SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SESHADRI RAO GUDLAVALLERU ENGINEERING COLLEGE

SESHADRI RAO KNOWLEDGE VILLAGE GUDLAVALLERU
521356
www.gecgudlavalleru.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Adusumilli Aswardha Narayana Murthy and Vallurupalli Venkata Rama Seshadri Rao (AANM&VVRSR) Educational Society was established in 1981 with the objective of establishing general and Technical Education Institutions in Gudlavalleru, a village in Andhra Pradesh. The promoter society established a Polytechnic in 1981, an English Medium High School in 1988, an Engineering College in 1998, and a Pharmacy College in 2010. AANM&VVRSR Educational Society has been instrumental in making a rural village, Gudlavalleru, an educational hub and provided opportunities to many middle and lower-middle-class public to pursue their education. GEC offered four undergraduate B.Tech programs with an intake of 180 when it was established in 1998. This college offers 09 UG B.Tech programs, 05 PG M.Tech programs and MBA programs with an intake of 1476.

Founder of this college, Sri Vallurupalli Venkata Rama Seshadri Rao has been recognized posthumously with Edupreneurs Award 2013 by "Engineering Watch, a National Magazine, in New Delhi, under Vice-Chancellors choice for his contribution to Engineering Education in India. This is an indicator of the commitment and achievement for serving the cause of education.

AANM&VVRSR Educational Society resolved to rename GEC as SRGEC (Seshadri Rao Gudlavalleru Engineering College) in the memory of Late Sri VVR Seshadri Rao, who was called the father of GEC. Consequently, GEC applied to AICTE to rename the institution SRGEC in March 2021. AICTE accorded permission to rename GEC as SRGEC w.e.f July 10, 2021

SRGEC is able to provide a rich learning experience to students by organizing various educational and personality development programs to enable the students to become responsible citizens. SRGEC gives priority to sports & games for a sound mind and health, social service activities to ignite social responsibility, and advanced training to make students industry-ready in human resources.

SRGEC built adequate infrastructure with a built-up area of 5,22,667 sqft. in its area of 14.47 acres to provide sufficient instructional areas, a state-of-the-art library and information centre, laboratories, skill development centres, a sports complex, and other amenities. The transparent policies and mechanisms of the college paved the way to having more qualified, experienced, and competent faculty to serve the student community.

Vision

To be a leading institution of engineering and management education and research, preparing students for leadership in their fields in a caring and challenging learning environment.

Mission

- To produce quality engineers by providing state-of-the-art engineering education.
- To attract and retain knowledgeable, creative, motivated, and highly skilled individuals whose leadership and contributions uphold the college tenets of education, creativity, research, and responsible

public service.

- To develop faculty and resources to impart and disseminate knowledge and information to students and also to the society that will enhance the educational level, which in turn, will contribute to the social and economic betterment of society.
- To provide an environment that values and encourages knowledge acquisition and academic freedom, making this a preferred institution for knowledge seekers.
- To provide quality assurance.
- To partner and collaborate with industry, government, and R and D institutes to develop new knowledge and sustainable technologies and serve as an engine for facilitating the nation's economic development. To impart personality development skills to students that will help them to succeed and lead.
- To instill in students the attitude, values, and vision that will prepare them to lead lives of personal integrity and civic responsibility.
- To promote a campus environment that welcomes and makes students of all races, cultures, and civilizations feel at home.
- Putting students face facing industrial, governmental, and societal challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- UGC- Autonomous Institute and have a permanent affiliation with JNTUK since 2006.
- All eligible UG B.Tech programs have been Accredited by the National Board of Accreditation (NBA), New Delhi under Tier–I for a period of three academic years from 2022-23 to 2024-25 of EEE, ME, ECE & IT and CE & CSE from 2021-22 to 2023-24. All eligible B.Tech programs were earlier accredited in 2008, 2013, 2016, 2019 and 2021 respectively.
- Institution is Accredited by NAAC with an "A" Grade for five years from 2016 March 29 to 2021 March 21.
- Departments of CE, EEE, ME, ECE & CSE were recognized as Research Centers by the affiliating University JNTUK, Kakinada.
- Academic Strengthening and Advancement cell (AS&A) to ensure that the education offered in the institution would enable a student to perform to the best of his abilities in Academic, Competitive Examinations and Placement Tests.
- R&D cell for promoting research and development activities in the institution
- ELT Centre - A resource and research centre; that promotes the continuing professional development of teachers of English; and conducts programmes for enhancing the communication skills of the GEC faculty.
- IT Enabled Central Lecture Theatre for interactive teaching to about 350 students at a time. Well-established laboratories, good sports facilities.
- **Power Backup**: About 695 kVA Generator Power backup is provided.
- **Solar:** A monthly average of 39000 to 40000 units generation through a 350 kVA power station with 4 inverters (each 100 kVA) connected to the main grid.
- Unnat Bharat Abhiyaan 2.O
- Recognized Nodal Center for Development of Virtual Labs in Optical Communication, Mechanics of Solids and Data Mining by IIT, Roorkee.
- Recognized NPTEL Chapter.
- MoUs with prominent industries and institutes
- The Skill Oriented Programming Laboratory, is a comprehensive and well-designed facility that aims to

provide students with hands-on experience in various programming languages and tools. The lab has a capacity of 288 nodes.

- SRGEC TECHDOC, an innovation and incubation cell, is to provide a nurturing environment where novel ideas can flourish and transform into viable products or services.
- SRGEC's outstanding accomplishment of receiving a 3-star rating from the Innovation Cell, Ministry of Education, India.

Institutional Weakness

- The students at the entry level are with poor competencies.
- Being a rural Institution, peer group interactions are not contributing to learning. The Research & Development and Consultancy activities are not promising.
- Institution-Industry collaborations are not encouraging.
- Deficiency of faculty/officers/staff residences in campus.

Institutional Opportunity

- To cater to the educational needs of rural public.
- The Agri and Aquaculture of the surrounding area is providing scope for solving their engineering problems and develop product implements for their use.
- The automobile and other industries in the district are useful for internships and apprenticeships.
- The Institute can use the freedom of using academic autonomy and revise the course curriculum from time to time to meet the needs of the present scenarios.
- The Institute has the reputed higher level Institutions nearby to it like NIT AP, VIT-Amaravathi, and many industries in and around Vijayawada, whose interaction helps in improving the quality of research and education.
- The Institute being in the rural area has lot of scope in serving the society through community programs.
- Provide regular customized technical training on latest advancements to the working professionals from nearby region.

Institutional Challenge

- Exponential increase in intake in Deemed to be universities and mushrooming of engineering colleges.
- Reduced inclination of students to pursue Post Graduate Education.
- Non- availability of competent faculty in emerging areas.
- Mismatching of the cost of functioning the college and the revenue generated through Tuition Fee
- Farther distance from city environment is limiting the continuous exposure of students and faculty to industrial practices
- The institute is unable to fill all the seats especially in PG courses. The Institute being a private self financed college is finding difficulty in improving consultancy activities.
- Many students are preferring admission in deemed to be universities due to their strategic early admissions. Excess number of engineering colleges and newly started deemed to be universities in the state capital are also affecting the admission in the Institute.
- The Institute has major financial resource only in the form of tuition fee paid by the students and fee reimbursement from the state government.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Seshadri Rao Gudlavalleru Engineering College (SRGEC) offers holistic and rich learning experience particularly to the rural student community. It offers 09 UG programs and 06 PG programs in engineering and one additional PG program in management. SRGEC envisions and march forwarding with the vision of creating, developing and disseminating the knowledge in the domains of engineering and management. The Institute makes every effort to realize its vision of developing competent human resources through quality education, by designing innovative educational environment.

The Institution has flexibility in designing the curriculum **and examination patterns** with its autonomous status. A periodic review of curriculum is done to keep pace developments in respective fields and to meet the local, regional and global needs. All the programs offered by the institute are designed and revised periodically regularly and a set of new courses are introduced to keep students in pace with technological changes around the globe. The course content of all programs is designed in view of enhancing knowledge, employability and entrepreneurial skills, above 80% of courses are designed in this perspective. About 70-80% new courses are introduced in every revision. Choice- Based Credit System is in vogue, since 2014, to meet the interests and aspirations of students. A good number of students are benefited by this CBSE in placements and higher studies.

The college integrates and promotes cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability by conducting various activities on and off the campus.

To keep the students in pace with real time world institute organized 85 value added courses with the collaborative labs that include APSSDC, Dassault, ICT academy, Edu-Skills, Smart Bridge services so on, and more than 55% students are actively participated and certified in them. Around 47.76% of the students are carrying out field projects, internships and other interactive programs in association with industries, more than 30 industries are visited by our students during the assessment period.

All the stakeholders are involved in the design and improvement of curriculum through feedback process. The outcomes of feedback are taken as corrective measures to design new curriculum.

Teaching-learning and Evaluation

Students are admitted into various programmes based on the guidelines of the Andhra Pradesh State Council of Higher Education (APSCHE). In total sanctioned seats 70% (Category 'A') of seats are filled through common counselling and 30% (Category 'B') of seats by the institution in accordance with the guidelines of APSCHE. On average 89.42% of sanctions and 77.8% of reservations earmarked are admitted during the assessment period

Ethics are the sole of an education system. Every year, the institute organizes a Student Induction Program for newly joined students with true spirit to mould the teen student into a responsible citizen. The institute has a well-defined mechanism to assess the learning level of entry students and take necessary steps to pace the slow learner with advanced learners.

To make teaching and learning more innovative and interactive, the college encourages the faculty to use ICT tools. MOOCs to enhance higher-order learning skills. However, the institute adopts advanced pedagogical methods to create interest in learners. The college also offers opportunities for learning through special programs, lectures from renowned experts, short courses by industry experts and approved e-learning resources, with the availability of a large number of online courses through the SWAYAM portal.

The college takes necessary actions to maintain an appropriate student-faculty ratio as per the directions of AICTE. A mentoring system is adopted for counselling and to monitor the academic and personal issues of students with a student-mentor ratio of 19:1. All the academic activities are carried out strictly following the academic and activity calendar. Around 99 % of sanctioned posts are filled with full-time teachers out of which above 20% are doctorates.

Various reforms are consistently introduced in the examination section which includes automation in the generation of question papers, producing a secured and fair evaluation process and results are processed by software and published within the stipulated time, an average of 8.31 days was taken to declare results. The student performance is measured through the attainment level of learning outcomes in every program and steps are taken to improve it. As a result, about 96.97% of final-year students passed for the latest academic year.

Research, Innovations and Extension

To inculcate and stimulate the students for new idea generation, faculty members are encouraged to participate in conferences, workshops and seminars with special privileges. SRGEC has been striving hard to excel in the sphere of research steered by well-defined R&D and Consultancy Policies, and Code of Ethics. The institution has been executing multidimensional endeavors including providing seed money, incentives to faculty publications, and conducting workshops on IPR. The institute encourages the faculty members to register themselves for Ph.D. with special welfare measures. The faculty members with doctoral degrees are also encouraged to acquire Research Supervisor status to guide faculty members either of the same department or other colleges for PhD.

All the faculty members are encouraged to apply for Minor/Major Research Projects, attend Symposiums etc., offered by AICTE, UGC DST etc. The institute provides necessary infrastructure facilities and administrative support to augment research activities. SRGEC faculty utilized nearly 22 lakhs of seed money in the assessment period. The Institute has a good infrastructure for research activity in the college. 71 Lakhs worth of funding from AICTE, UGC, and DST has been received. The college has been conducting International conferences to promote research.

Many teachers have authored a good number of textbooks, published patents, and more than 1050 research papers, and articles in indexed journals during the assessment period. Around 50 lakhs worth of consultancy services are offered by the faculty to various government and non-government agencies.

Students are encouraged to carry out live projects based on the latest technology with the guidance of experienced faculty members. Many departments are recognized as research centres by JNTUK. All the departments are endowed with research facilities in the thrust areas. To nurture young minds, the innovation club was started and it is active. They are motivated to participate in hackathons conducted by state and central government authorities to promote innovation.

The institution is also undertaking extension activities with the help of students. The Institution has 108 awards

and recognition received for extension activities from Government / government-recognised bodies. The Institution organized around 50 extension activities like Blood Donation, vanam manam, plastic ban activities etc. Around 60% of students participate in extension activities during the assessment period.

The college has 62 functional MOUs with Institutions, industries, and training Institutions and organized 23 average Collaborative activities in every academic year during the assessment period.

Infrastructure and Learning Resources

SRGEC takes utmost care in providing sufficient infrastructure to realize its vision of imparting quality education to students. It has 14.47 acres of campus area with 81 classrooms and 7 seminar halls with ICT facilities. 72 Laboratories as per the curriculum and skill centers to impart hands-on training in cutting edge technologies are available. The institute facilitates a dedicated cultural hall, yoga centre, sports facilities and separate gymnasium for both boys and girls. Dedicated research labs are available in all the departments. Licensed software and open-source software are being used to make the students proficient in modern tool usage. 17.76% of total income is utilised for the augmentation of physical facilities and 32.86% for physical and academic facilities. College believes that the library is the knowledge hub for a student, it spent an average of 18.74 lakhs for subscriptions and purchases of books and e-resources during assessment period, which results in 30.6% of students utilizing the library in offline and online mode as well. E-learning materials offered by world famous universities and NPTEL are available to make the students competitive in the domain of knowledge. The college is maintaining a 3:1 student-computer ratio along with 155mbps internet speed with 131 accessible points through Wi-Fi. A central lecture theatre with audio and video facilities is available to arrange special lectures from eminent people and to conduct oration lectures. The all-around development of students is the underlying concept of the college while imparting quality education.

To reach that goal, the college has provided adequate sports and cultural facilities along with 10 clubs to exhibit and enhance their talents. Computers are available to access online journals and e-books with internet connectivity. A total of 1838 computers with internet facility, 50 printers, scanners, software, and 16TB of the NPTEL database are available. The student-computer ratio is 3:1. The campus is Wi-Fi enabled with a dedicated Leased line of 155 Mbps bandwidth of BSNL available. Maintenance of all the physical equipment, academic facilities, computers, and sports facilities including gymnasiums take place as per the standard operating procedure of the institution.

Student Support and Progression

The Institution will give continuous support and encourage every student to take part in each activity that is organized by the college. Around 81% of students benefit from scholarships provided by the Government and institutional freeships.

SRGEC has a dedicated training and placement cell to nurture students through various Capacity development and skills enhancement activities in association with text. As a result, around 60% of students are placed in reputed companies with good salary packages and undergo higher studies. In addition to this, more than 73% of students are qualified in various state/national/ international level competitive examinations during the assessment period.

The Institute has developed a structured Grievance mechanism as per the guidelines of AICTE / UGC.

Grievances can be reported to concerned authorities online/offline and immediately resolved through appropriate committees as per the policies. For a maximum of twenty students, a mentor is appointed who regularly meets the students, either in groups or individually, to discuss and counsel them in both academic as well as non-academic matters. The counsellor helps their wards with study techniques, training opportunities, preparation for co-curricular events and other issues.

SRGEC always encourages the students to take part in various co-curricular and extracurricular activities and motivates them to attend multiple competitions at the inter/intra level. As a result, 149 awards/medals were won by students for their outstanding performance. The Institute involves student representatives in various decision-making making, academic and administrative committees. There is a registered alumni association in the name of AAGEC in the college to develop a strong association among alumni and present students. The alumni support the students consistently providing guidance and placements to existing students.

Governance, Leadership and Management

Seshadri Rao Gudlavalleru Engineering College is guided by a "Governing body" headed by the Chairman, and AANM & VVRSR educational society under whose aegis college was established, and the Principal is the Member Secretary of the governing body. Its members include representatives of the Directorate of Technical Education - Govt. of Andhra Pradesh, AICTE-Southern Central Regional Office, Hyderabad, experts from industry, members from affiliating university and faculty members.

The body advises on the policies and overall management of the College. The Principal provides overall administrative and academic leadership to the College, and he is supported by two Vice Principals. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Each department has a Head who is a doctorate and senior faculty of the department and is supported by teaching, technical and administrative staff. Decentralized administrations, complete autonomy to the departments in academics, and transparency in budget allocation are practised in the management of the institution. Academic, finance, library and examination activities are automated to the extent possible for ease of administration.

