evaluated every semester after obtaining the results from the university.

Research, Innovations and Extension

The institution places exclusive emphasis on innovation, invention, EDC, research, and development, overseen by the Research and Development Coordinator. This individual is responsible for managing research initiatives, innovations, project proposals, and the application of grants and funds. Students and faculty members are actively encouraged to participate in research projects funded by both government and non-government agencies. To foster knowledge creation and transfer, the institution has established an "Ecosystem for Innovations." Faculty members and students are motivated to publish research papers in journals listed on the UGC website. The National Service Scheme (NSS) engages in "Extension Activities" within the local community, promoting students' awareness of social issues for their holistic development. The NSS unit organizes diverse programs such as Blood Donation Camps, Swachh Bharat Abhiyan, Environmental Awareness Programs, Tree Plantation, Road Safety Programs, Youth Education and Development Programs, Dengue and Malaria Awareness Program, Medical Camp, Old-age Home Visit, Fire Prevention Programme, Human Rights Programme, Corona (Covid-19) virus Awareness Program, Campaign against Nuclear Weapon, Weaker Section Programme, Quami Ektha Programme, Vanna Mahasthav Programme, Health Awareness

Programs, Community Services Leadership Programs, AIDS awareness, and gender awareness. Functional Memorandums of Understanding (MoUs) with industries and other institutions provide valuable opportunities for students and faculty members to stay informed about recent developments in engineering and technology. Collaborative activities include online tests, training sessions, Faculty Development Programs (FDP), workshops, industrial visits, in-plant training, and project work, all of which contribute to the institution's commitment to knowledge enhancement and practical exposure.

Infrastructure and Learning Resources

The institution boasts sufficient infrastructure and physical facilities, including classrooms, laboratories, and computing equipment, to facilitate effective teaching and learning. It also provides adequate resources for cultural activities, sports, games, gymnasiums, and yoga. With fully-equipped classrooms, tutorial/classrooms, seminar halls featuring ICT facilities and open auditorium, the institution prioritizes effective knowledge sharing.

In response to the COVID-19 pandemic, the institution leverages ICT facilities, smart classrooms, and ILMS to ensure uninterrupted learning experiences in both online and offline modes. This approach enables effective knowledge transfer during challenging times. The management consistently invests in infrastructure augmentation, as evident in the automation of the library using an Integrated Library Management System (ILMS). The library offers access to various e-resources, e journals (NDigital, DELNET, and J-GATE), e-books, databases, and remote access to e-resources. With Plenti of books, many online journals, the library plays a crucial role in supporting academic endeavors. A dedicated library hour in the timetable encourages students to utilize these resources, while faculty members are actively encouraged to make use of the library for academic purposes. Continuous updates to IT facilities, including Wi-Fi, ensure that the institution stays technologically current. The student-computer ratio stands at 1:5, and the internet connection's bandwidth is 300 Mbps. Additional learning resources, such as NPTEL, MOOCs, and SWAYAM facilities, are available to enhance the overall learning experience. Funds allocated by the college management cover the maintenance of infrastructure, and established systems and procedures govern the upkeep and utilization of physical, academic, and support facilities, including laboratories, libraries, sports facilities, computers, and classrooms.

Student Support and Progression

Student support and progression at our institution are comprehensive, ensuring the holistic development and success of our students. Beyond academic support, various initiatives are in place to foster their growth. Financial support is a priority, with students benefiting from government scholarships and freeships. The institute's scholarship section facilitates the application and renewal process, and additionally, scholarships are provided to economically weaker section students. Over the last five years, an impressive 60% of students have availed themselves of government scholarships and freeships. To enhance students' capacity and skills, the institution goes beyond academics. Initiatives focusing on soft skills, language and communication skills, life skills, and ICT/computing skills are actively pursued. Guidance for competitive examinations is also offered to help students prepare effectively. The institution places great emphasis on student welfare, implementing a transparent grievance mechanism covering issues such as sexual harassment and ragging. The committee, headed by the principal or senior professor, ensures the timely resolution of grievances, adhering to guidelines from statutory and regulatory bodies. This commitment extends to providing full support to students for placements, pursuing higher education, and participating in state-, national-, and international-level competitive

examinations. Students are encouraged to actively engage in administrative, co-curricular, and extra-curricular activities, offering a rich and diverse learning experience. Opportunities abound for participation in sports and cultural activities, providing a quality platform for students to showcase their talents and interests. The institution values its alumni, with a registered "Alumni Association" serving as a bridge between the institution and its former students. Alumni members actively contribute to the development of students' placement skills and professional growth, reinforcing the strong bond between the institution and its graduates.

Governance, Leadership and Management

The program on governance, leadership, and management is a cornerstone of our institution's success, characterized by decentralization, transparency, and a commitment to effective functioning aligned with our vision and mission. The Governing Council, led by the President and chairman of the Sri KPV Subbaiah Educational Society, plays a pivotal role in implementing resolutions for the institute's improvement. To facilitate decision-making processes, the institution has well-framed administrative rules that empower both teaching and non-teaching staff. Various clubs and committees, dedicated to academic and professional growth, contribute to a vibrant learning environment for students. Embracing modern technology, the institution has implemented an e-governance system, efficiently managing the records of faculty and students. Continuous adherence to performance appraisal systems, service rules, and welfare schemes ensures the well-being of staff members. Regularly organized seminars, conferences, workshops, professional development programs, orientations, and administrative development programs foster a culture of continuous learning. Financial support is extended to teachers attending external programs, promoting their exposure and professional growth. To maintain financial integrity, the institution employs a robust internal and external financial auditing system. The annual budget, meticulously prepared based on projected revenue and expenditure, enables effective fund management to support various activities crucial for the institution's smooth operation. The Internal Quality Assurance Cell (IQAC) plays a pivotal role in monitoring the progress of quality assurance implementation. Regular meetings with stakeholders review both academic and administrative processes, utilizing feedback for continuous improvement in teaching, learning outcomes, and operational methods. As an ISO 9001:2015-certified institution recognized under Section 2(f) of the UGC Act. Collaborative efforts with other institutions further promote quality in teaching, learning, research, and their respective outcomes.

Institutional Values and Best Practices

To foster "gender equity," the institution undertakes comprehensive efforts through both curricular and co-curricular activities. The college management prioritizes the safety and security of female students by providing separate counseling rooms and common spaces. The institution actively participates in and celebrates National and International Commemorative Days, events, and festivals, fostering a culturally rich and inclusive atmosphere. Demonstrating a commitment to environmental sustainability, the institution has incorporated various facilities for alternative energy sources. Energy conservation measures include the installation of solar panels, sensor-based energy conservation, and the utilization of LED bulbs and power-efficient equipment. Our campus takes pride in its comprehensive waste management facilities, encompassing both bio-degradable and non-biodegradable waste with a focus on solid and liquid waste management. Water conservation initiatives, such as rainwater harvesting, bore well/open well recharge, and wastewater recycling facilities, underscore the institution's dedication to responsible resource management.