The Institution has effective welfare measures for teaching and non-teaching staff like General Insurance, ESI, EPF, etc., And also around 34% of teachers were provided with financial support to attend various professional development activities. The Institute organized 106 professional development Programmes for teaching and non-teaching staff during the assessment period. Around 639 teachers attended Faculty Development Programmes (FDP) during the assessment period.

Internal Quality Assurance Cell (IQAC) initiates and reviews periodically all the activities and the Action Taken Report over the feedback collected from stakeholders. The Institution has colorations with other five peer Institutions to share knowledge among faculty. The Institution undergoes audits periodically and also participates in NIRF Ranking. As a measure of the quality of National repute, SRGEC has been achieving accreditation by NBA and NAAC.

Institutional Values and Best Practices

SRGEC promotes gender equity 38% percentage of staff and 56% students are female. International Women's Day is celebrated every year to motivate all the staff to organize discussions to understand the role of women in

a progressive society. The institute is secured by dedicated security guards for each department and every important location within the institute premises. The campus is under electronic surveillance with the help of 181 CCTV cameras, available at academic blocks, amenities block, all the junction points and open areas without compromising the privacy of female staff and the students. The presence of the Internal Complaints Committee (ICC) ensures the protection of women from sexual harassment in the workplace. A professional Counselor is extending counselling and mental Wellness services to SRGEC students. The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, and harmony among students and faculty. By virtue of the admission process, students across all districts of the state and cross sections take admissions based on merit as per the state council guidelines apart from a few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for holistic development. Commemorative days like Republic Day, International Yoga Day, Independence Day, Teacher's Day and Engineers Day are celebrated and their importance is highlighted to faculty and students.

The hallmark of SRGEC is holistic education for students. The complete focus is on "KNOWLEDGE-SKILL-BEHAVIOR" - the basic mantra of OBE. The entire process is a career vision approach that starts with Induction Program and ends at employment routed through the Outcome-based curriculum (Cognitive domain skill set) blended with (Internship, Industrial linkage, Certification courses, Skill development Labs, Placement Training Programs)- Psychomotor domain skill set, (student clubs, professional society chapters, participation in other co and extracurricular activities –GECFEST)- Affective domain skill set. The college has adopted many best practices out of which two best practices stand out the **Teacher Empowerment Program (GUROBYUNNATHI)** for faculty and **Community Engagement Services (SANGASEVA)** for students.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SESHADRI RAO GUDLAVALLERU ENGINEERING COLLEGE
Address	Seshadri Rao Knowledge Village Gudlavalleru
City	Gudlavalleru
State	Andhra Pradesh
Pin	521356
Website	www.gecgudlavalleru.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G V S N R V Prasad	08674-273737	9848779124	08674-273957	principal@gecgudlavalleru.ac.in
IQAC / CIQA coordinator	A Jawahar Babu	08674-273888	9440692472	08674-273953	ajbgec@gamil.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of 'Autonomy'	25-06-1998

Date of grant of 'Autonomy' to the College by UGC	19-04-2014

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	04-05-2012	[View Document](#)
12B of UGC	04-05-2012	[View Document](#)

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	[View Document](#)	15-06-2020	12	EOA continuing for next academic year twelve months also
AICTE	[View Document](#)	15-06-2020	12	EOA continuing for next academic year twelve months also
AICTE	[View Document](#)	15-06-2020	12	EOA continuing for next academic year twelve months also

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	Seshadri Rao Knowledge Village Gudlavalleru	Rural	14.47	43613

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Civil Engineering	48	Intermediate	English	120	43
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	120	90
UG	BTech,Mechanical Engineering	48	Intermediate	English	120	57
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	240	240
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	120	114
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	120

UG	BTech,Computer Science And Engineering	48	Intermediate	English	240	240
UG	BTech,Information Technology	48	Intermediate	English	180	180
PG	Mtech,Civil Engineering	24	Under Graduation B.Tech	English	12	0
PG	Mtech,Electrical And Electronics Engineering	24	Under Graduation B.Tech	English	6	0
PG	Mtech,Mechanical Engineering	24	Under Graduation B.Tech	English	6	0
PG	Mtech,Electronics And Communication Engineering	24	Under Graduation B.Tech	English	6	1
PG	Mtech,Computer Science And Engineering	24	Under Graduation B.Tech	English	6	0
PG	MBA,Master Of Business Administration	24	Under Graduation	English	60	60

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				**Associate Professor**				**Assistant Professor**			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	31				28				206			
Recruited	26	5	0	31	22	6	0	28	127	79	0	206
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				155
Recruited	143	12	0	155
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				58
Recruited	49	9	0	58
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/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	26	5	0	9	3	0	21	10	0	74
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	13	3	0	102	69	0	187
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/M CH	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/M CH	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**
	7	0	0	7

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	733	0	0	0	733
	Female	533	1	0	0	534
	Others	0	0	0	0	0
PG	Male	23	0	0	0	23
	Female	44	0	0	0	44
	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	105	140	121	115
	Female	80	62	68	59
	Others	0	0	0	0
ST	Male	15	13	7	6
	Female	6	4	2	0
	Others	0	0	0	0
OBC	Male	395	338	342	269
	Female	278	199	154	128
	Others	0	0	0	0
General	Male	222	246	279	236
	Female	214	199	179	145
	Others	0	0	0	0
Others	Male	19	18	13	12
	Female	0	0	3	5
	Others	0	0	0	0
Total		1334	1219	1168	975

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Information Technology	[View Document](#)
Master Of Business Administration	[View Document](#)
Mechanical Engineering	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	Interdisciplinary courses are introduced in the curriculum. Students are encouraged to take up interdisciplinary projects. Enthusiastic learners can acquire Minor degrees in their chosen interdisciplinary domain. Certain Non –Credit courses are going to be part of R23 Curriculum. In the years to come institution is committed to pave way to Multidisciplinary education.
2. Academic bank of credits (ABC):	In line with the directives of NEP-2020, SRGEC initiated the Academic Bank of Credits facility for its students. The students admitted into various Programmes of SRGEC from the academic year 2021–22 are provided with their unique Id. The roll number of each candidate is mapped with their DOB and their Aadhaar Card. The Credits secured by each candidate are registered in his ID. The Credit details of the students of the 2018 batch are entered in their ID. The institution is prepared to reinforce the banking of Academic Credits for its students.
3. Skill development:	SRGEC has given prominence to Skill development right from its autonomous status. Skill oriented labs became part of curriculum (10 Credits weightage). Beyond curriculum also, institution provided skill oriented laboratories, organized programs to obtain global certifications by students. The Institution provided the under mentioned facilities towards skill development. • The Skill Oriented Programming Laboratory, a comprehensive and well-designed facility that aims to provide students with hands-on experience in various programming languages and

tools. The lab has a capacity of 288 nodes. It is aimed to provide a state-of-the-art facility for skill-oriented programming. The lab is equipped with various software, including C++, Turbo C, Java, Python, Jupyter Notebook, Spyder3, Eclipse, Basic R Studio, and SL Lite. The lab runs on the Linux operating system. • English Language Communication Skills Labs for training in soft skills • Skill Development Centers: CM's Skill Excellent, Dassault Systems 3D Experience Lab, and ARC Lab In the R23 Curriculum, institutions are introducing certain latest skill enhancement courses like Drone Technologies. The institution is prepared to earmark budget and facilitate skill building culture among students. As per the provisions and guidelines of AICTE and other regulatory authorities, SRGEC will also provide adequate facilities in the future.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Right now, the medium of instruction is English in the college. Courses on the Indian knowledge system, Indian languages, Indian heritage, and Indian culture will be introduced in the curriculum. Student support activities and personality development programs will be conducted to reinforce value-based education among students.
5. Focus on Outcome based education (OBE):	Much before obtaining autonomy status, Faculty development programs were conducted on learner-centered education. Right from becoming autonomous Institution, SRGEC is implementing Outcome based education in true spirit. Year by year, Faculty are becoming able to implement OBE at classroom level and evaluation patterns are in place inlight of OBE. Students are able to pursue Project based courses as a part of Curriculum.
6. Distance education/online education:	SRGEC is promoting self learning among students and encouraging faculty to strengthen their subject knowledge through online education. College is the authorized chapter of National Program on Technology-Enhanced Learning (NPTEL). Faculty and students are actively pursuing online courses and obtaining certifications. In R-20 Curriculum, MOOCs are made an integral part. Students registering for Minor degrees and Honours degrees can obtain certain number of credits through MOOCs. The significance of online Courses in R-23 Curriculum is going to increase.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral Literacy Club (ELC) has been set up in the college.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes Faculty and students' co-ordinators are nominated by the College and ELC is in functioning by conducting activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities like creating awareness among voters and organizing voters day in college and conducting campaigns for creating awareness in public regarding vote.
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.	Awareness programmes are conducted for the people of Gudlavalleru regarding the importance of voting.
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.	Yes, Faculty are encouraging and guiding students above 18 years to enroll as voters and these programmes for public also carrying with the support of government officials.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2021-22	2020-21	2019-20	2018-19	2017-18
15	14	12	12	13

File Description	Document
Institutional data in prescribed format	[View Document](#)

1.2

Number of departments offering academic programmes

Response: 07

2 Students

2.1

Number of students year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
4987	4878	4804	4961	4992

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1187	1285	1305	1420	1274

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.3

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

2021-22	2020-21	2019-20	2018-19	2017-18
4943	4821	4723	4918	4950
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

2.4

Number of revaluation applications year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
42	51	39	42	40

3 Teachers

3.1

Number of courses in all programs year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
788	706	673	675	666
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
316	296	289	274	324
File Description			Document	
Institutional data in prescribed format			[View Document](#)	

3.3

Number of sanctioned posts year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
317	296	289	274	324

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1337	1253	1150	1198	1240

File Description	Document
Institutional data in prescribed format	View Document

4.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
799	782	744	778	792

File Description	Document
Institutional data in prescribed format	View Document

4.3

Total number of classrooms and seminar halls

Response: 82

4.4

Total number of computers in the campus for academic purpose

Response: 1838

4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1128.94	1072.82	1051.58	1381.60	1330.25

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

Since inception Seshadri Rao Gudlavalleru Engineering College (SRGEC) focus on imparting Holistic learning experience, to professional aspirants. Our graduates spread all over the country and globally, have contributed enormously to the local, regional, national and global development. Over the last five years, the Institute has steered itself towards outcome based education. Accordingly, the Program Educational Objectives (PEOs), Program Specific Outcomes (PSOs) have been thoughtfully drafted. The POs were designed to reflect the spirit of the Graduate Attributes as defined by accrediting bodies of India. Seamless and meticulously articulated learning outcomes of individual courses have been devised to ensure a realistic attainment of the outcomes. A well established procedure for developing curricula is in place to fully reflect and justify the outcome based education. The curricula developed aims to produce employable graduates with skills to understand the contemporary societal issues while providing sustainable solutions. The needs of the industry and social relevance of the engineering education has always been the cornerstone of curricula development at SRGEC. A major strength of the curricula is a fine blend of skill development in modern engineering tools, multi disciplinary approach and professional ethics. The Institute is providing the complete flexible curriculum which is revised every three years to keep abreast with the changing needs of the industry and society. Industrial training, internships and projects, apart from professional and open elective courses are introduced. Also, feedback from the stakeholders is taken regularly to identify gaps and update the curriculum. The various statutory bodies like Academic Council and Board of Studies perform both advisory as well as vigilante roles to monitor the academic progress. Curriculum contributes SRGEC to be a center of excellence with synchronized effort from the visionary management with strong commitment.

Relevance to local and regional needs: Students are encouraged to undertake projects in the areas of emerging fields, which offer solutions to societal problems. NSS is included in the curriculum for all disciplines where students visit the surrounding villages, identify local problems for which solutions can be offered.

Relevance to national needs: The curriculum has courses having social relevance that help in achieving the objectives like awareness of societal needs and problems and also in line with various initiatives of Government of India. Courses like Hydrology and Water Resources Engineering, Water and Waste Water Engineering, Disaster Preparedness and Planning, Managing innovation and Entrepreneurship, Renewable Energy Sources, Data Mining, Cyber Security etc are on par with the Government Initiatives like National River Conservation Plan, National Afforestation Programme, National Disaster Management Plan, Ujwal Bharat, National Cyber Security Policy etc.

Relevance to global needs: The provision of inter-disciplinary subjects in the form of professional electives, open electives and optional electives in the curriculum and multi-disciplinary approach addresses the global needs in terms of innovations.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2

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

Response: 100

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

Response: 15

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

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meeting	[View Document](#)
Details of program syllabus revision in last 5 years(Data Template)	[View Document](#)

1.1.3

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

Response: 73.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
559	524	503	492	487

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	[View Document](#)

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 79.36

1.2.1.1 How many new courses are introduced within the last five years

Response: 2783

1.2.1.2 **Number of courses offered by the institution across all programmes during the last five years.**

Response: 3507

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in prescribed format	[View Document](#)

1.2.2

Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 **Number of Programmes in which CBCS / Elective course system implemented.**

Response: 15

File Description	Document
Minutes of relevant Academic Council/BOS meetings	[View Document](#)
Institutional data in 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 into the Curriculum

Response:

SRGEC considers that the purpose of education is to make each learner recognize their identity, understand the purpose in life through their connection and contribution to society, environment and to their fellow human beings. Curriculum offered at the SRGEC include courses that are diverse and cater to the cross cutting issues relevant to sustainable environment, human values and professional ethics for addressing the economic, social and environmental challenges. The students of SRGEC are moulded as responsible graduates, professionals by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like**,** Environmental Studies, Energy Auditing, and Professional Ethics etc. This enriches the knowledge base of the student and improves the self-actualization and belongingness to the society.

The Environmental studies course make students to study many of the world's most pressing challenges. There is a worldwide concern over the availability of clean water, loss of bio diversity, environmental pollution. This course makes the students to examine significance of biodiversity, threats to biodiversity, causes and remedial measures of various pollutions, waste management methods and overseeing authorities to monitor the impacts of human activities on environment.

Engineer and Society: The 'Engineer and Society' course enables the students to understand human values like integrity, work ethics, cooperation, commitment, empathy, self confidence and character. This course emphasizes water conservation practices and waste land reclamation for sustainable development.

Green Engineering: The course 'Green Engineering' imparts the knowledge needed to minimize the impacts of products and processes on environment for sustainable development. Its main focus is conservation of resources to create sustainable products, facilities and infrastructure. It also enables the students to assess the life cycle of a product to evaluate its impact on energy and material use. The sole objective of this exercise is to allow the future generations to consume the natural resources without making any compromise on the present day consumption.

Environmental Engineering: This subject is introduced to make the students learn about analysis and design of water and drainage network systems, water and wastewater (domestic and industrial) collection and treatment methods (preliminary, primary, secondary and tertiary), disposal methods for the sewage, treatment and disposal methods of sludge.

Renewable Energy sources: Fast depletion of fossil fuel sources, coupled with the harmful emission by them have prompted engineers to seek alternate sources of energy for sustainable development. The course on renewable energy sources offers the knowledge regarding exploitation and challenges in harnessing the renewable sources of energies like solar, wind, tidal and ocean**.**

In addition to the courses mentioned above, awareness regarding universal human values and gender equity is imparted to the students by arranging guest lectures, interaction with eminent people and monks

of religious institutions during zero semester, in the form of induction programme which lasts for three weeks.

File Description	Document
Link for Additional Information	View Document

1.3.2

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

Response: 97

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

2021-22	2020-21	2019-20	2018-19	2017-18
34	32	12	08	11

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document

1.3.3

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

Response: 48.14

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

2021-22	2020-21	2019-20	2018-19	2017-18
4106	4016	1156	1208	1379

File Description	Document
List of students enrolled	[View Document](#)
Any additional information	[View Document](#)

1.3.4

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

Response: 47.76

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

Response: 2382

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1

Structured feedback for design and review of syllabus – semester-wise / year-wise is received from

1) Students, 2) Teachers, 3) Employers,

 4) Alumni

Response: A. All 4 of the above

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	[View Document](#)

1.4.2

The feedback system of the Institution comprises of the following :

Response: A. Feedback collected, analysed and action taken and report made available on website

File Description	Document
Any additional information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Average Enrolment percentage (Average of last five years)

Response: 89.42

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

2021-22	2020-21	2019-20	2018-19	2017-18
1337	1253	1150	1198	1240

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

2021-22	2020-21	2019-20	2018-19	2017-18
1416	1386	1320	1380	1404

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.1.2

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

Response: 75.23

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

2021-22	2020-21	2019-20	2018-19	2017-18
650	581	559	567	574

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

2.2 Catering to Student Diversity

2.2.1

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

Response:

It is desirable that an institution assesses the learning levels of students before starting the process of teaching-learning. SRGEC believes in customizing the teaching and learning processes to suit the requirements of students soon after the admission, the students are categorized as Advanced and Slow learners based on their qualifying examinations and Selection exams which are called EAPCET and ECET. In the subsequent semesters the learning abilities of the students are evaluated through mid examinations, assignments, online quizzes, class room interactions and mentoring. Based on the performance of the activities, students are categorized as advanced and slow learners and the same is made known to all the stakeholders.

Through brain storming sessions, Department lists a host of strategies for advanced learners and slow learners for appropriate curricular interventions and needful procedures.

Catering the needs of advanced learners:

- Advanced learners are guided by faculty to go for additional courses with self learning like NPTEL, MOOCs, etc.
- Exposed to new technologies like IoT, AI & ML, Data science etc.
- Encouraged to participate in competitions, Smart India Hackathon, Smart city Hackathon, technical and innovation challenges, coding contests, student convention, etc.
- Students are encouraged to be members of professional bodies like ISTE,IETE, IEEE, CSI, IEI, , SAE Assisted for internship and short term courses Guided to take up various certification courses
- Provided campus training on advanced technologies like **python, Revit, , Hypermesh, CATIA, ANSYS, SAP** etc Assisted in participation and presentation in national and international conferences/ seminars/ workshops etc.
- Encouraged and guided to do their mini/major project works in applying advanced technologies
- Encouraged to participate in various student clubs like innovation club, coding club, cultural club etc
- The advanced learners are permitted to take additional open & professional elective courses in advance from their second year of study, in the form of 'vertical mobility'. At the end of pre-final semester these students can complete all the theory courses and are permitted to take up one full semester internship at industry.

Catering the needs of slow learners

- Bridge courses in basic programming, mathematics, and communication skills are conducted for lateral entry students to fill the gap between diploma and engineering and to improve their confidence levels
- Remedial classes/extra classes are conducted for slow learners by subject experts/senior faculty for clarifying their doubts in the specific subjects
- Special attention/counseling by the mentors
- Special Assignments for slow learners will be given so that they can show satisfactory performance in examinations.

File Description	Document
Link for Additional Information	[View Document](#)

2.2.2

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

Response: 15.78

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

Response:

SRGEC adopts student centric methods to make the Teaching Learning process more effective for the holistic development of students through experiential learning, Participative Learning and Problem solving Methodologies. Faculty of the institute imparts subject knowledge as per the syllabus and curriculum and foster self management and usage of knowledge, holistic development and skill development through participatory learning activities.

The following activities have been adopted by the faculty and they adorn student-centric methods:

1. Experiential learning:

Laboratory sessions: Curriculum was designed in such a way that sufficient emphasis is laid on hands-on experiments required for comprehensive understanding of the subjects. The laboratories, software and model experiments are devised to achieve this objective.

Industrial visits: Study without practical approach is not considered as worth in this challenging and competitive environment. Putting that aim in mind college arranges visits to various industries in order to make them understand the classroom concepts in a better way.

Field works and Internships: The main motto of Field works/Internships are educational and career development opportunities, providing practical experience in a field/discipline.

Industry Oriented Mini Projects/ Case studies: Students are encouraged to take up any industry oriented application in his/her field of interest in their respective branch/field.

Community outreach programme: Students are taken to community visits as a part of NSS activity. These visits make them to understand real world societal problem. After visit they should understand and design solutions for at least one problem.

2. Participative Learning:

Expert Talks, Workshops and seminars: Students are encouraged to participate in workshops expert talks and seminars organized by various professional societies, esteemed institutes and industries.

Group Discussions and Role plays: The purpose of a group discussion is not to win an argument but it is to help each group member explore and discover personal meanings of a text through interaction with other people. To improve the students' presentation skills and communication skills, language lab makes students to do role plays.

MOOCs: Faculty encourage students to do online courses to reinforce the concepts in curriculum and explore the fields beyond the curriculum.

3. Problem Solving Methodologies:

Developing Models in Engineering: Engineering often involves the construction and use of a wide variety of models and simulations to help develop explanations about behavior of the system under study. Models make it possible to go beyond observables and imagine a world not yet seen.

Project Based Learning: Project Based Learning is a teaching method in which students learn actively by engaging in real-world and personally meaningful projects.

Case studies: In short, case studies are a miniature version of a business situation used to facilitate learning. The major areas for case studies are women empowerment, finance, rural development, stock markets.

File Description	Document
Link for Additional Information	[View Document](#)

2.3.2

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

Response:

Education around the world is experiencing major paradigm shifts in educational practices of teaching and learning under the umbrella of ICT enabled learning environment. Whereas learning through facts, drill and practices, rules and procedures was more adaptive in earlier days, learning through projects and problems, inquiry and design, discovery and invention, creativity and diversity, action and reflection is perhaps more fitting for the present times. The major hallmark of this learning transition is from teacher centered to learner focus paradigm. During the last three decades, the changes in educational environment have been phenomenal. The model, focus, role of the learner and technology has been changed drastically from traditional instruction to virtual learning environment by integrating ICT. SRGEC emphasis on ICT infusion in pedagogy to improve learning, motivate and engage learners, promote collaboration, foster enquiry and exploration, and create a student centric learning culture. It permits the move from reproductive model of teaching and learning to an independent, autonomous learning model that promotes initiation, creativity and critical thinking with independent research. Learners are expected to collect, select, analyze, organize, extend, transform and present knowledge using ICT in authentic and active learning paradigm. Teachers are expected to create a new flexible and open learning environment with interactive, experiential and multimedia based delivery system. The adaptation of ICT tools help to open up opportunities for learning by enabling four major key processes in transforming teaching and learning as follows:

ideas and information from diverse sources through searching, locating, selecting, and authenticating material in a wide range of multimedia forms;

Extend ideas and information through processing, manipulating, analyzing & publishing material in different multimedia forms;

Transform ideas and information into new or different forms through synthesizing, modeling, simulating and creating material in many multimedia styles and formats; and

ideas and information across local, national and international networks by interacting electronically with others in actual and/or delayed time.

Faculties utilize three types of ICT tools such as

1. **Generic tools for learning :** Starting from productivity tools to simulation & modelling to access, extend, transform and share information e.g. Licensed and open source software for lab and Projects, APSSDC Certification courses

2. **Content-based resources :** to access a vast source of educational resources that effectively can be integrated with the curriculum objectives e.g MHRD-NMEICT, NPTEL-SWAYAM, Blogs, etc

3. **Interactive instructional courseware**: Self-paced learning materials e.g Google Class Room,

Microsoft teams , Video Lecture, Course material in website etc

The integration of ICT with teaching and learning has produced some of the significant positive gains in learners' knowledge, skills and attitudes by providing the following key advantages:

- Explore and represent information dynamically and in many forms
- Become socially aware and more confident
- Increase motivation
- Communicate effectively about complex processes
- Develop better understanding and broader view of processes and systems
- Greater problem solving and critical thinking skills

File Description	Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document

2.3.3

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

Response: 19.18

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

Response: 260

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document

2.3.4

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

Response:

The purpose of academic planning and monitoring process is

- To ensure that all departments have done proper planning before the start of semester for conduction of lectures, practicals, and other co curricular and extracurricular activates.
- To ensure that effective teaching learning is taking place throughout the semester.
- To ensure that fair continuous assessment and evaluation is taking place to support teaching

learning

The process of academic planning and monitoring should be carried out through a systematic procedure as per the steps mentioned below:

1. **Preparation of Institute Academic Calendar:** College Academic Council comprising of Principal, Vice Principal Academics, Vice Principal Administration, IQAC Coordinator, Head of the Department (HOD), CoE, PD, all Professors will discuss and prepares the academic calendar for the institute. The academic calendars consist of plan of conducting in-house class tests, examinations, mock practical / oral examinations, semester end examination schedules along with slots for co and extra-curricular activities etc. It is then distributed to all the departments.

2. **Preparation of Departmental Academic Calendar**: Each head of the department will prepare their Department Academic Calendar in consultation with faculty members in the department. Academic calendars of departments must include tentative dates of class test, dates of value added courses, extra and co-curricular student activities, departmental Student Association activities, mock practicals, dates for submissions, project reviews etc. Planning of student activities both extra and co-curricular shall be done in co-ordination of respective college level coordinators.

Allocation of courses to faculty: Course allocation is to be done by heads of departments by the end of previous semester in order to enable faculty members to start their preparation in vacation for the courses allotted to them. The steps to be followed by departments are

- Collecting electives choices from the students Collecting the course choices from faculty members
- Finalisation of electives considering the student choices, faculty choices, faculty expertise and previous experience of faculty members.
- Calculation of theory and practical teaching hours as per the finalised electives and university structure

Allocation of courses to faculty

- **Preparation of all timetables (Class/ Class Room/ Lab and faculty timetables)**: The Institute level Time Table Coordinator plans the schedules for the common facilities and in line to the plan the departments prepares the Time table.
- **Preparation of Teaching Plan, Lab plan, CO PO PSO Correlation, Course file-** The preparation is as per the templates finalized by Vice Principal Academics. IQAC monitors the adherence.
- **Curriculum Delivery (Theory and Practical Sessions):** The effective implementation of curriculum will be ensured by supplementing classroom teaching with co- curricular activities.

Academic Monitoring: HOD, Vice Principal academics, IQAC Coordinator will monitor the progress of syllabus coverage. The number of lectures planned and the number of lectures actually conducted will be monitored, and necessary corrective actions will be taken for filling the gap

File Description	Document
Link for Additional Information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers against sanctioned posts during the last five years

Response: 99.94

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	[View Document](#)
List of the faculty members authenticated by the Head of HEI	[View Document](#)
Link for Additional Information	[View Document](#)

2.4.2

Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 21.51

2.4.2.1 **Number of full time teachers with *Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit.* year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
83	80	65	54	39

File Description	Document
Institutional data in prescribed format (Data Template)	[View Document](#)
Any additional information	[View Document](#)

2.4.3

Average teaching experience of full time teachers in the same institution (Data for the latest

completed academic year in number of years)

Response: 8.07

2.4.3.1 **Total experience of full-time teachers**

Response: 2550

File Description	Document
Institutional data in prescribed format	[View Document](#)
Link for Additional Information	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response: 8.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.6	09	06	7.3	6.66

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

2.5.2

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

Response: 0.9

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

2021-22	2020-21	2019-20	2018-19	2017-18
45	51	39	43	40

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

2.5.3

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

Response:

Examination Reforms by the College

The college keeps its examination system open for modifications and thus strengthens it from time totime, ensuring the system fool proof and addresses the grievances of students, if any. The institutional reforms in all the activities of the examination system are kept on par with the reforms initiated from time to time by the AICTE for various engineering disciplines. These include OBE- framework for assessment process, evaluation of higher order abilities and professional skills in different forms like open elective courses, optional elective courses, internship experience and project works, etc.

The following significant reforms are affected in the Examination system.

- *Introducing online objective examination and assignments in the continuous internal assessment*: Students can attend the objective examination thorough online mode using Microsoft Teams and they can submit the assignments using same platform.
- *Preparing Unit-wise Question Bank*, by covering all the possible levels of Blooms Taxonomy, in every subject for conducting semester-end-examinations. This is done by involving both the internal and the external subject experts.Using question bank software, a semester-end-examination question paper will be generated one hour before the commencement of any examination.
- *Evaluation of Semester-End-Examination Answer Scripts*:
  - **B.Tech/MBA programmes**: Single evaluation under the supervision of chief examiners (one chief examiner for every 3 or 4 examiners). The chief examiner will himself/herself re-evaluates 20% of the scripts valued by each examiner to ascertain the veracity of evaluation.
  - **M.Tech programmes**:
    - Double evaluation by two different examiners. If the variation in marks between the two evaluations is more than 20% of total the external marks, the third

evaluation is taken up.

- Introducing challenge evaluation system and showing the evaluated answer script to the student are the actions taken as part of the transparency in the evaluation system.

- *Advanced supplementary examinations* are conducted at the final year level (both for I and II semesters) for B.Tech and MBA programmes so as to give a chance to the students to clear the backlog subjects and obtain the degrees within the stipulated period of four years.

- *Re-evaluation of semester-end-examination answer scripts* shall be carried out only for the registered students. If the variation in marks of two evaluations is more than 15% of total marks, there shall be a third evaluation by an examiner other than the first two examiners. The best marks of two evaluations (which are nearer) shall be taken into consideration.

- *Introducing vertical mobility in the curriculum,* i.e. students with no backlogs and CGPA not less than 7.50 may register for two professional elective courses offered in IV B.Tech II semester in advance so as to have exclusive project work during that semester.

- *Introducing B.Tech Honor/Minor degree in the curriculum,* i.e. students with no backlogs and CGPA not less than 7.75 may register for B.Tech Honor/Minor degree. A student has to acquire 20 more credits, in addition to 160 credits required, for the award of the B.TechHonors/Minor degree.

- B.Tech Honor degree program is a best choice for academically excellent students having good academic record and interest towards higher studies and research. B.Tech Minor degree gives a provision to the students to pursue minor other than the discipline in which student got admitted.

- *Introducing Outcome Based Education (OBE) structure* in the curricula of different programmes and the evaluation pattern has also been modified accordingly.

- *Strict adherence to the Institute academic calendar* and timely publication of results.

- *Preparation of detailed scheme of evaluation by internal subject* / course experts to bring uniformity in the evaluation among the evaluators.

IT Integration

- Automation of the Examination Management System (EMS) helps to integrate all the activities in the examination branch. The pre and post examination activities are integrated, starting with from the examination notification.

- Payment gateway is also available for the payment of various examination fees online by the students. It gives scope for the registrations of various services online.

- An exclusive examination web portal is provided for students with login credentials. Students can use this portal for online fee payment like regular examinations, supplementary examinations, revaluation, and transcripts for grade cards.

- Complete automation of examination process helps in the successful execution of examination processes such as monitoring of examination fee payments, examination schedules, seating arrangements, attendance monitoring, coding and decoding of scripts, marks data entry and preparation of program wise results.

- Digital evaluation of the semester-end-examination answer scripts is introduced. So that, the evaluation and the assessments are comparatively done fast, in an easy way, with accuracy and high security. Moreover, customized reports can be generated with ease.

- Digital Evaluation provides an innovative solution which automates manual evaluation and minimizes cost, time, effort and human errors in the entire evaluation process

Continuous Internal Assessment System: Continuous internal assessment is done through conducting

various tests from time to time.

R17 Regulations:

- Of 40 marks for internal assessment(as per R17 Regulations), 20 marks are for continuous assessment in the form of class tests/assignments/seminars and 20 marks are based on the two mid-term examinations.
- Average marks of the two class tests/assignments/seminars are taken as the marks for the continuous evaluation process and sum of the 75% marks of better scored mid-term examination and 25% marks of less scored mid-term examination are taken as for the mid-term examination marks.

R20 Regulations

- Of the 30 marks for internal assessment, 15 marks are for the first mid - term examination and 15 marks are for the second mid - term examination.
- Each mid-term examination consists of (i) one online Objective Examination (OE) for 10 marks (ii) one Descriptive Examination(DE) for 15 marks and (iii) one Assignment(AT) for 5 marks. The total score secured by the student in each mid-term examination is evaluated for 30 marks.
- Final internal marks can be calculated with the sum of the 80% marks of better scoredmid-term examination and 20% marks of less scored mid-term examination.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (PO) are broad statements that describe the professional accomplishments which the program aims at. POs are to be attained by the students by the time they complete the course. POs relate to the skills, knowledge and behavioral traits, the students need to acquire during their graduation. They are in coherence with the Graduate Attributes. The Program Specific Outcomes are the specific requirements to be met and the specific accomplishments to be fulfilled by the students relevant to their program of study. POs, PSOs and Course Outcomes (COs) are framed after several brainstorming sessions among faculty members.