Particularly students from minority and economically weaker backgrounds. The College Management, in establishing the Sri Sai Educational Society, has dedicated itself to realizing the dreams of underprivileged minority girls and ensuring their access to affordable technical education. As part of our green campus initiatives, picturesque scenery is cultivated with abundant trees and plants. Pedestrian-friendly pathways further contribute to a sustainable environment, while the use of plastic within the campus is strictly prohibited. These practices reflect our unwavering commitment to institutional values, sustainability, and creating an inclusive learning environment for all. The distinctiveness of our Institution is the Free Medical services for the Teaching Faculty, Non-Teaching Faculty and students as a service.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI SAI INSTITUTE OF TECHNOLOGY AND SCIENCE
Address	SRI SAI INSTITUTE OF TECHNOLOGY AND SCIENCE RAYACHOTY 2/714-18, RAYACHOTI, ANNAMAYYA DIST, ANDHRA PRADESH, INDIA. PIN-516 270
City	RAYACHOTI
State	Andhra Pradesh
Pin	516270
Website	https://ssits.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	V BALAJI	08561-9100040190	9100040184	-	principal.f7@jntua.ac.in
IQAC / CIQA coordinator	KONDURU VEMASEVA NA RAJU	-	9966413384	-	ssits.iqac@gmail.com

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

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	29-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	SRI SAI INSTITUTE OF TECHNOLOGY AND SCIENCE RAYACHOTY 2/714-18, RAYACHOTI, ANNAMAYYA DIST, ANDHRA PRADESH, INDIA. PIN-516 270	Rural	35	19000

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,Mechanical Engineering,ME	48	INTERMEDIATE	English	30	0
UG	BTech,Electronics And Communication Engineering,ECE	48	INTERMEDIATE	English	60	18
UG	BTech,Computer Science And Engineering,CSE	48	INTERMEDIATE	English	120	120
PG	Mtech,Electronics And Communication Engineering,VLSI SYSTEM DESIGN	24	UNDER GRADUATE	English	18	4
PG	Mtech,Computer Science And Engineering,CSE	24	UNDER GRADUATE	English	18	11
PG	Mtech,Electrical And Electronics Engineering,POWER ELECTRONICS	24	UNDER GRADUATE	English	18	4
PG	MBA,Master Of Business Administration,MBA	24	UNDER GRADUATE	English	120	120

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	15				24				30			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	15				24				30			
Sanctioned by the Management/Society or Other Authorized Bodies	15				24				30			
Recruited	15	0	0	15	22	2	0	24	19	11	0	30
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				18
Recruited	12	6	0	18
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				20
Recruited	14	6	0	20
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	15	0	0	22	2	0	0	0	0	39
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	19	11	0	30
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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	Others	Total
	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	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	3	8	15	6
	Female	4	3	3	6
	Others	0	0	0	0
ST	Male	0	7	0	1
	Female	2	2	0	1
	Others	0	0	0	0
OBC	Male	100	95	69	51
	Female	82	46	64	41
	Others	0	0	0	0
General	Male	78	68	57	44
	Female	41	49	39	48
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		310	278	247	198

1. Multidisciplinary/interdisciplinary:	In view of the NEP, the University implementing various reforms in line with NEP 2020, like: 1. Admission to any MBA program irrespective of UGprograms (w.e.f. AY 2020-2021)
2. Academic bank of credits (ABC):	https://www.abc.gov.in/
3. Skill development:	The “New Education Policy 2024” signifies a transformative step in the educational trajectory of the nation. Addressing the dynamic requirements of the modern era, this policy places renewed emphasis on holistic learning, digital literacy, and skill development.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	no
5. Focus on Outcome based education (OBE):	By focusing on specific outcomes, teachers can better align their instruction with the goals of the curriculum, and students can understand what is expected of them and can work towards achieving those expectations. One of the key benefits of an OBE approach is that it promotes student-centred learning.
6. Distance education/online education:	No

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	No
2. Whether students’ co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	No
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of	No

ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	No
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	No

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
814	658	596	585	640
File Description		Document		
Upload Supporting Document		View Document		
Institutional data in prescribed format		View Document		

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 46

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	36	34	34	34

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
40.19786	39.56	50.16	58.39	55.7

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

Sri Sai Institute of Technology and science is affiliated to Jawaharlal Nehru Technological University Ananthapuram. This HEI is strictly following the University Curriculum, Syllabus and academic calendar and all University Regulations. The Institute Academic Calendar is prepared semester wise before commencing the academics for each year based on the academic calendar given by the affiliating university (JNTU Ananthapuram). The Principal, Internal Quality Assurance Cell (IQAC), Institute Academic Council HoDs of various Department and coordinators of various cells are involving while preparing the Institute Academic Calendar, which is clearly documented it consists of curricular, co-curricular & extracurricular activities semester wise. The institute and department level academic calendar are strictly followed by the faculty and students. The academic calendar consists of Induction Programme, Commencement of Semester class work, Mid examinations, End Semester Examinations, Parent Teacher Meeting & Summer Vacation. This HEI having a systematic plan for assigning theory and lab courses. The HoDs along with Department Academic Committee (DAC) conducts meeting & documenting the minutes of the course allocation process. The course is being allotted to individual faculty based on skills, domain expertise, experience and previous academic performance. The class time table is prepared by Department Academic Committee (DAC). The course plan should be prepared by individual course instructor the same is properly documented in the course file. The course file consists of syllabus, time table, students name list, CO-PO-PSO mapping and attainment, Question papers, Tutorial class details, lecture plan, Lecture notes, Students attendance register, Question Bank, Sample answer scripts, result analysis, Assignments etc. There are various methods followed to deliver the curriculum such as chalk and talk, Power Point Presentation, Video Lectures, Display board, charts, Hands-on training. The HEI is equipped with ICT Smart class rooms, E-resources facilities and well-equipped Laboratories. The Institute is arranging industrial visits, Internships, In plant training, guest lecture, Industrial Project work. The students are encouraged to undergone online course such as MOOC & NPTEL. The add-on, value added programs are conducted regularly. All the above teaching learning process are being properly documented and reviewed. The continuous internal evaluation schedule for laboratory and theory courses given by the affiliating University which is strictly followed by HEI. The syllabus and schedule for the Internal exam (Mid Term) will be communicated to the students well in advance. The question papers are being prepared based on the blooms Taxonomy methodology. The scheme of evaluation prepared by the evaluators, will be endorsed by Department Academic Committee. There is a transparent mechanism in the evaluation process, After the answer sheet evaluation, the same will be distributed and discussed in the class room by the course instructor. If there is any grievance among the students it has to be properly addressed by the faculty member. The mid exams marks uploaded in the University web portal as per the schedule. The parents are being communicated about their ward's academic performance through Parent Teacher Meeting & Mobile phone. The effective mentor, mentees process is being followed in this Institution for the betterment of the students.

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

1.2 Academic Flexibility

1.2.1 Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Response: 3	
File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files	
1	View Document

1.2.2 <i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> Response: 5.28	
1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years	

2022-23	2021-22	2020-21	2019-20	2018-19
36	66	0	36	36

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The HEI believes that focusing on important topics like Gender, Environment, Sustainability, Human Values, and Professional Ethics directly helps in making the country more sustainable. The affiliating University's curriculum includes courses like Gender Sensitization, Human Values, Professional Ethics, Social Ethics, Environmental Studies, Constitution of India, and Intellectual Property rights.

Gender Sensitization is about making people aware of treating everyone equally, regardless of gender. To enhance the learning experience, SSITS organizes various awareness programs on Human

Values, Ethics, Environment, and Gender. The institute ensures equal opportunities for both boys and girls in all student activities and supports women faculty and students to participate in events promoting Women's Empowerment and leadership.

Human Values and Professional Ethics focus on fundamental standards of conduct for professionals. The institution emphasizes these values and discusses engineering ethics, safety, risk factors, and global issues through university courses. Additionally, MIST organizes programs to develop values and ethics among students, collaborating with organizations like Rama Krishna Mission.

In Environmental Sciences, SSITS encourages students to learn about climate-friendly

technologies such as Non-Conventional Energy Systems and Solid Waste Management. Students are guided to apply these concepts in internships, projects, and other coursework.

SSITS 's strong NSS wing engages students in various activities like Blood Donation camps, Flood relief programs, Swachh Bharat, Haritha Haram (rejuvenating degraded forests), and contributing to Old Age and Orphanage homes. Students actively participate in these activities, learning about their responsibilities towards society.

The University is Offering Courses such as :

- 1.Constitution of India [For B.TECH II year]
- 2.Gender sensitization Lab [For B.TECH II year]
- 3.Environmental Science [For B.TECH I year]
4. Intellectual Property Rights [For B.TECH II and M.TECH students]

The NSS Unit of the HEI actively Educating the stakeholders about Environmental awareness through: Tree Plantation and harithaharam etc.,

This HEI is having a rain water harvesting pit in the Campus to Preserve Water and has the facility of RO plant to drink hygiene water.

This HEI conducts various workshops on Gender, Environment, Sustainability, Human Values, and Professional Ethics etc

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

1.3.2

Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)

Response: 9.34

1.3.2.1 Number of students undertaking project work/field work / internships	
Response: 76	
File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1 <i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i> Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website		
File Description	Document	
Feedback analysis report submitted to appropriate bodies	View Document	
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document	
Action taken report on the feedback analysis	View Document	
Provide Links for any other relevant document to support the claim (if any)	View Document	
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document	

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 60.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
293	258	242	217	162

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
384	375	444	384	354

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 71.44

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
187	156	150	120	100

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

2022-23	2021-22	2020-21	2019-20	2018-19
198	194	228	197	181

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

**Student – Full time Teacher Ratio
(Data for the latest completed academic year)**

Response: 17.7

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

1. Experiential Learning: Each department plans various activities to support students in their experiential learning. The institution adopts the following practices for experiential learning using ICT Tools

1.1. Content beyond the Syllabus : Laboratory Sessions are conducted with content beyond the syllabus experiments. Our students are given practice that the experiments which are not in lab syllabus, but are essential for understanding fundamentals using smart class room facilities

1.2. Internship/In-plant Training Internship and In-plant Training are arranged for the students to get hands-on experience. Many of our students have undergone internship in various companies like Brain-O- Vision, Vertilink etc.,

1.3. Industrial Visits Industrial Visits are arranged to the students to get the real-time industrial exposure. Our students have visited industries like, IBM Pvt Ltd., Kanakamamidi substation etc.,

1.4. Technical Competitions Our students are permitted to participate in the events such as Hackathon, Ideathon, and Toycathon where students acquire experience of working on real-life models.

1.5. E-Learning / Online Learning Tools like Zoom, Google Meet and Microsoft Team are used by our faculty members and students for online teaching and learning during lockdown period. 2. Participative Learning: Students have participated in various activities like seminars, group discussions, projects and skill based add-on courses for enhancing their specialized technical and managerial skills.

2.1. Participation in Technical Events Our students have participated in State and National Level Technical Events organized by our institutions as well as other institutions.

2.2. Annual cultural program This event is organized every year for the students of our college to give an opening to their creativity.

2.3. Seminar Presentation Students are developing their technical skills while presenting papers and participating in seminars using the facilities in ICT enabled class rooms.

2.4. Publication of Papers Presentation and publication of papers in conferences and journals will make the students to acquire and absorb new skills. Our students have presented papers in various conferences (online and offline) and published papers in national and international journals.

2.5. Participation in Online Programs Our students have participated in various online courses and cleared the exams such as MOOC Programs, NPTEL, Coursera to increase their skill level in the latest trends.

2.6. Participation in Competitive Exams Our students are encouraged to participate in the Competitive Exams like GATE, GRE, IELTS. Many of our students have cleared those exams and pursuing higher studies in various universities in abroad. 3. Problem-Solving Methods: Departments are encouraging the students to acquire and develop problem-solving skills.

The institution adopts the following practices to implement this method of learning.

1.Real-time and industry-oriented mini and major projects		
2.Problem-based assignments given through Google Class Room.		
3.Problem solving Board and using ICT Tools		
4.Participation in Inter-college technical quizzes and programming contests like CodeVita and HackerRank.		
5.Case studies for the necessary subjects		
6.Analysis and reasoning during problem solving		
7.Tutorials and quizzes for necessary subjects using Google Classroom and Forms The following ICT Tools are used in our institution: LCD Projector, Smart Class Room, Google Class Room, Google Meet, Zoom and Team.		
File Description	Document	
Upload Additional information	View Document	
Provide Link for Additional information	View Document	

2.4 Teacher Profile and Quality

2.4.1 Percentage of full-time teachers against sanctioned posts during the last five years Response: 100				
2.4.1.1 Number of sanctioned posts year wise during the last five years				
2022-23	2021-22	2020-21	2019-20	2018-19
46	36	34	34	34
File Description	Document			
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document			
Provide Links for any other relevant document to support the claim (if any)	View Document			

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 77.72

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
36	28	26	27	26

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

The following Mechanisms are adopted and implemented by examination committee which is constituted at institute level for the internal assessment which is Transparent and strong in terms of frequency and variety.

Mechanism of Summative Assessment

- ♦ Institute is affiliated to Jawaharlal Nehru Technological University Ananthapuram, and the rules and regulations for the assessment process are maintained as per University rules.
- ♦ Internal Assessment is conducted two times in a semester as mid-term examinations which consist of Descriptive, Objective and Assignments.
- ♦ Descriptive examinations consist of 6 questions out of which 3 questions are to be answered by the students.
- ♦ For assignment questions, students are given questions from various referenced books, which help them understand the diversity and pattern of questions, which may come in the end examinations, this also inspires students to access books written by different authors and has a deep comprehension insight over subjects.
- ♦ Assignment questions are evaluated and shown to the students to avoid any incongruities.
- ♦ After Evaluation of assignments and internal MID exams the answer sheets are given to students for verification of the marks.
- ♦ The Timetables of all examinations are conveyed to students upon the commencement of the semester by showing the academic calendar on notice board.
- ♦ Students are examined by a range of activities such as technical seminar and industrial oriented mini and major projects which are scheduled by the Project Review Committee (PRC) and the same is displayed on the notice board.
- ♦ A PRC is formed constituting HOD, Project Coordinator and three senior faculty members For the Assessment of major projects, and a Project Review Committee meeting is conducted to confirm the project proposals and guides are selected as per the project domain.
- ♦ Project Review Committee meets at different phases such as Analysis, Design, Implementation & Deployment to meet the conditions and they are posted on the notice board after every Project Review Committee meet. Project Panel is uploaded onto the university Web portal and the university allots an External Examiner for Major Project. The project second Stage-II (30 marks for Internal & 70 Marks for external) is evaluated by the University nominee at the end of the fourth year second semester and the same shall be uploaded in to the portal. Experts from other Institutions conduct Technical Seminar internally for 100 marks.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

At Sri Sai Institute Of Tecnology And Science a Grievance Committee is formed. It's related to examinations Grievances which are transparent, time bound and efficient, and constitutes of the

Principal as the chairperson of the committee, examination branch in-charge as convener and department HODs as members. The committee is to address the grievances related to the examination in a crystal clear and effective manner.