POs, PSOs and COs are communicated to the teachers and students by following means:

Department pages of college website, display boards in all the class rooms, laboratories, strategic

locations in the department, HOD cabin, faculty cabins and seminar hall. They are published in handouts, syllabus books, and laboratory manuals. Head of the department addresses the faculty and the students and highlights the importance of POs and PSOs. Faculty in turn propagates the significance of achieving COs, POs and PSOs to students. They are also mentioned in the Parents meet, Alumni meet, and meetings with industrial experts. Every effort is made to disseminate them to stake holders effectively.

Attainment of program outcomes and course outcomes are evaluated by the institution: For each course outcome, methods of measurement are identified to measure progress of the outcome. Assessment methods include direct methods and indirect methods. Assessment of learning outcomes is carried out using data collected from direct and indirect methods.

Direct methods include following:

- Assessment of theory courses, through internal examinations and semester end examinations Assessment of laboratory course Assessment of Project work

Indirect methods include, course end survey and student exit survey.

- All the courses which contribute to PO are identified and these courses are evaluated through their course outcomes using direct assessment tools. The PO is also assessed using indirect assessment tools. Judicious mix of direct and indirect assessment lead to final assessment of that particular PO. This attainment level is compared with expected level. If the expected attainment level is reached then the PO is considered achieved

File Description	Document
Link for Additional Information	[View Document](#)

2.6.2

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

Response:

Procedure for COs Assessment:

A. Course Outcome Assessment for Theory Courses

Assessment Methods	Weights		Final
Continuous Internal Examination	30%	70%	Course Outcome
Semester End Examination	70%		
Course End Survey	30%		

The internal evaluation consists of the following assessment tools (**CIE**):

- **Class Test 1 (CT1)**
- **Class Test 2 (CT2)**
- **Internal Assessment 1(IA1)**
- **Internal Assessment 2(IA2)**
- **Semester End Examination (SEE)**: Question paper pattern is either or questions from each unit
- **/Course outcome Assessment for Laboratory courses**

Assessment Methods	Weights		Final
Continuous Internal Examination	30%	70%	Course Outcome
Semester End Examination	70%		
Course End Survey	30%		

Assessment for projects :

Projects: As per curriculum, the students have to carry out a major project in semester 8.Students are advised and encourage to identify their areas of interest in line with the recent research and development in the field of their Engineering. Sum of two reviews are the final internal evaluation marks. The final evaluation of the project shall be done in the eighth semester by a team of minimum three examiners including the project guide.

D. Course Outcome Assessment for Industrial Training/ Internship: Course outcome attainment evaluation is done as follows:

- ?. A report of the same is submitted at the beginning of the seventh semester. A certificate issued by the corresponding industry is submitted by the student along with the report.

Po Assessment Procedure:

Assessment Tools and Processes

Programme outcome attainment process has been done by taking direct and indirect assessment tools. 80% of direct attainment and 20% of indirect attainment is considered for calculation of PO attainment. Direct attainment of programme outcomes and programme specific outcomes are based on the logical mapping of cognitive levels of course outcomes with programme outcomes and programme specific outcomes.

The following programme outcome assessment methods have been adopted for calculating the PO/PSO attainment, depending upon the number of courses contributing to the programme outcome:

1. PO/PSOs having more than 50% Courses Contribution (PO1, PO2, PO3, PO4, PO5,PSO1, PSO2,PSO3):

1	Assessment of COs & their Contribution to PO/PSO Attainment	80%
2	Students' Exit Survey	10%
3	Alumni survey	10%

2. POs having less than 50% Courses Contribution (PO6…..PO12):

1	Assessment of COs & their Contribution to PO Attainment	60%
2	Students' Exit Survey	10%
3	Assessment of Students' Participation in Co/Extra Curricular Activities & Contribution to PO Attainments	20%
4	Alumni survey	10%

Finally, overall programme outcomes and programme specific outcomes attainment values are computed by adding direct and indirect programme outcomes and programme specific outcomes attainment values in the proportion of 80:20 respectively.

File Description	Document
Link for Additional Information	[View Document](#)

2.6.3

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

Response: 97.05

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

Response: 1151

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

Response: 1186

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.94

File Description	Document
Upload database of all currently enrolled students	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The institute strongly believes and is driven by the adage **"a teacher is a perpetual learner"**. Accordingly, it encourages its teachers and students to carryout research in their respective areas. To succeed in their endeavors, college provides all the necessary infrastructural facilities, financial support and conducive environment to carryout research. Faculty members are motivated to submit the project proposals at the beginning of every academic year, to render a shape to their innovative idea. All the proposals are scrutinized department wise and feasible proposals are approved by granting requested budget. They are further encouraged to apply for research grants to procure necessary materials and equipment to various funding agencies like UGC, AICTE, DST etc. The facilities to conduct the research is continuously procured either through seed money in the name of internal R & D or through funded agencies. The equipment and other facilities to conduct research by faculty of engineering are available in Bio-fuel Research Laboratory (ME), Material Testing Laboratory (ME), Water Environment and Land Center (CE), Smart Applications Laboratory (ECE), and Power Systems Laboratory (EEE). They act as platforms to conduct research activities by the faculty and the students in the form of project works. Efforts are under progress to augment the research facilities further according to the needs of stakeholders. Improvement of research facilities has led to the recognition of research centers by the affiliating university JNTUK, Kakinada. Many branches of engineering are recognized as research centers which enable the doctoral faculty of the college to guide external scholars apart from in house faculty. College has a policy to promote research activity in the form of internal R & D and necessary incentives are granted to all the faculty to pursue Ph.D. It also felicitates faculty who acquires Ph.D. by additional incentives. It also allows faculty to visit industries, research centers, conferences and symposiums, either to enhance their interaction with external world or to know latest trends in technology or to get ideas from them.

3.1.2

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

Response: 4.31

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.44	3.05	2.18	8.94	4.93

File Description	Document
Minutes of the relevant bodies of the Institution	[View Document](#)
List of teachers receiving grant and details of grant received	[View Document](#)

3.1.3

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
List of teachers and their international fellowship details	[View Document](#)
e-copies of the award letters of the teachers	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

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

Response: 71.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
9.5	17.51	33.07	00	11.55

File Description	Document
List of project and grant details	[View Document](#)
e-copies of the grant award letters for research projects sponsored by government and non-government	[View Document](#)

3.2.2

Percentage of teachers having research projects during the last five years

Response: 1.13

3.2.2.1 **Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
02	06	05	00	04

File Description	Document
Names of teachers having research projects	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides

Response: 17.09

3.2.3.1 **Number of teachers recognized as research guides**

Response: 54

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Link for additional information	[View Document](#)

3.2.4

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

Response: 28.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	04	00	02

3.2.4.2 Number of departments offering academic programes

2021-22	2020-21	2019-20	2018-19	2017-18
08	07	07	07	07

File Description	Document
Supporting document from Funding Agency	[View Document](#)
List of research projects and funding details	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

SRGEC has Innovation and Incubation Centre, that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities. Our management actively assists in broadening the scope of research, its utilization and intellectual property rights.

The Incubation Centre was provides creative atmosphere where new ideas and projects can flourish.

Incubation centre offers A Platform on business incubation and innovation to provide spaces for incubation, counseling services on business management and technological solutions. Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions. A systematic process designed for innovators to convert their concepts, ideas into product. The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing a network for commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and facilities.

The college has excellent infrastructure and good relations with industries nearby and with alumni. The research facilities available here provide a supportive platform for evaluation of novel ideas and solution development. The existing facilities and the facilities extended by collaborating industries collectively form a highly conducive environment to encourage and nurture innovative ideas. Further students are encouraged to participate in Smart India Hackathon and Chatra Viswakarma awards, a theme-based competition by AICTE to extract and display their novel thinking in application of technology to societal problems.

The Entrepreneur Development Cell is taking care of promoting the entrepreneurial culture among the students by conducting programs such as Entrepreneurship Awareness Camp, Entrepreneurship need and opportunities, entrepreneurship Challenges in setting social business. Many departments are recognized as research centers and faculty are encouraged to carryout innovative research projects. Many of the faculty members are working on funded projects. Further college administration is also providing facility and financial support for select innovative projects proposed by faculty and students. The students are also encouraged to conduct project model exhibition, workshops and symposiums to present their innovative ideas.

3.3.2

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

Response: 26

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

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	11	5	5

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research through the following:

1. Inclusion of research ethics in the research methodology course work

2. Presence of Ethics committee

3. Plagiarism check through software

4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	[View Document](#)

3.4.2

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

Response: 0.54

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

Response: 47

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

Response: 87

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	[View Document](#)
URL to the research page on HEI web site	[View Document](#)

3.4.3

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

Response: 3.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
231	262	215	243	111

File Description	Document
List of research papers by title, author, department, name and year of publication	[View Document](#)
Any additional information	[View Document](#)

3.4.4

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

Response: 1.38

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

2021-22	2020-21	2019-20	2018-19	2017-18
164	64	34	33	120

File Description	Document
List books and chapters in edited volumes / books published	[View Document](#)
Any additional information	[View Document](#)

3.4.5

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

Response: 3.76

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)

3.4.6

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

Response: 15

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)

3.5 Consultancy

3.5.1

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

Response: 50.24

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

2021-22	2020-21	2019-20	2018-19	2017-18
12.48	15.34	5.26	9.4	7.76

File Description	Document
List of consultants and revenue generated by them	[View Document](#)
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	[View Document](#)

3.5.2

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

Response: 187.19

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

2021-22	2020-21	2019-20	2018-19	2017-18
63.78	27.36	21.03	27.98	47.04

File Description	Document
List of facilities and staff available for undertaking consultancy	[View Document](#)
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	[View Document](#)

3.6 Extension Activities

3.6.1

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

Response:

Education is the process of preparing the individual to find out one's inherent potentialities and develop the same to the maximum extent in order to derive utility for himself and contribute to the society. Educational institution is an important social agency whose contribution to the development of the society is most expected and the national development too is revolving around it. Extension activities are the voluntary efforts of the educational institutes, inspired by ethical excellence toward social development through various activities like, enhancement of educational standard of underprivileged groups, adult education activities, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of village for holistic development in addition to the academic commitment of the institution. Understanding the social responsibility, gratification of institutional social responsibility through enhanced extension activities will take the institution to eminence on the part of educational institution in general and the society where it is located in particular. SRGEC proudly conducts many extension activities for the benefit of surrounding community. SRGEC strongly believes that extracurricular activities will open avenues for the students to make social participation and contribute for the social empowerment. Under the aegis of NSS and UBA, SRGEC has conducted following programmes involving the student volunteers: Swatch Bharath, Vanam Manam (Tree plantation program), Legal awareness programme, Blood Donation camp, Digital Financial Literacy Programme, Clean and Green, Voter's Day celebrations, Ban Plastic and Modern Farming Methods. The very purpose of conducting these activities are many folds. To create awareness of health, need of maintaining clean environment, to enlighten the adverse effects of plastic, importance of planting trees, modern methods of farming to achieve productivity in agriculture to rural people. By involving students in these activities, they will come to know the need of upliftment of villages, their responsibility as engineers, need of literacy and how to make rural population tech savy at least to carry out their daily

transactions. SRGEC treats extension activities as one of the important objectives to be fulfilled on par with its main activities like curriculum development, providing enough and appropriate infrastructure, examination and scholastic development etc. The impact of these extension activities is tremendous and commendable. Tangible change in communication, ability to face new people and empathy towards fellow men. This change reflected in better placements after their graduation.

3.6.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

3.6.3

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

Response: 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	05	13	05	08

File Description	Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	[View Document](#)
Any additional information	[View Document](#)

3.6.4

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

Response: 58.48

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

2021-22	2020-21	2019-20	2018-19	2017-18
3234	2870	3360	2683	2230

File Description	Document
Reports of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.7 Collaboration

3.7.1

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

Response: 23

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

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	12	22	16

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)

3.7.2

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

Response: 57

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

2021-22	2020-21	2019-20	2018-19	2017-18
17	12	11	11	06

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

Seshadri Rao Gudlavalleru Engineering College management constantly interacts with various stake holders about the changing trends and requirements for creation and enhancement of the infrastructure facilities. The college plans well in advance the requirement of infrastructural needs to meet the increase in intake and introduction of new courses besides improving the existing facilities to meet the cutting edge trends and requirements of industry. Along with optimal utilization of existing resources additional time slots and facilities are provided as and when it demands to expose the students to real world like GO-KART, Smart India Hakathon. Campus maintenance and assessment of future requirements in association with academic and administrative authorities is monitored by an estate manager. Apart from the adequate availability of physical infrastructure, the institute has plans for future expansions or additional requirements with the help of Estate Manger who looks after campus maintenance to promote a good teaching-learning environment.

SRGEC has three academic blocks and other facilities with built-up area of 24520 Sq.m spread over 14.47 acres

Facilities for teaching learning

- 76 class rooms and 7 Seminar halls with ICT facility Central Lecture Theatre
- 72 laboratories across all departments Computing facilities as per the norms
- Internet through LAN and Wi-Fi facility across the campus including hostels 131 access points for Wi-Fi connectivity
- Office 365 (Microsoft Teams) for online teaching
- Licensed software, Proge CAD, Solid works, CATIA, ANSYS, STAT PRO, MATLAB, e-CAD, and open source software
- Dedicated Research laboratories for all departments Workshops
- Skill development centers supported by APSSDC Project labs

The institute has adequate number of class rooms and laboratories as per AICTE norms to continue with any academic activity. Further, every department is equipped with their own computing resources as well as departmental library. Each department has dedicated seminar hall with internet and LCD projectors to conduct faculty and student development programs. The departments have their own specialized software in their laboratories. In addition to the above, the institute has a Central Library which is equipped with National and International journals. Unique feature of SRGEC central library is with discussion rooms which enable student groups to have academic discussions. Digital library is an additional advantage for the institute. Central lecture theatre with audio and video facilities can accommodate three fifty students at once. The very purpose of this lecture theatre is to have expert lectures from industry and academia to a focused group of students in a particular domain. All departments of the institute are fully equipped

with latest state-of-the-art technology equipment as mentioned in the curriculum. Every department has got their own computing facility with latest software to meet their own requirements of major project/mini projects and research activities. Dedicated Internet facility with 810 Mbps . Software tools necessary for the preparation of computer aided teaching material by the faculty is also made available to the student community. The institute regularly conducts national level technical paper presentations and awards are given to best papers.

File Description	Document
Paste link for additional information	View Document

4.1.2

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

Response:

Seshadri Rao Gudlavalleru Engineering College strikes a balance between the axioms "Knowledge is Power" and "Health is Wealth". The institution is having a separate Physical Education Department with Three full time qualified Physical Directors to train the students and to promote interest in Sports and Games. Gymnasium with necessary facilities is made available to the students to keep their body fit. All the physical facilities are established and continuously upgrading as and when required from the time of inception of institute.

Facilities for Cultural Activities:

A separate cultural hall provides ample opportunity to the students to nurture their musical bent of mind. Training for the following instruments is arranged by external experts:

- maddela, dholak, pads, veena, violin, flute, kanjeera, and Keyboard.

"Student needs healthy body and sound mind" the institution is striving to fulfill the axiom through institute's yoga center. A trained GURU imparts techniques to tame the body and mind. Following clubs offer ample opportunity to students to showcase their innate talents in extracurricular activities.

1. Green club
2. Music and photography club
3. Literary and dramatic club
4. Cultural club
5. Coding club
6. Innovation and start up club
7. Quest Club
8. Electronics hobby club
9. Media Club
10. Drone Club

The college has an open air auditorium and is used for conducting SRGECFEST and annual day celebration.