Redressal of Grievances at different levels are as follows:

The exam branch is a confidential section. It is responsible for the smooth conduct of exams for all the programmes offered by the institution. The examination cell also synchronizes with the University examination-related issues. The committee with three levels is formed to solve the examination related grievances. They are

1. Department related examination Grievances.
2. College related examination Grievances.
3. University related examination Grievances.

1. Department related examination Grievances :

- ♦ Students should be made aware of academic timetables, internal examinations as well as university examinations rules and regulations.
- ♦ Students are required to confirm their response after reviewing mid-term exam scripts and assignments to understand their score in the examination.
- ♦ The students are able to raise a grievance related to examinations conducted within the Department which are assignment, slip test, mid-terms, conduct of laboratory examinations and evaluation. The grievances are noted down at department and immediately a Grievance reference number is issued to the students. Based on the grievance HOD conducts meeting with departmental Grievance committee within next 24 working hours and issue will be resolved within the next 24 working hours. If the issue is not related to within the department it will be forwarded to college Grievance committee.

2. College related examination Grievances.

- ♦ The Institute appoints a Chief Superintendent of examinations to conduct university exams smoothly and effectively.
- ♦ Any grievances from the departments which are related to college level, the college examination grievance committee will conduct a meeting within 24 working hours and resolves the grievance in the next 24 working hours. The student can directly approach superintendent of examination with any grievance. To resolve the issue the above procedure is applicable. For example: any issue facing during the examination.
- ♦ Any grievance within the college will be resolved within 48 working hours (or) early with transparency and efficiency.

3. University related examination Grievances.

- ♦ If the students raises any Grievance related to university results, malpractices, withheld of results,

etc... Chief Superintendent of Examinations will transfer issue to the university to the notice of Controller of examination at university exam cell.

- The student can directly raise any grievance related to university examinations. Such grievances will be collected by examination grievances counters (from counter1 to counter10) and immediately issued the acknowledgement based on the grievance.

The grievance related to the university examinations is resolved based on the university rules and regulations. The time of resolving will vary from grievance to grievance prescribed by university examination cell.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- Sri Sai Institute Of Tecnology And Science is affiliated to Jawaharlal Nehru Technological University Anantapur(JNTUA). The University publishes the programs and its courses along with course outcomes in the University website portal.
- Sri Sai Institute Of Tecnology And Science follows the university programmes and its courses along with course outcomes. If any course doesn't have desired course outcomes, the respective faculty of the course along with senior academican will prepare/modify the course outcomes. All the course outcomes of respective programs are included in the course files/course content. This course content will be issued/given to the students before the commencement of the course. The respective faculty of the course is aware of the course outcomes while choosing/selecting the course. These course outcomes are published as per the following methods to the student and faculty.
- **Course content/course file:** Theses course files are prepared by the respective course instructors and will be issued/given to students before the commencement of the course.
- **Course files/course content published through college website:** The director of academics of the college will verify and publish in the college website.

All the course files along with the course outcomes as mentioned by the university.

- **Course files/course content published through Lab manual/records:** All the laboratory related courses and their course outcomes are published in course (lab) manuals by the faculty. While preparing records the course outcomes are published in the records.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 82.27

2.6.3.1 Number of final year students who passed the university examination year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
153	130	153	153	195

2.6.3.2 Number of final year students who appeared for the university examination year-wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
202	149	188	182	232

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 4

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

Response: 19

3.1.1.1 Total Grants from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	4	4	5

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

The aim IPR to contribute a significant Innovation eco system has to develop of MHRD's Innovation Cell: The Innovation Cell (MIC) is a unit of the Ministry of Human Resource Development (MHRD) that supports young students to work with innovative ideas. The institute facilitates conducting industrial talk series organized by MHRD IIC as a member of the Institute Innovation Council campuses, and all the faculty members and students participated in all talk series live sessions. The policy and objectives of the Innovation Cell: The policy of the Innovation Cell is to streamline and strengthen the innovation and entrepreneurial ecosystem on campus and to promote partnerships with different stakeholders. The objective is to leverage the potential of science and students' creative problem-solving and entrepreneurial mindsets. IPR Cell was established in 2020 to provide a platform to share and discuss the latest developments and applications with practical exposure and assist faculty members, students, and research scholars in the patent filing process.

3.2.2

Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years

Response: 43

3.2.2.1 Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years

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

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

Number of research papers published per teacher in the Journals notified on UGC care list during the last five years

Response: 10.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
114	57	83	89	147

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 2.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	11	20	22

File Description	Document
Institutional data in the prescribed format	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

In the past 15 years, Sri sai Institute of Technology and Science has focused on helping students grow and meet the needs of society. They have done many things to help with social issues. The generous contributions made by our students during the natural calamity demonstrate the students' dedication to helping their fellow citizens in need. The student community should be actively involved in the service of rural society to eliminate social disabilities. SSITS encourages students to talk to the people in their neighborhood and see how they can help others. The college facilitates the development of interpersonal communication, leadership qualities, organizational skills, comprehension of the lives of underprivileged individuals, aiding society in times of need, and inculcating social service. The college tries to build empathy among students in the older and weaker sections. This aids in instilling the values of politeness and generosity, thereby fostering the development of compassion towards elderly individuals among students. In the past five years, the college has visited old-age homes and orphanages to see how students feel about elderly and orphan children.

Camps for Blood Donors

Road Safety Program.

Plantation: Go green.

Health education programs (AIDS awareness, cancer awareness, COVID-19 awareness)

COVID-19 vaccine awareness program.

The outcome of the above events was that the volunteers gained confidence and leadership qualities.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

This HEI has received awards and appreciation certificates for its extension and outreach activities through NSS

The NSS volunteers participated in and conducted various social awareness programs and community development programs; some of them are as follows:.

Road and safety program.

Voting awareness program.

Malaria and dengue awareness programs.

World antigen awareness program.

Plantation program.

AIDS awareness program.

Awareness rally on women's safety program.

Medical camp.

Say no to using plastic.

Innovation research program.

National youth unity program.

Breastfeeding awareness program.