File Description	Document
Paste link for additional information	[View Document](#)

4.1.3

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

Response: 100

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 82

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4

Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 17.76

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

2021-22	2020-21	2019-20	2018-19	2017-18
244.001	35.00	93.00	332.00	413.00

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

4.2.1

Library is automated using Integrated Library Management System (ILMS)

Response:

The college library is fully automated in the year 2002 and encompasses all aspects of library management system, with seating capacity of 500 spread over 1658 square meters area. The ILMS adopted is SRGEC Lib 8.0.5. The distinct features of SRGEC Lib are: FROM LIB. ILMS software in the library is developed by our students by the name GEC Lib. In addition we are maintaining another software is ECAP. All the books in the library are bar-coded and transactions are automated by using this bar code system. Entire task of book issues, returns and renewals are computerized. The institute recently considered Knimbus for library to boost the usage Digital Subscriptions by being available to users anytime, anywhere. Knimbus platform is a complete Digital library that provides all library services through a single platform rather than just being a list of links to separate publisher platforms. Students and Faculty can study, practice, and do projects in one continuous experience anytime, anywhere, on any device.

Library information

Titles : 14,265

Total No. of Volumes : 58,915 (Excluding SC/ST Book Bank)

Book Bank for SC/ST : 11,521

Reference Books : 9,224

E-Journals : 1,092

E-Books : 11,500

Databases : 4,329

(J-Gate JSMS) Print Journals : 136

Magazines : 15

Back Volumes:1560

Project reports : 4077

E- Library facilities

Number of Computers : 32

Leased line : 780 Mbps

Broad Band Connectivity : 30 Mbps

E- Journals and books

Product Description	No of Journals/ e Books
IEEE ASPP	205 Journals
ASME	32 Journals
ASCE	38 Journals
J-GATE	15 Journals & 4329 Databases
PEARSON	100 e-Books
MGH	1505 e-Books
N-LIST	E-Journals-203 E- Books-7210
DELNET	E-Journals-617 E- Books-2685

Library Networks Membership: DELNET & INFLIBNET, National Digital Library

DELNET with a membership of 2196 National and International Libraries provides web access to 5.79 million records of books, periodicals, theses, dissertation with locational data and document delivery facility.

The Library is member of **INFLIBNET** and provides web access to 3,01,41,202 full text of e-Books, e-Journals and Archives

National Digital Library of India (NDLI) is a virtual repository of learning resources which is not just a repository with search/browse facilities but provides a host of services for the learner community. It has over 2.2 million books in its collection. The repository has content from multiple domains like Technology, Humanities, Science, Agriculture, and others. The content available is in more than 60 formats – books, manuscripts, articles, thesis, video lectures, etc. The content is available in more than 70 languages.

4.2.2

Institution has access to the following:

1. e-journals

2. e-ShodhSindhu

3. Shodhganga Membership

4. e-books

5. Databases

6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	[View Document](#)

4.2.3

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

Response: 18.74

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

2021-22	2020-21	2019-20	2018-19	2017-18
18.28	14.57	17.09	20.85	22.90

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	[View Document](#)

4.2.4

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

Response: 30.61

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

Response: 1623

4.3 IT Infrastructure

4.3.1

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

Response:

SRGEC Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution's information technology resources. The college adopts active policy for its IT facilities as per the requirements of increasing intake of students. The bandwidth was increased to 810 Mbps from 180 Mbps, from City Online, and BSNL. The entire college campus covered with 131 Wi-Fi Access points to access Internet and Intranet educational resources. The Wi-Fi facility has been extended to all the hostels connected through Wireless bridges with Fiber optic cable. All the access points are password protect. MAC filtering for device registration is applied for Wireless devices/Laptops.

Cyber security is in place through cyberoam - 200 iNG model. Its Unified Threat Management system blocks accesses of unwanted sites. It also provides security from malwares and viruses. It is capable of handling 32 lakh sessions simultaneously. This feature not only meets present demand, but also the future requirements. Historical and real time monitoring of activities is possible through this system. As a part of cyber security, following preventive measures are in place through the system.

Protection of College IP address Web filtering option Application filtering

Web policy and Filtration:

The college has adapted the web policy and applied filtration for unhealthy and non working websites.

Access to the information through the Internet for enhances the educational using www. The websites are classified as Productive, Neutral, Unhealthy, and Non working.

Productive means domain SRGEC allowed sites, allowed websites banking, IRCTC, Redbus. etc. Neutral websites means Educational Institutions, Electronics, Cultural Institutions, Education and Reference Material, Health and Medicines., etc.

Unhealthy means Porn, Crime and Suicide, Militancy and Extremist, Phishing and Fraud, Weapons, etc. Non Working means Blogs, Games, Finance, Entertainment, Astrology etc.

In addition to existing band width an extra band width of 20 Mbps is provided by MHRD under NMEICT at a concessional rate of Rs. 39,000/- enabling the entire campus, including hostels. The campus is under electronic surveillance 24X7 with 150 CC cameras at different places in the college helping maintain watch and ward and security.

4.3.2

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

Response: 2.71

File Description	Document
Student - computer ratio	[View Document](#)

4.3.3

Bandwidth of internet connection in the Institution.

Response: ?50 MBPS

File Description	Document
Upload any additional information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.3.4

Institution has the following Facilities for e-content development

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

Response: D. 1 of the above

File Description	Document
Upload Additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 32.86

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

2021-22	2020-21	2019-20	2018-19	2017-18
370	316	453	434	367

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

4.4.2

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

Response:

The maintenance and utilization of physical, academic and support facilities are governed by standard procedures. Adequate academic, physical and support facilities are available on the campus. In order to ensure their maintenance and optimum utilization, various systems and procedures are established so as to benefit all the stakeholders.

Maintenance of Physical Infrastructure and Support facility: Institute believes in maintaining a spic and span campus as a necessary prerequisite to achieving a salubrious environment. In view of this, Maintenance Committee has been formed which ensures that the maintenance of the physical, academic and support facilities is carried out in a planned and systematic manner as per the standard policies developed by the Institute.

Routine Maintenance:

- Cleaning, Dusting, Sweeping and Mopping of all areas is undertaken daily by the contractual housekeeping staff and is supervised.
- All the measuring instruments are calibrated every six months by the in-house technical persons. Testing equipment is calibrated by concerned manufacturer or agency having expertise with calibration and relevant calibration certificate would be obtained.
- All the UPSs are kept in a temperature-controlled environment and are given for annual maintenance contract for minimizing the interruption of power due to breakdown and to prolong the battery life.
- Regarding computational facilities all computers are being used in air conditioning environment.
- Up-gradation of system, the configuration takes place whenever the software requirements exceed the available capacity, also to meet the new curriculum requirements.
- Exclusive maintenance crew is available to handle malfunctioning of systems and networking issues. Complaint regarding a system is to be intimated through a call report.
- The system administration team also ensures the provision of all LAN connectivity for proper access to internet facilities in the Institute.
- Academic support facilities like class rooms seminar halls, central lecture theatre will be taken care by respective wings of maintenance.
- Electrical section looks after replacement of switches, lighting requirements. Public address

system, projectors are taken care by the department of ECE.

- Procedures for maintenance of sports equipment, supplies like racquets, balls, nets, bats etc and grounds are routinized at SRGEC for safe and organized sporting events.
- All the supplies are purchased as per the requirement and subject to budget provisions.

Preventive Maintenance:

Painting: The Institute ensures that all the areas are periodically painted.

Air Conditioning: Many areas of the Institute are air-conditioned. The maintenance of the Heating, Ventilation, and Air conditioning (HVAC) system is outsourced.

CCTV: The Institute has installed multiple CCTVs on the Campus. The maintenance of the system is outsourced

Water testing: As per the institution maintenance policy

Water Tanks / Septic Tanks: All the underground and overhead water tanks are cleaned by professional service-providers using sophisticated equipment including UV equipment.

Pest Control: The Pest control which includes combating general disinfection, rodent treatment and larva breeding is done periodically. Anti-Termite treatment is also done periodically.

Apart from the above all the Laboratories are maintained in proper working conditions and overseen by the concerned lab In-charges.

The repair and servicing of equipment are carried out after obtaining statutory approval of the concerned Head of the Department, Principal, and Management. The lab in-charge and the concerned faculty ensure proper utilization of the laboratory premises and instruments/equipment. The procurement of new equipment is as per the standard procedures wherein, the lab in-charge applies to the Principal through the Head of the Department. Upon obtaining approval from the Management, quotations/tenders are invited based on the tentative cost of the equipment.

The Central Library is headed by the librarian who oversees the maintenance and utilization of the premises and all the books, data, etc. The library staff maintains books in the lending as well as reference sections, stacked in catalogued racks segregated branch wise. The issue and return of the borrowed books are maintained by the library software. Procurement of new titles, volumes etc. is carried out once every academic year and even as per the requirements based on the inputs received by students, faculty members and the Library committee. Remote access to all online content is made available to all the faculty members. The subscription and renewal of the online journals are undertaken and overseen by the librarian and the library committee for each academic year.

All the classrooms, seminar halls, auditoriums, etc. are ICT enabled and maintained under the supervision of the Estate Manager. A dedicated team comprising a system administrator and technicians takes care of periodic maintenance and upkeep of all computer systems in the Institute. Proper utilization of systems is overseen by the Lab in-charges and concerning faculties.

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 69.28

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

2021-22	2020-21	2019-20	2018-19	2017-18
3358	3186	3413	3620	3481

File Description	Document
Institutional data in prescribed format	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3

Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Response: C. 2 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document](#)
Any additional information	[View Document](#)

5.1.4

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

Response: 73.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
4144	3484	3521	3564	3346

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

5.1.5

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

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

Response: A. All of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document

5.2 Student Progression

5.2.1

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

Response: 56.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
762	782	799	660	623

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

5.2.2

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

Response: 3.12

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 37

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Details of student progression to higher education	[View Document](#)

5.2.3

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

Response: 66.21

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

2021-22	2020-21	2019-20	2018-19	2017-18
111	90	82	57	44

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

2021-22	2020-21	2019-20	2018-19	2017-18
134	110	126	101	98

File Description	Document
Upload supporting data for student/alumni	[View Document](#)
Number of students qualifying in state/ national/ international level examinations during the last five years	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 6

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	3	1	2

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

5.3.2

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

Response:

Students at SRGEC play a vital role in offering suggestions and assistance to administration by being part of various academic and administrative committees as follows:

- IQAC
- Active student council ,Class monitoring committee, Library committee
- Sports committee Cultural committee Anti-ragging committee, NSS Unit
- Student associations of all the branches of engineering and MBA
- Student clubs like music and photography club, quest, innovation and start up club, coding club etc. Professional society student chapters like ISTE, IE, CSI,IETE,IEEE,SAE are active.
- Students are nominated for the important body of the college, Internal Quality Assurance Cell (IQAC) after autonomous status has been conferred to the college. They actively participate in the

meetings and offer valuable suggestions for the academic growth of the institution.

- SRGEC is habituated to take feedback from its students on academics since its inception by constituting a group for every class, in the name of Class Monitoring Committee (CMC). CMC consists of selective students, faculty and Head of the department. It meets twice in a semester and invites the opinion on academic matters. HOD advises faculty to respond to the concerns expressed by the student members of the committee. Minutes of CMC will be forwarded to the Principal for intimation as well as for necessary action for the issues beyond the purview of Head of the department.

- SRGEC also extends the opportunity to students, to acquire leadership qualities by participating in the annual festival of the college SRGECFEST, which is the confluence of technical, cultural and sports events. In this festival students from other colleges are invited to participate to showcase their talent in the above said events. And decorated artists perform their artistic skills to enthrall the audience. In this connection students actively involve in this festival from planning and execution of various events under the guidance from faculty. And every department is having its own student association whose aim is to conduct curricular, co-curricular, and extracurricular activities every week. In order to promote interpersonal skills, communication ability and organizational behavior, they will be given the opportunity to participate in various events, which help them to overcome certain inhibitions, fear of being ridiculed, and stage fear etc.

- They are also active in the discipline and anti-ragging committees to inculcate discipline among them and to make the campus a ragging-free one. By active involvement of extension activities, they are exposed to real-life problems faced by the rural masses and they get an opportunity to offer solutions to the identified problems.

5.3.3

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

Response: 1

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

File Description	Document
Upload any additional information	[View Document](#)
Number of sports and cultural events / competitions organised per year	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

Alumni association of Seshadri Rao Gudlavalleru Engineering College was started in the year 2003. It was started with a motive of bringing together all the Alumni and share their experiences they faced outside the college and also extend their helping hands from all aspects for the budding engineers of the college. SRGEC Alumni association organizes various technical seminars / guest lectures, motivates and guides students for their academic improvement.

Significant move from the SRGEC Alumni association is 'DISA a way forward' - a career building programme for first B.Tech students. This programme will be organized every year for the benefit of I BTech students. This programme was started on 22nd November 2008 with the purpose of guiding the first B.Tech students through all the four years of their study in this college and for the betterment of their careers.

The following points are highlighted in DISA Programme:

1. The budding steps an engineering student needs to take during four years of his/her study.
2. The expectations of the industry from an engineering graduate and how an engineer should adapt to changing industry expectations.
3. The various career options available for engineers in the light of present economy and educational system.
4. Need of acquiring skill set by doing certification programs through online resources like NPTEL, corsera, udemy etc
5. Importance of communication skills, and allocation of adequate time for keeping the body fit by participating in sports and games.
6. Emphasis on development of wholesome personality.

It offers scholarships to meritorious economically poor students and has also instituted cash award to the GATE top ranker of the college. A database for the alumni has been created, which will be constantly upgraded. This effort was initiated with the view to keep alive, the interaction between the alumni, so that, the alumni may, learn the where about of their batch mates, benefit from the placement cell, where in vacancies and opportunities may be put to use. This also helps in identifying potential among alumni who may, if willing, contribute useful service to the institute. The alumni association thus acts as a platform to share views and experience, on common interests.

Alumni association also sponsored funds for construction of a skill developement lab. All the outgoing students of SRGEC every year are welcomed into SRGEC Alumni's fold. Their presence in the association helps to promote personal relationship and thereby improving public relations. They can send the emails to SRGEC gudlavallerualumni@gmail.com .

File Description	Document
Link for additional information	[View Document](#)

5.4.2

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

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the Institute:

To be a leading institution of engineering and management education and research, preparing students for leadership in their fields in a caring and challenging learning environment.

Mission of the Institute

- To produce quality engineers by providing state-of-the-art engineering education.

- To attract and retain knowledgeable, creative, motivated and highly skilled individuals whose leadership and contributions uphold the college tenets of education, creativity, research and responsible public service.

- To develop faculty and resources to impart and disseminate knowledge and information to students and also to society will enhance educational level, which in turn, will contribute to social and economic betterment of society.

- To provide an environment that values and encourages knowledge acquisition and academic freedom, making this a preferred institution for knowledge seekers.

- To provide quality assurance.

- To partner and collaborate with industry, government, and R and D institutes to develop new knowledge and sustainable technologies and serve as an engine for facilitating the nation's economic development.

- To impart personality development skills to students that will help them to succeed and lead.

- To instill in students the attitude, values and vision that will prepare them to lead lives of personal integrity and civic responsibility.

- To promote a campus environment that welcomes and makes students of all races, cultures and civilizations feel at home.

- Putting students face to face with industrial, governmental and societal challenges.

The vision and mission statement defines the institute's distinctive characteristics in addressing the needs of stakeholders involved. In adherence to the above vision and mission, and the norms of AICTE and UGC, college management constituted a Governing body. All the members of the Governing Body participate actively, and with their extensive experience and leadership skills contribute to the growth and development of the institution.

The Governing body sets the short term and long-term goals in lie with the vision and mission of the institute and makes strategies to achieve them. Governing body also prepares quality document for smooth functioning of the organization.

Statutory committees like the Governing body, College Academic Committee, Academic council, Finance committee, Boards of Studies and nine other non-statutory committees involving faculty are constituted to help in administration.

The principal executes the policies approved by the Governing body with the assistance of vice principal academics and administration. In addition, the principal also executes all the duties that are mandatory as per UGC and AICTE. He monitors academic planning, faculty requirements and so on.

In the linear structure, Heads of the Department is the next in the hierarchy. The HOD takes instructions from the Principal through Vice Principal -Academics, Vice Principal- Administration, implements them, and provides feedback and suggestions to the principal. The senior professors, with assistance of faculty members, act as conveners of the non-statutory committees and assist the principal on routine administration and academic processes. Teachers play a proactive role in the academic and administrative activities of the institution.