Anti-ragging awareness program.

Cleanliness awareness program.

Importations of an agriculture awareness program.

Consumer awareness program.

World forest awareness program.

Corona awareness program on Zoom Meet.

World-earth awareness program.

File Description	Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 91

3.4.3.1 Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
25	15	16	15	20

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

3.5 Collaboration

3.5.1

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

Response: 29

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- Teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

The institution has a well-equipped infrastructure, which makes the teaching and learning process more effective. The campus spreads over an area of 35 acres with a plinth area of more than 200000 sq m, which includes buildings of high standard. Classrooms with proper ventilation, plentiful laboratories, an auditorium, smart classrooms with ICT facilities, a library, and an administration office are available to meet the various academic and administrative requirements.

Classroom: The institution has an appropriate number of well-furnished, well-ventilated, and comfortable classrooms for conducting theory classes. The smart and ICT-enabled teaching and learning environment is so supportive of knowledge transformation. The all-inclusive campus is networked with 24-hour internet connectivity with a band width greater than 300 Mbps and sufficient Wi-Fi points from High-Tech Technologies. The functioning of the college intranet and internet capacity is examined and sustained by the hardware technicians in association with the network administrator of the CSE Department.

Laboratories: All departments are highly furnished with the latest equipment as per the university curriculum and enrich the students's knowledge and content beyond the syllabus. Every department has its own computing facility with the latest software to meet their academic-related knowledge, major projects, mini-projects, and research activities.

Printers, scanners, and reprographic facilities are available in the library; audiovisual systems, LCD projector resources, and digital libraries are some of the supportive equipment that's facilitated in the institution. In order to improve the communication skills of the students, the language laboratory is the main resource of the college.

Library: The central library has been renovated and upgraded along with the departmental libraries, which have a rich and varied collection of books, some rare books that are no longer in hardcopy, and theoretical journals, both national and international. The DELNET facility is available for students and faculty members as an online learning tool. The institute library is using a fully automated and integrated library management system (ILMS) using New Gen Lib software for the smooth functioning of library.

Sports: The institute has co-curricular and extra-curricular activities facilitated through sports, cultural activities, and the National Service Scheme. The indoor and outdoor sports equipment's and cultural equipment's are efficiently utilized by the students and available Gym facilities.

Games: The institute is accentuated with a playground for outdoor games such as basketball, ball

badminton, football, kabaddi, and volleyball. The students of this institute showed their competence and won various commendable prizes in various levels of events. Our institute is always outfitted with maximum indoor games such as chess, carrom, etc.

Additional Resources: The solar panel, RO plant, lift and ramp, disabled-friendly washrooms, medical facilities such as ambulances, wheelchairs, first aid facilities, and fire safety equipment's Bio-gas plant, daycare center, cafeteria, two- and four-wheeler parking, CCTV camera, complaint and suggestion box, bore well, rainwater harvesting system, ERP software, LED bulbs. Counseling and tutorial rooms, daycare centers, common rooms, and medical centers are some of the additional resources available in the institution to promote stakeholder requirements.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 33.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.35686	13.17614	10.27811	24.05484	21.80044

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is very spacious and well-ventilated, with sufficient seating capacity for students and faculty members. Also, the library has a very impressive and calm environment for reading and referring to the resources. The books are properly categorized and prescribed subject-wise. The total number of titles in the library is anormous volumes of books available for various programs. The library committee meeting headed by the principal is reviewing and improving the performance of the learning resources library.

Integrated Library Management System (ILMS):

The institute library is using a fully automated and integrated library management system (ILMS) using ERP software for the smooth functioning of library activities.

By using ERP software, it offers an essential amenity to students. This software is user-friendly, which is appropriate for the founding of international-level bibliographic formats, networking, and transmission procedures.

E-resources:

DELNET: The institution uses the Developing Library Network to access a few e-books and e-journals to refer students and faculty members to project- and research-related activities. The major objective of this institute membership is to encourage resource allocation among the libraries through the OPAC (Online Public Access Catalogue): OPAC is a valuable tool for students and faculty members to search for the accessibility of a specific book. OPAC gives full details of when the book was taken, by whom, and when the due date of return is, etc. It also helps to identify the location of the rack in the library where the specific book is available.

Amount spent on the purchase of books and journals:

The institution has allocated a yearly budget for the purchase of required books and journals, the renewal of e-sources, the update of library automation, and Delnet membership renewal.

The management is spending an adequate amount to purchase the books, journals, and other resources for the various academic years.

Per-day usage of the library:

The institute is encouraging the students and faculty members to avail themselves of library resources every day for their academic growth. The in-and-out register is being maintained in the library. The proper issue and return register are used to record the book issue. A separate library hour is allocated in the academic timetable for every year and section of the students.

Other Resources:

To facilitate the students and faculty, the library is equipped with the following resources:

- 1.Digital Library
- 2.Journals Section
- 3.Reprographic Section
- 4.Reference Section
- 5.Newspaper Section
- 6.Non-Book Material

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

To facilitate the teaching and learning process, this institute frequently updates its IT facility and provides sufficient bandwidth and Wi-Fi points for internet connections. These IT facilities are very helpful for college administration and other stakeholders to meet their academic and administrative requirements. The 300 Mbps bandwidth and adequate Wi-Fi points ensure uninterrupted online classes, online examinations, and reviewed conferences among the stakeholders.

The classrooms, tutorial classes, laboratories, digital library, seminar hall, auditorium, cafeteria, exam branch, placement cell, administrative office, and R&D Lab are receiving internet connections to fulfill the day-to-day activities. The LAN, ERP, lab software and barcodes in the library are some of the facilities that are regularly updated by the institution. The college website is also frequently updated to maintain communication about the institution.

All the departments have enthusiastic hardware and software facilities. The college provided internet facilities for all the faculty members and the students. The projector facilities provide for all the programs with internet connections. The faculties have unrestricted access to information available on the web page and can refer to journals and books anytime. The final-year and pre-final-year students are utilizing the software in the corresponding department itself for project work. The research lab is provided for all the students. Internet facilities are available for students beyond working hours.

The college currently has 200 computers with internet connections for academic and extracurricular activities.

The institution is completely Wi-Fi-enabled with a 300Mbps broadband connection from High Tech Technologies. The functioning of the college intranet and internet facilities is monitored and maintained by the hardware technicians in association with the network administrator of the CSE Department. The day-to-day attendance of all the employees of this institution is marked through biometrics. The facility is provided for the office, department, and library.

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

4.3.2

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

Response: 3.32

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

Response: 245

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

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 29.72

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

2022-23	2021-22	2020-21	2019-20	2018-19
12.505	12.047	18.675	14.928	14.361

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 56

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

2022-23	2021-22	2020-21	2019-20	2018-19
409	313	337	381	404

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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. ICT/computing skills**

Response: B. 3 of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 98.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
814	658	596	554	606

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 69.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
155	123	145	138	132

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
213	151	198	192	244

File Description	Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

Percentage of students qualifying in state/national/ international level examinations during the last five years

Response: 14.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	10	7	11

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 48

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	6	8	12

File Description	Document
Upload supporting document	View Document
list and links to e-copies of award letters and certificates	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3.2

Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)

Response: 43.2

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
45	45	45	36	45

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

There is a registered Alumni Association that contributes significantly to the development of the institution through financial and/or other support services

Response:

The HEI is having a registered Alumni Association that contributes significantly to the development of the

institution through financial and/or other support services

The SSITS alumni association of our institution, all though relatively old as our college is just 23 years old, holds immense potential for contributing to our development through financial support and various services. The alumni, who are emerging entrepreneurs or seeking better career opportunities, have already made noteworthy contributions to society. Despite the challenges posed by the lockdown, they have demonstrated their commitment to becoming holistic individuals.