6.1.2

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

Response:

Decentralization:

The functioning of the college is transparent through well-defined rules and regulations for governance. The voice of (opinion) every individual find place at its appropriate platform, which paves way to participative Management and individuals, can take decisions on the matters concerned to them. These provisions of governance are leading to effective leadership.

Institution has well defined mechanisms to monitor effective and efficient use of available resources. The budget allotment will be done based on the budget proposals. The lab technician concerned, and the Faculty In-charge concerned to the laboratory will arrive at the budget requirement of the laboratory and will send their budget requirement to the Head of the Department. Head of the Department convenes a

meeting in the department and discusses the consolidated budget proposal and finalizes the Budget Proposal of the department. The principal will consolidate such Budget Proposals received from various departments and sections and presents it in College Management Committee, a committee that comprises of both faculty representatives and Management representatives headed by the Chairman of the College. CMC is an Advisory Body to Governing Body.

The top management provides effective academic leadership to the faculty, by setting goals and involving them in participative decision-making process, not only to achieve the vision, mission and goals of the institute, but also in building the organizational culture. The principal permits the HODs and staff members to perform freely in the academic activities and administrative programs such as departmental activities, allotment of workload, various academic committee programs, association and club activities.

Participative Management:

- The college promotes a culture of participative management, students and faculty members are involved at various levels in decision making and implementation of strategies.

- Participative management is encouraged by including faculty members in the statutory and non-statutory bodies such as Governing Body (GB), Academic Council (AC), College Management Committee (CMC), College Academic Committee (CAC), Grievance and Redressal Committee (G&RC), Library Committee (LC), Academic Audit Committee (AAC), Anti-Ragging Committee (ARC) and so on

- In infrastructure development and purchase decisions, the views of the faculty members are given due consideration. All academic activities are planned by the faculty members at department level in line with college goals.

- Class monitoring committees are formed in the department levels to monitor the teaching learning process and also to fine tune the activities. Strategies to improve teaching learning process and the academic environment are discussed

- Students have department level Student Associations in which a number of co-curricular activities are planned and executed. These activities are guided by association faculty in-charges of respective departments

- A number of Clubs with Student centric activities function in the college and Students are actively involved along with the Faculty in Charge of the respective Clubs in planning and conduct of various programs of the clubs

- Participation of alumni in Board of Studies and involving them in curriculum development also promotes participative management.

File Description	Document
Link for strategic plan and deployment documents on the website	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

The institutional Strategic / Perspective plan is effectively deployed

Response:

The Vice-Principal (Academics), Vice-Principal (Administration), and Internal Quality Assurance Cell have started planning various activities of the Institution. The guidelines and expectations from the All India Council of Technical Education (AICTE), JNTUK Kakinada, Industries and Societies have been taken into account as a base for the strategic perspective plan for the next five years 2017-20. A summary of the recommendation of the perspective plan is as follows:

Key Focus Area	Recommendation / Plan
Administrative and Organizational Structure	An efficient and lean Organizational setup at the Campus Establishing a paperless e-Office for efficient, responsive and accountable administration
Academic Development & Academic Reforms	Industry Oriented Outcome Based Curriculum E-content generation
Quality Improvement	NBA accreditation for all Eligible Programs, Online Monitoring academic activities of the colleges, Development of academic facilities, Evaluation of Teaching-Lear processes, Feedback from all stake-holders, Training of Teachers in emerging areas
Exams & Assessments	Continuous Assessment for all Courses, On-line Internal Assessment to save time. Digital Evaluation of Answer-books,
Research & Development, Innovation	Development of Centers of Excellence in specified areas, Advanced Research facilities, IPR cells, Incubation centres, Capacity building of faculty in emerging area Programs
Industry Relations	Two-way Industry Interactions such as Staff Development,

	Joint Technology and Product Developments, Technology transfer Training of Industry personal Industrial and corporate exposure
Information & Communications	Development of Information Management System, Building ICT infrastructure of High Speed computers, Data management System, Online resources and e-services to all Stake holders, Online admissions, registrations, and conducting examinations
Infrastructure Developments	Solar power generation, Water purification plants and Waste Disposal plants, Shopping complex, Medical facilities for residents, Sports Co recreational facilities Go green Initiatives Green Buildings
Skill Development	Development of skills in graduates in specified areas, Training of uneducated youth and local population.
Alumni Relations	Networking with past students, developing local chapters

File Description	Document
Link for Strategic Plan and deployment documents on the website	[View Document](#)

6.2.2

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

Response:

The college has decentralized and transparent governing mechanism. Chairman is the functional head of the college. He mainly looks after academics, development of education and also growth of institutions and can cause any action to be initiated which is required in his opinion for the promotion of the above subject to ratification by the Governing Bodies.

The Secretary & Correspondent is the chief executive of the College. He coordinates between the sponsoring Society, College Management Committee and the other systems of management in the college

Advisor to the management advises the Management and Principal on academic, administrative and developmental activities by keeping himself apace with the latest trends in education.

The college provides types of administration. They are the General Administration and Quality Enhancement Wing.

General administration

The principal is the chief Academic Administrator and a bridge between the Management, Staff and Students. Vice principal-Academics assists Principal in the domains of Teaching- Leaning process, Library and Laboratory Development, Academic Development, Examinations, Engineering PG studies, Research and Development and Consultancy, Vice principal-Administration assists Principal in the domains of Overall Development Planning and implementation, including Quality Document, Recruitment, Training and Placement, Industry-Institute Interaction, Entrepreneurship development, Student Facilities, Student Counseling, Extracurricular activities, Student Discipline and Alumni Information.

Quality Enhancement Wing:

The college established Academic strengthening and Advancement Cell for reinforcing Teaching-learning process, Faculty competency, Research and consultancy. The Director (AS&A) of the cell with the Mentors works for the academic advancement of the faculty. Director (PGCERD) of the cell works for Research & Development Consultancy. AS&A cell implements the action plans after the approval of CAC.

File Description	Document
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3

Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

List of Welfare measures:

- EPF
- Group Insurance Gratuity kind of Payment
- Transport facility on concessional prices
- Free medical consultancy and hospitalization for common ailments: provided through College Medical Centre.
- Sponsoring to higher education.
- Incentive for pursuing Ph.D. programme
- An amount of Rs.25,000/- will be presented to the faculty obtained Ph.D degree.In addition to that, an amount of Rs.10,000/- per month will be paid for the period between the date of submission of thesis and date of the award of the degree.
- Incentives for acquiring Ph.D. degree during service
- Sponsoring for National//International paper presentations, continuing education programmes, conferences
- Academic Leave
- Earned Leave (E.L)
- Maternity leave: 60 days for two times in career.
- Medical leave.

6.3.2

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

Response: 33.83

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**

2021-22	2020-21	2019-20	2018-19	2017-18
83	101	62	164	89

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

6.3.3

Average number of professional development / administrative training Programmes organized by

the institution for teaching and non-teaching staff during the last five years.

Response: 21.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	28	18	19	20

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	[View Document](#)
Institutional data in prescribed format	[View Document](#)

6.3.4

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

Response: 43.01

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

2021-22	2020-21	2019-20	2018-19	2017-18
162	221	135	84	38

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	[View Document](#)
Institutional data in prescribed format	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

SRGEC Strictly believes in following all statutory requirements for all audits and accounting practices. The Institution conducts internal and external financial audits regularly. As part of this mechanism, College conducts internal financial audit by presenting outcome budget, Income and Expenditure details, Receipts and Payments, Budgetary obligations in College Management Committee for discussion and communications.

The audit objections, if any will be discussed in the CMC. CMC will be conducted once in three months.

College conducts external financial audits regularly and the copies of audited statement will be published in college website.

The external audit is conducted once in a year. The external audit is carried out by M/s SivaKrishna & Narayan Chartered Accountants (Regn.No.03883S).. The queries which are raised are put before the Principal who clarifies & rectifies before finalizing the accounts. The Principal also contemplates and decides to appoint an Audit Sub-Committee that attends all the queries raised by the internal audit team and external auditors.

The Objective of Internal & External Audit:

The primary objective of conducting Internal and External audit is to identify the discrepancies in the accounting process. The in-house team, consisting of two members, conducts the internal audit twice in a year and registered Chartered Accountants conduct the external audit once in a year. The departmental budget is followed and the optimal utilization of funds and the monitoring of the budget are done through Internal and External Audit.

After locating the discrepancies in the internal audit, a report is submitted to the Vice Principal administration who then reviews the report, discusses with all the CMC members and then submits the report to Principal. The Principal directs the Accounts Officer to make the necessary corrections on internal audit. The Accounts Officer rectifies the identified discrepancies and submits the corrected audit report to the Principal through Vice Principal administration.

All the financial rules that are implemented in the college take place through No-Cash transaction to the extent possible. Payment of fees is also done through online transaction. An effective Financial Management System is followed which takes utmost care to follow the best accounting practices which give no chance for financial mismanagement.

External Auditors who are certified Chartered Accountants prepare the Audited financial statements including Income and Expenditure details, Audited Reports and then the same is filed in the Income-Tax Department.

6.4.2

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

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
00	00	00	00	00

File Description	Document
Institutional data in prescribed format	[View Document](#)

6.4.3

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

Response:

The different sources for mobilizing the funds is as follows

1. Tuition fees from students
2. Through external research projects
3. MODROBS
4. AICTE seminar grants

The major source of revenue for the institute is the Annual tuition fee collected from students. The fee is collected from students' as per the guidelines issued by the fee fixation committee of state government of Andhra Pradesh. Mobilization of funds is also done through sponsored projects from Government agencies.

The college budget is allocated based on the needs. The college follows a systematic approach towards the allocation of budget. All the departments are requested to submit an estimate of requirements for their respective department which is discussed under various heads of their department. The needs of the particular department are analysed separately and the required budget is allocated. Further, if there is any requirement for the departments other than the one stated in the budget, the same can be procured by submitting the necessary details. Hence, all the departments are allocated with budget adequacy to meet their needs. Budget requirements under 'recurring 'and 'non-recurring' heads are collected from every department before the commencement of the financial year. Before the commencement of the financial year, budget proposal is collected from all departments. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same will be submitted to Governing Body for approval. Budget approvals will be communicated to the departments and sections. The institution keeps track of the budget. In any

unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The requests are consolidated and reviewed by the Administration team and funds are allotted. Utilization of allocated funds are monitored periodically and reviewed at the end of the Financial Year.

More budgets have been allocated to the infrastructure built-up and laboratory equipment's. Also moderate budgets have been allocated in case of consumables; the same has been utilized for Research and development activities. Separate budget has been allocated for library, Research and development. Additional funds will be allocated in case of emergency requirement. Some of the namely utilization of funds is towards the expenditure on salary of teaching and supporting staff, purchase of equipment, machinery and furniture, library books, e-subscriptions, electricity charges, consumables, software, internet bills, repair and maintenance, faculty development programs, advertisement, affiliation and approval fees, printing & stationary, sanitation- housekeeping-gardening and security charges, and other miscellaneous expenses.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of – Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)

Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)

Response:

The Institute Internal Quality Assurance Cell (IQAC) is as per the guidelines of NAAC. With a strategic plan and continuous monitoring incremental improvements made for the preceding five years with regard to quality. Two case studies are presented below

Practice- I To conduct Academic and Administrative Audits regularly:

Academic audit is a faculty-driven model of ongoing self-reflection, collaboration, team work and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers, all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. It is the process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments' control of the overall administrative system etc. This audit ensures whether following activities are being conducted regularly which ensures quality in teaching learning process:

- Conduct of student development programmes Conduct of Faculty development programmes
- Encouragement of students to participate in curricular, co-curricular and extra-curricular activities within and outside the college.
- Encouragement of faculty to participate in conferences to present papers, attend FDPs outside the college.

- Financial support in the form of seed money to faculty to undertake research activity Feedback from all the stakeholders regarding design and implementation of curriculum Feedback from students regarding teaching-learning process and corrective measure.

Practice- 2: To Enhance the Expertise of Faculty:

The second significant move as an initiative of IQAC cell is enriching faculty expertise by encouraging them to attend NPTEL courses and participate in subject expert programme. In this programme, newly recruited faculty will undergo guide-mentee programme, where a senior faculty will guide him regarding preparation of lecture material, delivery of the content and preparation of questions as per the Bloom's Taxonomy. A faculty having more than three years of experience will be asked to acquire proficiency in the subject by undergoing NPTEL and other similar courses of his specialization. To guide him in this direction, a senior faculty of same specialization will be allotted to him, under whose mentorship he attends all these certification courses. His performance will be judged by external experts if necessary. ELT center of SRGEC will impart training to refine the communication skills of faculty. As a result, faculty of all departments are becoming more knowledgeable to impart quality education, contributing to the success of students in their endeavors.

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities

(For first cycle - Incremental improvements made for the preceding five years with regard to quality

For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives   )

Response:

The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. It reviews the teaching learning process by conducting academic and administrative audits and through AQARs.

(i) Academic and Administrative Audit and Annual Quality Assessment Report:

Academic audit is a faculty-driven model of ongoing self-reflection, collaboration, teamwork and peer feedback. It is based on structured conversations among faculty, stakeholders and peer reviewers, all focused on a common goal: to improve quality processes in teaching and learning and thus enhance student success. It is the process of evaluating the efficiency and effectiveness of the administrative procedure. It includes assessment of policies, strategies & functions of the various administrative departments' control of the overall administrative system etc.

Similarly, through AQARs, teaching and learning process is monitored for quality enhancement and

sustenance by collecting the information relating to functioning of different units of the institution. The following are monitored regularly to ensure quality in teaching learning process:

- Conduct of student development programs

- Conduct of Faculty development programs

- Encouragement of students to participate in curricular, co-curricular and extra-curricular activities within and outside the college.

- Encouragement of faculty to participate in conferences to present papers, attend FDPs outside the college.

- Financial support in the form of seed money to faculty to undertake research activity

- Feedback from all the stakeholders regarding design and implementation of curriculum

- Feedback from students regarding teaching-learning process and corrective measure

(ii) ONLINE TEACHING & LEARNING

The students' potential for learning is improved by the usage of Information Technology. Faculty employs Modern Technology tools like Microsoft Teams for various academic activities.

The Microsoft Teams software is used for the Teaching and Learning process as well as continuous assessment of students in online mode.

Teaching and Learning process

- Conducting the class in online mode with the support of white board, PPT, animations etc.,

- Availability of learning materials to access by the students

- Availability of video classes to access by the students for offline use.

- Attendance can be monitored with time in and time out for each class.

Continuous Assessment of students

- Conduct of online Quiz exam for the students in online mode.

- Retuning of student marks for online quiz exam

- Download the excel sheet for list of students with marks

- Scheduling of Assignment for the students and submission of assignment by the students in online mode.

- Returning of student marks for assignment.

- Download the excel sheet for list of students with marks for assignment.

This software can be used for creating an awareness program on professional elective subjects and Open elective subjects by the faculty before sharing the options. IIT Virtual labs are used to conduct labs through simulations. The use of well-known online learning platforms like NPTEL, Coursera, etc. are encouraged both for faculty and students.

6.5.3

Quality assurance initiatives of the institution include:

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

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Institutional data in prescribed format	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response:

Seshadri Rao Gudlavalleru Engineering College initiated a good number of measures for Gender Equity. SRGEC has 38% female staff and 56% female students. Women faculties are also provided with an opportunity to lead the departments as heads of the department and are given coordinator ship for several activities. Female students are encouraged to take part in all activities and to lead co-curricular and extracurricular activities. Students of the institution used to be sensitized on Gender - Equity through webinars, seminars and counselling and guidance sessions. The Institute celebrates "Women's" Day annually and motivates all the staff to organize discussions to understand the role of women towards a progressive society. Female students are motivated and supported in various academic and non-academic activities.

Safety and Security:

Adequate safety and security measures are in place.

- The institute is secured by dedicated security guards for each department and every important location within the institute premises.
- There is a security control room that manages the surveillance with the help of 181 CCTV cameras, available at academic blocks, amenities blocks, all the junction points and open areas without compromising the privacy of female staff and the students.
- Reserved seats are provided to female staff /students in all institute transport.
- Important suggestions and urgent grievances can be directly reported to the authority concerned online.

The ICC Cell promotes gender amity, upholding the right to protect against Sexual harassment in the workplace. ICC Cell seeks help from the police department and local judiciary to create awareness about "She Laws" & law protection for women.

Counselling: A professional Counselor is extending counseling and mental Wellness services to SRGEC students. Psychological problems, family counselling, maladjustment, deviations, interpersonal relationships, and stress-related problems are dealt with. How to promote mental health, the significance of yoga and meditation, effective ways to memorize, healthy habits and positive thinking and trends in the lifestyle etc. are addressed.

Common Room:

- A Dispensary with a part-time doctor and certified nurse is available with a first aid facility in case of any illness.
- A gymnasium exclusively for female students is provided in the Amenities Block.

- Waiting for halls with adequate facilities are provided in the college for students. Group counselling and personalized counselling sessions were organized continuously by female psychologists. Sanitary napkins are made available to them in waiting halls.

Space is clearly earmarked in the canteen for girl students. One female student was nominated as a member of IQAC and the lady alumina were nominated as members of the Governing Body twice. Best lady student and Best Sportswoman awards were constituted. Further, female students can compete for the "overall best outgoing student award. Females represent female students in the class Monitoring Committee.

7.1.2

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

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	[View Document](#)

7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

A. SOLID WASTE MANAGEMENT:

Institutions have designated waste segregation stations where individuals can sort their waste into different categories, such as paper, plastics, glass, and metals. This makes it easier to recycle the waste and prevents contamination of recyclable materials

Recycling bins: Institutions provide recycling bins in common areas, such as classrooms, labs, offices, and cafeterias. These bins should be labelled clearly to indicate the type of waste that should be placed in them.

All the Departments and classrooms are provided with dustbins for dry waste disposal. Segregation of waste into dry and wet waste from the separately allotted dustbins is done in strategic locations, thus maintaining the Campus clean and Eco-friendly. The use of plastic carry bags, cups and laminated paper plates is prohibited on the campus. Students and staff are advised to bring cloth bags.

On our campus, various wastes are collected and segregated methodically at the source level. Two types of wastes are collected (1) Dry waste and (2) Wet waste. Wet waste includes organic waste (i.e. Kitchen waste, vegetable waste, fruits, flowers, leaves from the garden and paper). Organic waste is collected, segregated and then transferred to compost pits. The output is later used as manure in the garden area.

Dry waste can be further segregated and shifted to scrap yards in to recyclable waste like plastics, glass, paper, metal, paints, chemicals etc. and inert waste like debris etc. are used for land filling.

B. LIQUID WASTE MANAGEMENT

Water conservation is important because fresh clean water is a limited resource, as well as a costly one. Conservation of this natural resource is critical for the environment.

Keeping the above in view our campus surface rain water is collected in a separate pond which is located near the medical center. The pond water is used for horticultural works, and cleaning of important areas by pumping system.

The college has provided a sprinkler system for watering the plants & entire garden to minimize water wastage. Regular domestic wastewater is connected to local authorized field drains.

Several conservation steps like closing of taps after usage maintenance and monitoring of values in the supply system to avoid overflow, leakages and spillage. Conducting water conservation awareness programmes for new students. Sewage wastewater is collected in a closed septic tank.

C. E-WASTE MANAGEMENT

The institution generates 'e' waste like computers, keyboards, mice, scanners, fax machines, CDs, pen drives, calculators, cables, burnt tube lights, circuit boards, burnt electrical motors and other digital equipment like cameras etc. Institution follows two methods of disposing e-waste (1) Collection of 'e' waste through bins and storing the e-waste generated in prescribed room called as e-waste room. The college provides proper awareness to the students and staff by organizing sessions on e-waste hazards and sale disposal practices.

Electronics waste are of Category-1 waste like computers, and computer peripherals, Category-2 Cartridges, printers, printed boards etc., Category-3 Electrical Tube lights, electrical cut pipes and Category-4 Burnt electrical motors, transformers etc.

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document

7.1.5

Green campus initiatives include:

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

Response: A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document

7.1.6

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document

7.1.7

The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document

7.1.8

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

Response:

The institution is a private self-financing affiliated college that has limited scope for having the students PAN India. However, to promote diversity among the students and faculty, the institution provides an eco-system and enabling environment for the co-existence of people coming from different cultures, regions, linguistics, and other socio-economic diversities.

The institution is undertaking various initiatives in the form of the celebration of Days of Eminent Personalities National Festivals, NSS, and other such activities to provide for an inclusive environment by bringing students and teachers with diverse backgrounds on a single platform for creating an inclusive environment. These functions help in developing tolerance harmony towards culture, region and linguistics and also communal social economics and other diversities. The subject Constitution of India and professional ethics are made mandatory for all B.Tech students across disciplines. Two important national festivals, Republic Day and Independent Day are celebrated every year. All teaching, and non-teaching staff, and students participate for the cause of the nation. Inspiring speeches are conducted.

The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, and

harmony among students and faculty. By virtue of the admission process, students across all districts of the state and cross sections take admissions based on merit as per the state council guidelines apart from a few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for holistic development. In order to ensure the holistic development of students and staff, the institution encourages them to be involved in community services to develop good citizenship. The institution is increasingly involved in conducting outreach programs for the welfare of society and in creating awareness among students about social issues

The staff and students belong to different communities like Hindus, Muslims, Christians, etc. being their mother tongues different like Tamil, Telugu, Bengali, and Hindi, etc. the institution has a very effective approach to maintaining tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, guided meditation sessions, and seminars on human values are organized every semester to create a coherent environment and respect for individuals. To promote cultural and regional heritage with diversity SRGEC arranges cultural programs by people of eminence in several fields. SRGECFEST is the annual festival conducted every year where students are exposed to various dance forms, different instrumental music, and poetry.

Transparent governance with clearly laid own procedures and Practices is paving the way for an inclusive environment in the College. Faculty working in the college, who belong to various parts of the country and different religions, are the indicators of the inclusive environment. Students will be guided, motivated, and groomed independent of their region, religion, etc. Every student will have an equal opportunity to be part of the co-curricular and extra-curricular activities and take leadership in the events organized in the college.

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

The students and staff were sensitized on various topics on the Indian constitution. Eminent personalities were invited as speakers for guest lectures conducted on constitutional rights.

Sri V V Lakshmi Narayana, former CBI Joint Director addressed the students on the topic "Applying Values, Duties and Rights in Everyday Life". He explained the importance of sensitizing students and employees to constitutional obligations, emphasizing the importance of values, rights, duties, and responsibilities for a well-functioning democratic society. In his lecture, he stated that by understanding the importance of these values, individuals learn to treat others with dignity, value differing perspectives, and work towards the common good. He also added that individuals should develop a greater appreciation for collective well-being and contribute to the betterment of society.

Sri Gundu Sri Krishna a high court lawyer based in the town of Vuyyuru, was invited for the guest lecture on "Constitution of Republic of India". He explained to the students the role of a constitution in a democratically ruled country like India. He has narrated the history behind the formation of the

constituent assembly, its members and the unique features of the Indian constitution. He cited that Dr. Ambedker proposed equal rights for women. He stated that it is essential that every citizen, particularly the youth understand their duties in a correct way.

Dr. Padma Kala, Psychologist and Principal, of Bharatiya Vidya Bhavan's Residential School, Palakol, addressed the students on the topic "Understanding Constitutional Values and Duties". She focused on women's rights. She also spoke on gender sensitivity. She added that Institutions can promote critical thinking, and ethical decision-making through educational programs that empower students.

Sri P.S.P Suresh Kumar, eminent legal expert and senior advocate at High Court, Amaravathi (A.P). addressed the students on the topic "Constitutional knowledge is a must for every citizen". He encouraged the students to become responsible citizens and appealed to them students to focus on their duties.

The I/c Vice Chancellor of JNTUK and the Vice Chancellor of Krishna University Dr. S. Rama Krishna Rao were invited to address the students on the topic "India's Future: On Your Shoulders". He emphasized the duties of the citizens. He stated that citizens have duties towards their country and fellow citizens and it is important to build up a healthy society.

Apart from the motivational speeches, a good number of NSS activities are conducted to sensitize the public on social issues and inculcate the habit of social service among students. Students are given encouragement and support to develop and provide technical solutions to local entrepreneurs under Unnat Bharath Abhiyan. Various Blood Donation Camps and digital literacy Programmes are conducted by the students for society. One course is designed on the values, rights, duties and responsibilities of citizens and offered in the curriculum as a credit course.

7.1.10

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

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

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	[View Document](#)

7.1.11

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

Response:

Seshadri Rao Gudlavalleru Engineering College (SRGEC) is an institute of certain pristine principles and objectives guided by the faculty, management and some important wings which are inclined to conduct some national festivals, birth anniversaries of national leaders and create awareness on nationalism.

Independence Day and Republic Day are celebrated every year. Celebration of these festivals commemorates the sacrifices of our great leaders and freedom fighters who laid down their lives in the foundation of this country. It also helps to cherish the thoughts and ideologies of the great personalities of our nation. It is our national festival which unites the whole country to celebrate under one roof portraying national unity and patriotism.

The institute conducts technical fest and engineers day annually where students exhibit their hidden talents by being involved in different technical activities such as paper contests, poster presentations, Group discussions and Seminars. In our college, all national festivals are celebrated with great enthusiasm to inculcate a sense of patriotism among students. Students are given a platform to express their patriotism during national festivals and also to bring out the hidden talents among the students, Cultural programs like dance, musical concepts skits and speeches are conducted. Short films and photography are encouraged to impart confidence amid them.

NSS unit organizes many awareness events and welcomes students in blood donation campaigns etc., NSS unit takes the responsibility to address the prevailing social issues, where students participate with zeal and responsibility.

Women's Day is being observed on March 8 as a mark of respect to women owing to their courageous endeavours in their personal and professional lives. Few competitions are conducted for female students and police officer is invited to enhance and empower them.

International Yoga Day is observed every year, and students and staff participate wholeheartedly. All national festivals are celebrated with reverence to build unity, among people of different racial and cultural backgrounds. Apart from these, the institute celebrates Teachers' Day on September 5 every year to mark the birth anniversary of Dr Sarvepalli Radhakrisnan. The institute also celebrates the Birth Anniversary of Sir C.V. Raman on November 7 and International Day for Disaster Reduction on October 13 every year.

7.2 Best Practices

7.2.1

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

Response:

Best Practice I

1. Title of the Practice: Teacher Empowerment Program (GUROBYUNNATHI)

2. Objectives of the Practice:

1. To provide in-depth knowledge on the subject matter to the newly recruited faculty
2. To enhance technical competency and presentation skills in the classroom
3. To prepare the faculty to teach the subject to crack the questions in the competitive exams and GATE in the allied branches of engineering.

3. The Context: The teacher is the backbone of the Educational System. The learning characteristics of learners will be highly influenced by the knowledge, skill and attitude of the teacher. Having realized the significance of teachers in the augmentation of Education, SRGEC right from its inception, implemented the policies of sponsoring teachers for higher education providing incentives to faculty in the form of "Retention and Academic Advancement", Encouraging Faculty to participate in workshops, Conferences, Seminars in India and abroad with financial grants and arranging Faculty Development Programs.

4. The Practice: SRGEC follows a transparent recruiting mechanism for Faculty and Staff. The faculty requirement is notified in leading newspapers and the interviewing process is carried on by a Staff Recruitment Committee comprising of two subject experts from reputed academic institutions like IITs, NITs and universities. The selections and appointments are purely based on merit. The faculty recruited will be reviewed for three successive academic years by academic experts and provide critical feedback on their performance and suggestions for improvement.

As the persons after completing their post-graduation used to join the Educational Institutions as faculty without any teacher training, SRGEC devised a systematic method of empowering faculty with technical expertise and English Communication Skills. The views of IQAC are taken into account for devising a methodical approach. "Faculty and Education Development", Academic Strengthening and Advancement, PGCRD and ELTC are established under this approach. With an aim of ensuring that the education offered in the institute would enable the learner to perform to the best of his abilities in academic, competitive and placements, Faculty and Education Development functions.

English Language Teaching Center (ELTC) designed and delivered a syllabus to improve English Communication Skills. The course has three modules. Viz., Oral Communication, Written Communication and Scholarly Communication. ELTC continuously evaluates the performances of trainees through Formative and Summative Tests.

To enhance, technical competency and presentation skills in the classrooms, AS&A Cell defined Guide-Mentee Program and Subject Mastering Programs. In the initial period of recruitment of the faculty, a senior faculty having experience and expertise in the subject concerned of the department is assigned with the responsibility of guiding and mentoring the Junior Faculty.

The senior faculty provides guidance to the Junior Faculty in the content of the subject, delivering the content to the learners, classroom management and other supporting activities. Faculty are motivated

and encouraged to pursue online courses of NPTEL, Courseera etc., and obtain certifications to enhance their abilities. The institution is extending financial incentives to the faculty who completed the courses with prescribed performance. A good number of faculty completed courses and obtained recognitions like Discipline Star, and Domain Scholars.

After completion of the Guide-Mentee Program, the faculty will be part of the Subject Mastering Program. In this program, Faculty will be allotted with courses relevant to their expertise and experience. The syllabi of these courses are compiled keeping in view the requirements of competitive examinations and industrial demands. The faculty will pursue the content and prepare learning resources for supporting and encouraging advanced learners. SRGEC placed its efforts in getting the departments the status of Research Center by the affiliating University, JNTUK. The faculty will also be guided, supported and motivated with financial incentives to publish Research Papers and patents.

The sensitization and training programs on writing Project Proposals for obtaining Funded Research Projects are in progress.

5. The Evidence of Success: Around 62 faculty members have completed phase-I as part of the Subject Master and Associating Faculty (SMAF) program and around 53 faculty members are undergoing phase-II training. Similarly, about 45 newly recruited faculty members have completed the Guide-Mentee program in phase-I and still 32 faculty are in the phase-II training.

Best Practice II

1. Title of the Practice: COMMUNITY ENGAGEMENT SERVICES (SANGASEVA)

2. Objectives of the Practice:

- To provide engineering solutions to social issues.
- To enhance the sustainable development of society.
- To prepare the faculty and students to participate in community activities

3. The Context: SRGEC is deeply committed to actively involving its stakeholders in a variety of community-related activities. The institute recognizes the importance of engaging with the local community and making a positive impact beyond its campus boundaries. Through these initiatives, SRGEC aims to foster meaningful connections, address social issues, and contribute to the sustainable development of the community. By actively involving stakeholders, including faculty, staff, students, and local residents, in community activities, SRGEC creates opportunities for collaboration, dialogue, and shared responsibility. This inclusive approach not only strengthens the relationship between SRGEC and the community but also promotes mutual understanding, empathy, and a sense of shared purpose. Through volunteer programs, partnerships with local organizations, and community outreach events, SRGEC strives to make a lasting difference in the lives of individuals and the overall well-being of the community. By dedicating resources, expertise, and time to community engagement, SRGEC demonstrates its commitment to social responsibility and its belief in the power of education as a catalyst for positive change.

4. The Practice: The institute takes an active role in organizing awareness programs on crucial topics like "SWATCH BHARATH" (Clean India), "SAY NO TO PLASTIC," and "SAY NO TO DRUGS." These programs aim to educate students and the local community about the importance of environmental

conservation and healthy living. By creating awareness and imparting knowledge, SRGEC strives to foster a sense of responsibility and inspire individuals to make positive changes for a cleaner and healthier environment.

SRGEC is an active participant in the Unnat Bharat Abhiyaan (UBA), a government scheme that encourages higher educational institutions to collaborate with rural communities. Through UBA, SRGEC engages closely with rural populations, understanding their challenges, and developing sustainable solutions to address them. This collaborative effort promotes social responsibility and empowers the community to achieve sustainable development by leveraging the expertise and resources of SRGEC. Together with the rural people, SRGEC strives to create positive and long-lasting changes that improve their quality of life and contribute to the overall progress of the community.