To formalize and strengthen our alumni network, an Alumni Association was initiated, marked by an inaugural function led by the Principal Alumni were encouraged to register their details with the Coordinator, and the association was officially registered

The core objectives of forming the SSITS Alumni Association include elevating the status of the institution, fostering connections between present and past students, and securing the support of local alumni to contribute to the college's growth.

The role of our alumni is diverse and impactful. Some have secured positions in various companies and recommend their juniors for career opportunities. Others have pursued higher education and returned to join the institution as management faculty. Overall, the Alumni Association works for the welfare of the college and its students. Membership drives were conducted, informing past students to register.

we hold high expectations for substantial contributions from our alumni, envisioning their pivotal role in the overall growth of our institution. The Alumni Association is committed to offering valuable guidance on careers and facilitating social contributions for our current students. We foresee the association evolving into a resilient and supportive entity, akin to a colossal banyan tree, providing extensive shade to everyone connected with it. Through the Alumni Association, present students are poised to reap substantial benefits, obtaining insights into different career paths and receiving comprehensive support throughout their academic and personal journey

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

To become a hub of excellence in educating, nurturing, and sharing knowledge to empower students. To realize this goal, the college administration is actively engaged in initiatives such as hiring skilled faculty and enhancing their capabilities in teaching and research. Through industry-institute collaborations, this institution has bolstered internships, industrial visits, and placement opportunities. Its fundamental principles include enabling women from socially and economically disadvantaged backgrounds by offering equitable educational opportunities and scholarships. The Core Team The core team comprises the Officer on Special Duty (OSD), Principal, Vice Principal, and Heads of Departments (HoDs). They conduct regular meetings to ensure that institutional activities are in line with the vision and mission. These individuals play key roles in planning and executing academic processes. The institution follows a decentralized and participatory management approach, emphasizing collective ownership and democratic governance. The OSD and other administrative staff oversee planning and implementation of policies and procedures concerning institute development, budgeting, academics, research, outreach, and other extension activities. Administrative Decentralization Administrative decentralization is evident through the delegation of administrative responsibilities to the Heads of Departments (HoDs), in addition to the Principal and Vice-Principal. Various cells and committees have designated in-charges. The HoDs, along with their faculty and committees, manage administrative tasks, planning, budgeting, and, importantly, academic and student-related activities. The Internal Quality Assurance Cell (IQAC) oversees quality issues, including academic audits. Disciplinary matters are handled by the respective HoDs and, when necessary, by centralized committees. Antiragging measures are enforced by the anti-ragging committee. Several committees are established to conduct organizational activities, and the non-teaching staff plays a crucial role in supporting institutional processes. The placement and training cell actively participates in associated activities. A particular reflection of this practice may be seen in the extensive delegation of authority to the HoDs in the college. The Head of Department (HoD) supervises the Teaching Plans of departmental members and has the authority to make adjustments to schedules, allocate teaching workload, and assign other duties as needed. They often lead in organizing seminars, workshops, career counseling sessions, as well as interdepartmental and inter-college activities. The HoD can introduce creative and innovative measures for the benefit of students, in consultation with their department. They oversee the paper-setting, evaluation, and submission of marks for all internal examinations within the department and establish criteria for student admission and promotion. Additionally, the HoD has the autonomy to introduce content beyond the syllabus or implement value-added courses. By effectively managing their departments, HoDs serve as pivotal figures in both academic and administrative processes, contributing to the overall health and vitality of the college's management policies. These characteristics, including participatory management, underscore the importance of decentralization in the institution's functioning at all levels.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The strategic plan of the institute aims to address stakeholders' expectations and challenges by strategically allocating resources, considering the institution's strengths and weaknesses, and seizing available opportunities. Students expect a robust and future-oriented education, innovative teaching-learning methods, career guidance, and placement opportunities. Faculty members seek academic autonomy and incentives for research and consultancy, while parents anticipate the overall development of their children for societal betterment. Challenges include inflexibility due to university affiliations and delays in updating syllabi to match industry requirements. The institute plans to utilize resources effectively by focusing on continual improvement across various areas. These include enhancing teaching and learning systems, upgrading computational and library facilities, fostering alumni engagement, promoting research and development, improving placement services, fostering innovation, and engaging in socially impactful extension activities. Pursuing accreditation from bodies like NAAC and NBA is also part of the quality enhancement plan. The institution has implemented innovative teaching methodologies and enhanced ICT facilities to improve the teaching-learning process. The library continuously updates its resources to support learning. Efforts to enhance students' employability include skill development programs and internships, leading to improved placement outcomes. Extra-curricular and extension activities contribute to overall student development. The governing council, established as per AICTE guidelines, oversees institutional affairs. The administrative setup comprises the Chairman, Director, and Principal, with the Chairman holding authority over financial matters. The Principal leads day-to-day operations, supported by HODs, IQAC Coordinator, and the Academic Council. Various committees, cells, and clubs operate under the guidance of the Principal, each with defined roles and responsibilities. Service rules, recruitment procedures, and promotion policies align with AICTE norms and are readily available for reference.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: C. 2 of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

SSITS has primary focus on the welfare of its employees and has so many significant contributions. Effective welfare programs are designed to meet the needs of the employees so that the employee's physical and emotional health is improved. Hence the development of a positive and energetic work environment is achieved. Some of the faculty empowerment measures implemented by SSITS are during the COVID-19 lockdown period, the management has paid full salaries for all the employees and enabled the teaching-learning process to happen without any flaw. Casual Leaves and Medical leaves are given as per the state government policies. On-duty to attend the academic and related activities like seminars, workshops, faculty development programs and hands-on training on emerging technologies for the enrichment of the knowledge. Study leaves are offered to the employees for pursuing higher studies. Paid marriage leaves and maternity leaves are provided with full salary. Optional Holidays for religious festivals are offered to bring the inclusive environment among the employees. Fourth Class employees are given as clothes and other gifts during Dussehra and Eid-ul-Fitr festivals. Financial supports for publishing research papers in reputed national and international journals are provided to motivate the research and development. Vacation holidays during winter and summer season are provided for all the

employees. Free and discounted medical services offered through Sri Sai Institute Technology and science to all the employees, students and their families. Other facilities Biometric attendance system, food Court, health Centre with physician, and Ladies room with resting facility are provided. Facilities for Physically challenged students like lift, wheel chairs, Separate disabled washrooms, Well-stocked central and departmental libraries are available. A clean ambience with hygienic drinking water and rest rooms are provided. Four-wheeler / two-wheeler

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 44.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	19	17	14	8

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

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 91.05

6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
52	42	42	50	48

6.3.3.2 Number of non-teaching staff year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	12	20	16

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

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Funds for the institution are primarily sourced from tuition fees and other revenue streams. Annually, a budget is formulated based on projected income and expenses, enabling effective fund management through proactive planning. Budgetary allocations cover various expenses such as salaries, utility bills, maintenance, taxes, stationery, consumables, laboratory equipment, furniture, and servicing. Significant funds are earmarked to enhance the quality of teaching-learning processes, including workshops, conferences, faculty development programs, orientation sessions, skill enhancement initiatives, certification programs, research activities, and library enhancements. Faculty members receive financial support to attend workshops, conferences, and training programs, while resources are allocated for extension activities like NSS, Swachh Bharat, and gender-related initiatives. To oversee financial transactions, the principal's office issues annual notifications in April, prompting HODs to gather departmental requirements. Consolidated reports are then presented to the principal, who convenes meetings with HODs to finalize departmental budgets. Budget proposals are subsequently submitted to management in May, incorporating HOD recommendations. Departmental requirements are vetted by HODs and scrutinized by the principal, with purchase approvals granted by the institution's chairman based on priority. The accounts department monitors expenses against allocated budgets, providing regular reports to management for review and course correction. The institution maintains robust internal and external financial auditing systems under the oversight of the Shadan Educational Society, ensuring transparency and accountability. Internal audits, conducted by management-appointed teams, scrutinize bills, vouchers, daybooks, and financial records, with detailed reports submitted through the principal. External audits, carried out annually by appointed external auditors, validate financial transactions and adherence to standards. Regular checks and verifications of vouchers and bills occur against accounting heads, with any discrepancies promptly reported to the principal for resolution. At the end of each financial year, audited statements are prepared by chartered accountants in collaboration with the institution's accounting section. Final audited statements for each fiscal year are endorsed by management and auditors, ensuring financial integrity and compliance

File Description	Document
Upload Additional information	View Document
Provide 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC of the SSITS is dedicated to providing quality education to economically disadvantaged

female students in Telangana. It ensures quality through continuous reviews and meetings with stakeholders, focusing on academic and administrative excellence. Quality initiatives are implemented and monitored to enhance the teaching-learning process, curriculum development, and overall institutional quality. Feedback from stakeholders informs improvement strategies, and quality parameters guide various institutional activities. Regular committee meetings assess the progress of quality assurance strategies. Academic planning precedes each semester, and the Principal and HoDs evaluate teaching effectiveness and learning outcomes using IQAC-approved methods. The institution employs several methods, including Academic and Administrative Audit (AAA), Formative Assessment (FA), Mentor-Mentee programs, and Micro Teaching Analysis to enhance the teaching-learning process and ensure quality assurance. The AAA, conducted biannually, evaluates various aspects such as academic calendars, syllabus completion, student performance, skill development

programs, co-curricular activities, and placements. Formative Assessment, a key practice, involves ongoing evaluation by instructors to enhance student learning. The IQAC focuses on implementing and monitoring quality initiatives, fostering stakeholder engagement, and employing various assessment methods to ensure continuous improvement in teaching, learning, and institutional processes. Assessment plays a crucial role in enhancing the teaching-learning process and evaluating learning outcomes, as well as fostering communication and presentation skills among students. Formative assessment results are reviewed at the department level with the assistance of IQAC. Mentor-Mentee interactions involve periodic support and feedback from mentors to mentees, aiding in their professional development and engagement in curricular and extracurricular activities. Best practices from one department are shared with others, enhancing overall teaching-learning quality. Micro Teaching Analysis, introduced by IQAC, aims to improve teaching and learning processes and is utilized for annual faculty performance appraisals. Faculty performance is evaluated based on filled-out forms and other academic and administrative documentation. This analysis contributes to the continuous enhancement of teaching quality and academic outcomes.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The HEI adopting and implementing gender sensitive policies to ensure fair treatment and opportunities for all genders. Equal pay, anti-discrimination measures, and parental leave policies contribute to creating a more equitable working environment.

SSITS celebrates Women's Day in a grand manner every year, to promote gender equity and advocate for women's rights. Gender Sensitization course has been offered by JNTUA including a wide array of activities such as Gender Equity seminars, Sports, Skill development programs for woman empowerment and leadership qualities, seminar on stress free life and Gender sensitization, debates, awareness programs, Seminar on Positive thinking, Self-esteem and decision-making, Women equality before Law, Seminar on Prevention of Sexual Harassment (POSH), Career counselling, Seminar on self-confidence, Workshop on Ethics and Social Circumstances and Cancer Awareness seminar etc.,

SSITS prioritizes the provision of facilities tailored to the needs of women on campus. This includes well-equipped women's hostels with round-the-clock security, ensuring a safe and comfortable living environment, common rooms for girls with required facilities are available in the campus. Health centre is provided in the campus with qualified physician with separate treatment rooms for girls. Additionally, the college invests in infrastructure such as dedicated women's restrooms and sanitary facilities across campus, ensuring convenience and privacy for female students and staff.

Gender equity is a fundamental principle that recognizes the equal rights, opportunities, and treatment of all individuals, irrespective of their gender has been proactive in promoting gender equity and sensitization across its curricular and co-curricular activities, as well as ensuring adequate facilities for women on campus. In terms of curricular activities, the college integrates gender-sensitive content across various disciplines, encouraging critical examination of gender roles and biases. Courses encompass discussions on gender equity, women's contributions to engineering and technology, and challenges faced by women in male dominated fields. Co-curricular activities complement these efforts, with workshops, seminars, and events aimed at raising awareness about gender issues, promoting diversity, and fostering inclusive attitudes among students and faculty, the college hosts events celebrating women's achievements in engineering, technology. These events serve to inspire and motivate female students, showcasing diverse role models and success stories. Additionally, awareness campaigns, guest lectures, and panel discussions provide platforms for dialogue and reflection on gender-related issues, encouraging students to become advocates for gender equity both within the college community.

File Description	Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

- 1. Alternate sources of energy and energy conservation measures**
- 2. Management of the various types of degradable and nondegradable waste**
- 3. Water conservation**
- 4. Green campus initiatives**
- 5. Disabled-friendly, barrier free environment**

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The HEI is a beacon of educational excellence, striving to create an inclusive environment that fosters tolerance, harmony, and awareness of constitutional obligations. The institution recognizes the importance of embracing diversity across cultural, regional, communal, and socio-economic dimensions, while instilling a sense of civic duty among its students and employees. Socio-economic diversity is a reality that acknowledges and embraces. The college implements policies to ensure accessibility for students from various socio-economic backgrounds. Free education with all free facilities like Hostel, Lab & Library, Transportation and Medical health.etc, financial aid programs, and mentorship initiatives are in place to support students who may face economic challenges. By breaking down socio-economic barriers for girl child, the institution paves the way for an inclusive learning environment where all students can thrive.