In addition, SRGEC has taken the initiative to adopt a primary school in a neighbouring village. Through consistent visits, the institute's staff and students actively contribute to enhancing the learning skills of the school students. They provide valuable academic support and work towards fostering a positive and conducive learning environment. This initiative showcases SRGEC's dedication to educational outreach and its commitment to inclusive growth, ensuring that even the students in the surrounding rural areas have access to quality education and opportunities for personal development.

Additionally, SRGEC's Civil Engineering department has undertaken a notable project by developing and presenting a comprehensive drainage plan for the "Gudlavalleru Grama Panchayat." This plan plays a crucial role in ensuring the efficient and proper disposal of wastewater, addressing a pressing concern related to environmental sustainability. By actively engaging in such initiatives, SRGEC demonstrates its commitment to applying its expertise to real-world challenges and making a tangible impact on the local community's well-being and environmental conservation efforts.

SRGEC's National Service Scheme (NSS) unit plays a proactive role in conducting diverse community-related activities. They organize programs like "CLEAN AND GREEN," SAVE WATER-SAVE EARTH," PLANT A TREE," and "AROGYAME MAHA BHAGYAM" to raise environmental awareness and engage the local community in addressing these pressing issues. Through these initiatives, SRGEC encourages individuals to actively participate in environmental conservation, fostering a sense of responsibility and collective action. By promoting sustainable practices and emphasizing the importance of a healthy environment, the institute's NSS unit contributes to building a greener and more sustainable future.

5. The Evidence of Success: SRGEC's commitment to engage stakeholders in community-related activities reflects its dedication to creating a positive and lasting impact on society. The institute actively works towards building strong relationships with the community, addressing social challenges, and contributing to overall well-being and development. By fostering collaboration, SRGEC strives to make a meaningful difference in the lives of individuals and the broader community it serves, aligning its efforts with the values of social responsibility and community empowerment. Through these ongoing endeavours, SRGEC demonstrates its commitment to being an active and responsible institution that goes beyond academia to positively influence the world around it.

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:

TRANSPARENT INSTITUTIONAL GOVERNANCE

SRGEC firmly believes in the influential role of leadership and governance within an educational institution, recognizing its impact on the working environment and the institution's journey towards qualitative excellence. To this end, SRGEC places great emphasis on participative and decentralized leadership, understanding its critical role in effective governance. In line with this commitment, SRGEC has developed a comprehensive range of policies, mechanisms, and strategies, meticulously designed to guide its operations. These guidelines are strictly followed with unwavering sincerity and dedication. Through the implementation and upholding of these principles, SRGEC seeks to establish a culture of "Transparent Institutional Governance" that prioritizes openness, accountability, and inclusivity. This commitment permeates every aspect of the institution's operations and decision-making processes, ensuring that stakeholders are actively involved and that transparency remains a guiding principle throughout.

A notable and distinctive feature introduced by the management in SRGEC's governance structure is the establishment of the "College Management Committee (CMC)." This committee serves as an important advising forum, providing valuable recommendations to the Governing Body (GB) through in-depth discussions. The CMC comprises a diverse group of members, including representatives from the management, college administrators, faculty, and office administration. This composition ensures the inclusion of various perspectives and expertise in the decision-making process.

The College Management Committee (CMC) at SRGEC plays a pivotal role in conducting a meticulous and comprehensive review of the college's activities. This review encompasses a wide range of relevant aspects, including budget proposals, faculty development programs, student support activities, and other significant initiatives.

During the CMC's deliberations, committee members engage in collaborative discussions to collectively contribute their opinions, insights, and recommendations. The aim is to make informed and optimal decisions that benefit the institution as a whole. By drawing upon the diverse expertise and perspectives within the committee, the CMC ensures a well-rounded evaluation of each activity and promotes effective decision-making.

The inclusive nature of the CMC fosters a culture of collaboration and shared responsibility. Through these collaborative deliberations, the committee strives to ensure that decisions are well-informed, strategic, and aligned with the institution's goals. By incorporating multiple viewpoints and considering a wide range of factors, the CMC enhances the overall governance and effectiveness of SRGEC.

SRGEC's commitment to inclusive governance is a testament to its dedication to transparency, fairness, and effective decision-making. By valuing the input of diverse stakeholders and fostering a culture of open dialogue, SRGEC creates an environment where decisions are well-informed and aligned with the institution's goals and values.

Through the establishment of the College Management Committee (CMC), SRGEC actively involves stakeholders from various backgrounds, ensuring that their perspectives and expertise are considered. This inclusive approach allows for a comprehensive and well-rounded evaluation of important matters, contributing to more informed and effective decision-making.

By upholding transparency, SRGEC ensures that all stakeholders have access to information and can actively engage in the governance process. This fosters a sense of ownership and promotes a culture of open dialogue and collaboration, where ideas and concerns can be freely expressed.

SRGEC's commitment to inclusive and participatory governance serves as a foundation for its ongoing success and continuous growth. By recognizing and valuing the input of diverse stakeholders, SRGEC creates an inclusive environment that fosters innovation, accountability, and collective responsibility.

By actively seeking and considering the perspectives and ideas of various stakeholders, SRGEC promotes a culture of collaboration and open dialogue. This approach encourages the sharing of innovative ideas, enabling the institution to adapt to changing circumstances and remain at the forefront of educational advancements.

Furthermore, by upholding transparency, SRGEC ensures that information is readily available to all stakeholders. This transparency enhances accountability, as decisions and actions are visible and subject to scrutiny. It also fosters trust among the members of the institution, creating an environment conducive to effective collaboration and shared responsibility.

Through this inclusive and transparent governance approach, SRGEC empowers its stakeholders to actively contribute to the institution's growth and success. By harnessing the collective expertise and insights of its diverse community, SRGEC is better equipped to overcome challenges, seize opportunities, and achieve its goals.

In summary, SRGEC's commitment to inclusive and participatory governance enables the institution to nurture innovation, uphold accountability, and achieve its overarching objectives. By valuing diverse perspectives, promoting transparency, and fostering collaboration, SRGEC creates an environment that propels its continuous advancement and success.

SRGEC demonstrates a remarkable commitment to transparency throughout the entire budgetary process, including proposal, allocation, and utilization. A noteworthy aspect of this commitment is the institution's inclusive approach, which involves a wide range of stakeholders, including lab instructors, at crucial stages of decision-making. During the budget proposal phase, lab instructors actively participate as members, sharing their insights and recommendations for budget allocation. Their valuable perspectives and expertise are taken into consideration alongside those of other stakeholders. Moreover, their involvement extends beyond the proposal to the utilization of the allocated budget. By involving diverse stakeholders and fostering transparency, SRGEC ensures that budgetary decisions are made collectively, promoting fairness and equity. This inclusive approach helps to optimize the utilization of resources and aligns with the institution's dedication to excellence and equitable governance. Through this transparent and participatory process, SRGEC upholds its commitment to effective resource management, enabling the institution to thrive while respecting the valuable contributions and expertise of all relevant parties involved.

SRGEC prioritizes transparency, extending beyond budgeting to encompass Faculty Development

Programs, Student Support Activities, and all institutional initiatives. Stakeholders are openly informed about processes and objectives, while the diverse workforce and students are valued. Their input, opinions, and suggestions are actively sought and considered, creating a participatory environment. Decisions are made collectively, leveraging well-rounded perspectives. This inclusive approach ensures stakeholders' comprehensive input, fostering ownership and nurturing an environment that supports faculty and student growth. The result is enhanced transparency, a culture of collaboration, and empowered individuals, ultimately advancing the institution as a whole.

5. CONCLUSION

Additional Information :

- Indian Society for Technical Education (ISTE) awarded "Bharatiya Vidya Bhavan National Award for an Engineering College having Best Overall Performance" for the year 2019 to Gudlavalleru Engineering College. The Award consists of a medallion and a citation.
- Seshadri Rao Gudlavalleru Engineering College is recognized for the prestigious "ICT Academy - Partner in Growth" award for its stupendous & vibrant encouragement for the initiatives of ICT Academy in 2018.
- SWAYAM-NPTEL local chapter is one of the active NPTEL Chapter and recognised with a rating of 'AA' among the top 100 rated Local Chapters. SWAYAM-NPTEL recognized GEC for Best Faculty performance in NPTEL online Certification courses.
- "ISTE A.P. & T.S. Section Best Engineering College with Overall Performance for the year 2016 Award" instituted by Srinidhi Institute of Science & Technology, Hyderabad.
- "ISTE A.P. Section Best Engineering College with Overall Performance for the year 2013 Award" instituted by Srinidhi Institute of Science & Technology, Hyderabad.
- The college has obtained the prestigious award of "ISTE Best Student Chapter in AP" for 2008 received at ISTE Student National Convention, NIT, Hamirpur, Himachal Pradesh.
- The Founder Secretary and Correspondent of the College, Sri V.V.R.Seshadri Rao and the present Chairman, Dr.Nageswara Rao Vallurupalli were honoured with the Edupreneurs–2013 awards for their leading role in transforming Engineering Education in India by "Engineering Watch", a reputed National Magazine. The Award was received by Er.Satyanarayana Rao Vallurupalli, the present Secretary & Correspondent at Edupreneurs Conclave 2013 held at New Delhi on 15th February 2013 from Dr. Shashi Tharoor, Minister of State for Human Resource Development, Government of India.
- Prathibha Awards 2019 for meritorious students of class of 2019 announced by the JNTUK, Kainada. 13 awards got our students 2019 passed outs, B.Tech 9 (CE-2, ME-2, EEE-1, ECE-3, CSE-1), M.Tech 4 (ME-1, ES-1, CSE-2).
- SRGEC has taken a momentous step in its pursuit of excellence by applying for the Atal Community and Innovation Centre (ACIC) and waiting for final result.

Concluding Remarks :

The college is functioning in true spirit to provide Rich Leaning Experience to its students. Efforts of the institution are very much in line with the stated vision and formulated Mission. To provide all round development to students, activities are designed and facilities and infrastructure are created. State- of- the-art-facilities on all fronts are in place and Institution initiated innovative programs well in advance to the inclusion of them as part of the curriculum by the regulatory agencies, which is an index of its determination for imparting quality education.

SRGEC has deployed e-governance in all the areas of academic processes to ensure better academic planning and monitoring. Institute regularly conducts training to staff and faculty members for implementation of quality procedures. External audit by various agencies like NBA, NAAC, JNTUK and internal audit is undertaken periodically to improve institutional activities.

The Institute believes that Excellence is a continuous process. The descriptive summaries and the

accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

The college functions with Decentralisation, participative management and transparent governance. The design and implementation of the Policies is indicating the Equity of treatment, scope for growth and advancement of individuals. Always, institution raises to the occasion and updates the methodologies and upkeeps the performance levels. Thus institution assures quality to all its stakeholders.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.3	**Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years** 1.1.3.1. **Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>684</td><td>666</td><td>593</td><td>556</td><td>539</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>559</td><td>524</td><td>503</td><td>492</td><td>487</td></tr>
1.2.1	**Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.** 1.2.1.1. How many new courses are introduced within the last five years Answer before DVV Verification : 2784 Answer after DVV Verification: 2783 1.2.1.2. **Number of courses offered by the institution across all programmes during the last five years.** Answer before DVV Verification : 3508 Answer after DVV Verification: 3507
1.3.3	**Average Percentage of students enrolled in the courses under 1.3.2 above.** 1.3.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4936</td><td>4485</td><td>1273</td><td>1279</td><td>1417</td></tr></table> Answer After DVV Verification : <table><tr><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td></tr><tr><td>4106</td><td>4016</td><td>1156</td><td>1208</td><td>1379</td></tr>
1.3.4	**Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

	1.3.4.1. **Number of students undertaking field projects / internships / student projects** Answer before DVV Verification : 2382 Answer after DVV Verification: 2382
2.1.1	**Average Enrolment percentage (Average of last five years)** 2.1.1.1. **Number of students admitted year-wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
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1337	1253	1150	1198	1240 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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1337	1253	1150	1198	1240 | 2.1.1.2. **Number of sanctioned seats year wise during last five years** Answer before DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
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1416	1386	1320	1380	1404 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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1416	1386	1320	1380	1404	 Remark : HEI initial Input has been considered
2.1.2	**Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)** 2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---	---	---	---	---
676	605	581	589	580 | Answer After DVV Verification : | 2021-22	2020-21	2019-20	2018-19	2017-18
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650	581	559	567	574	
2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest**

completed academic year in number of years)

2.4.3.1. Total experience of full-time teachers
Answer before DVV Verification : 2559
Answer after DVV Verification: 2550

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

2.6.3.1. Total number of final year students who passed the examination conducted by Institution.
Answer before DVV Verification : 1151
Answer after DVV Verification: 1151

2.6.3.2. Total number of final year students who appeared for the examination conducted by the Institution.
Answer before DVV Verification : 1187
Answer after DVV Verification: 1186

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

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

2021-22	2020-21	2019-20	2018-19	2017-18
2.44	3.05	2.13	8.94	4.93

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2.44	3.05	2.18	8.94	4.93

Remark : Value updated as per HEI Clarification Response /supporting documents and calculations corrections in 2019-20

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

3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
92	49	29	15	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18

0	0	0	0	0

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
9.5	17.51	33.07	00	11.55

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
9.5	17.51	33.07	00	11.55

3.2.3	**Percentage of teachers recognised as research guides**
	3.2.3.1. Number of teachers recognized as research guides Answer before DVV Verification : 54 Answer after DVV Verification: 54

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	04	00	02

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
01	03	04	00	02

3.2.4.2. **Number of departments offering academic programes**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18

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

Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years.

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
02	08	22	18	21

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
02	03	11	5	5

3.4.3

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
231	262	215	243	251

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
231	262	215	243	111

Remark : Value updated as per relevant research papers

3.4.4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
164	64	34	33	120

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
164	64	34	33	120

3.6.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
37	24	16	17	14

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
11	07	15	08	09

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
8	05	13	05	08

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
3234	2870	3640	2683	2230

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3234	2870	3360	2683	2230

Remark : Value of 2019-20 ha been corrected as per calculation

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	12	22	16

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
36	29	12	22	16

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
22	12	11	11	06

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
17	12	11	11	06

Remark : Value updated as per attachment provided by HEI and considering relevant MoUs .

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

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**
Answer before DVV Verification : 84
Answer after DVV Verification: 82

4.1.4	**Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**
Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
244.00	35.00	93.00	332.00	413.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
244.001	35.00	93.00	332.00	413.00

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
18.29	14.57	17.09	20.85	22.90

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
18.28	14.57	17.09	20.85	22.90

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

4.2.4.1. Number of teachers and students using library per day over last one year
Answer before DVV Verification : 1623
Answer after DVV Verification: 1623

4.3.4	**Institution has the following Facilities for e-content development**

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: D. 1 of the above

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

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

2021-22	2020-21	2019-20	2018-19	2017-18

370.00	316.00	453.00	434.00	367.00

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
370	316	453	434	367

5.1.2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
542	464	598	590	477

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

5.1.3

Following Capacity development and skills enhancement activities are organised for improving students capability

1. Soft skills

2. Language and communication skills

3. Life skills (Yoga, physical fitness, health and hygiene)

4. Awareness of trends in technology

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. 2 of the above

5.2.1

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
762	782	799	660	623

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
762	782	799	660	623

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	00	37	50	39

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	00	3	1	2

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
17	11	13	17	15

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	1	1	1	1

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

Answer before DVV Verification : A. ? 15 Lakhs
Answer After DVV Verification: A. ? 15 Lakhs

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
162	221	135	84	38

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
162	221	135	84	38

2.Extended Profile Deviations

ID	Extended Questions
1.2	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
317	296	289	274	324 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
316	296	289	274	324	
2.3	**Total number of classrooms and seminar halls** Answer before DVV Verification : 84 Answer after DVV Verification : 82
2.4	**Total number of computers in the campus for academic purpose** Answer before DVV Verification : 1838 Answer after DVV Verification : 1838
2.5	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)** Answer before DVV Verification: 	2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
1128.95	1072.82	1051.58	1381.60	1330.25 | Answer After DVV Verification: | 2021-22	2020-21	2019-20	2018-19	2017-18
---------	---------	---------	---------	---------
1128.94	1072.82	1051.58	1381.60	1330.25	