One of the pivotal aspects of institutional efforts at is the commitment to providing a nurturing environment that transcends cultural boundaries. The college actively promotes cultural exchange programs, where students from diverse backgrounds share their traditions and experiences. This not only cultivates tolerance but also enriches the collective cultural tapestry of the institution. Through such initiatives, students gain a broader perspective, fostering an environment where differences

File Description	Document
Upload Additional information	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:

The HEI has adopted "Micro Teaching Analysis" as one of the best practices from the academic year 2018-2019 to raise the caliber of instructor. The committee was created to put these criteria into practice. The procedure followed for implementation is given below:

Micro-teaching is a valuable practice used in teacher training programs to improve teaching skills in a controlled setting.

Micro-teaching is a valuable practice used in teacher training programs to improve teaching skills in a controlled setting.

There should be a minimum of 10-minute recording of the lecture given by a faculty member.

The expert committee will watch, analyze and scrutinize the video footage.

Expert committee pay attention to various aspects such as clarity of explanation, engagement with students, use of teaching aids, and classroom management and take note on areas for improvement.

After the microteaching session, expert faculties provide constructive feedback to the faculty member based on their observations. They highlight what went well and offer suggestions for improvement.

All of the pre-examined faculty will be contacted again for the same process after the predetermined period of one or two weeks. The pre-assessment video and post assessment video recordings will be compared by the expert team and the improvement will be analysed.

For improving the teaching quality of the faculty, the same procedure will be used again.

Micro-teaching is an essential component of teacher training programs. The teaching behaviour and body language of the faculty members while teaching the class is being watched by experts. Two days before the video recording, each faculty member is instructed to prepare and explain their own topic. The six steps generally involved in micro-teaching cycle are (i) Plan (ii) Teach (iii) Feedback (iv) Replan (v) Reteach and (vi) Re-feedback. The teaching environment is made free from disturbances. The teacher is instructed to prepare the content exactly for 10 to 15 minutes for evaluation. This feedback focuses on various aspects of teaching, such as clarity of instructions, engagement of students, use of teaching aids, and classroom management. One of the key benefits of micro-teaching is its ability to allow teachers to experiment with different teaching strategies and methods in a supportive environment. It offers a safe space for educators to make mistakes, receive feedback, and make improvements without the pressure of a real classroom. Micro-teaching also promotes reflective practice among teachers. Furthermore, microteaching helps build confidence among teachers. Our Students are getting benefitted by having well trained teaching faculty members who can teach them subjects to meet the demands of the current industry.

BEST PRACTICE-2

Title of the Practice: "ADVANCING ECO-AWARENESS: FOSTERING ENVIRONMENTAL CONSCIOUSNESS"

The promotion of environmental consciousness at DR VRK Women's College of Engineering & The college's commitment to environmental consciousness extends beyond its borders through community engagement initiatives. Collaborating with our NSS Team, local organizations and communities, the college organizes tree-planting drives, clean-up campaigns, and awareness workshops to foster a culture of environmental consciousness in the surrounding areas. The faculty and students of SSITS, MASAPET, RAYACHOTI joined together with National Service Scheme (NSS) to plant a lot of trees in the nearby villages

File Description	Document
Best practices as hosted on the Institutional website	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 college's commitment to environmental consciousness extends beyond its borders through community engagement initiatives. Collaborating with our NSS Team, local organizations and communities, the college organizes tree-planting drives, clean-up campaigns, and awareness workshops to foster a culture of environmental consciousness in the surrounding areas. The faculty and students

Self-employed environmentalists can take a variety of actions to make a positive impact on the environment. Here are a few possibilities:

1. Consulting: If you have expertise in a particular area of environmental science or policy, you can offer consulting services to businesses, governments, or nonprofits. For example, you could help a company develop a sustainability plan or advise a government agency on ways to reduce carbon emissions.
2. Education and outreach: As a self-employed environmentalist, you could offer educational programs or workshops to help people understand the importance of environmental issues and how they can take action in their own lives. This could involve speaking at schools, community events, or corporate training sessions.
3. Advocacy and activism: Self-employed environmentalists can also get involved in advocacy and activism to promote environmental policies and raise awareness about critical issues. This might involve lobbying elected officials, organizing protests or rallies, or using social media to share information and build support.
4. Sustainable product or service development: Another option is to develop and sell sustainable products or services. This could involve anything from creating an eco-friendly cleaning product to starting a company that installs solar panels or builds green infrastructure.
5. Research and analysis: Finally, self-employed environmentalists can conduct research and

analysis on environmental issues, such as climate change, pollution, or biodiversity loss. This information can then be used to inform policy decisions, guide conservation efforts, or develop new technologies or strategies for protecting the environment.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Institutional follow the Green environmental related issues, self organic farming implemented in the campus and motivate students and faculty to the importance of green environment

Concluding Remarks :

the HEI is full filled all the requirement of NAAC. the institution has well established infrastructure with green 36 acres lush campus with Hostel, Faculty quarters and all sports & Cultural amenities.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years) Answer before DVV Verification : Answer After DVV Verification :3 Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses under regular curriculum																				
1.2.2	<i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i> 1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>584</td><td>526</td><td>346</td><td>453</td><td>397</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>36</td><td>66</td><td>0</td><td>36</td><td>36</td></tr></table> Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded courses under regular curriculum	2022-23	2021-22	2020-21	2019-20	2018-19	584	526	346	453	397	2022-23	2021-22	2020-21	2019-20	2018-19	36	66	0	36	36
2022-23	2021-22	2020-21	2019-20	2018-19																	
584	526	346	453	397																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
36	66	0	36	36																	
1.3.2	Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year) 1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 656 Answer after DVV Verification: 76 Remark : DVV has made necessary changes as per supporting documents shared by HEI and values have been downgraded as we have considered attached completion certificates of internships or project work from the organisation.																				
3.3.2	Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
106	101	11	54	223

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
26	24	11	20	22

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

5.1.2 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. ICT/computing skills**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : DVV has selected the B. 3 of the above as per shared supporting document by HEI .

5.3.1 Number of awards/medals for outstanding performance in sports/ cultural activities at 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 for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
15	10	6	12	15

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
12	10	6	8	12

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

6.2.2 Institution implements e-governance in its operations

	1. Administration 2. Finance and Accounts 3. Student Admission and Support 4. Examination Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made necessary changes																				
6.3.2	Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years 6.3.2.1. Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>40</td><td>30</td><td>30</td><td>30</td><td>30</td></tr></table> Answer After DVV Verification : <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>23</td><td>19</td><td>17</td><td>14</td><td>8</td></tr></table> Remark : DVV has made changes as per the supporting document shared by HEI and values have been downgraded as we have excluded financial support less than Rs. 2000.	2022-23	2021-22	2020-21	2019-20	2018-19	40	30	30	30	30	2022-23	2021-22	2020-21	2019-20	2018-19	23	19	17	14	8
2022-23	2021-22	2020-21	2019-20	2018-19																	
40	30	30	30	30																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
23	19	17	14	8																	
6.5.2	Quality assurance initiatives of the institution include: 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: B. Any 3 of the above Remark : DVV has selected the B. Any 3 of the above as per shared supporting document by HEI																				

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations

