SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRINIVAS INSTITUTE OF TECHNOLOGY

SRINIVAS INSTITUTE OF TECNOLOGY, MERLAPADAVU, VALACHIL, FARANGIPETE POST
574143
https://sitmng.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Established in 2006, Srinivas Institute of Technology (SIT) endeavors to cultivate top-tier Engineering graduates under the auspices of the A. Shama Rao Foundation, Mangaluru. Affiliated with Visvesvaraya Technological University, Belagavi, and endorsed by AICTE, New Delhi, SIT has ascended as a premier self-funded engineering institution in Karnataka. Nestled in an environmentally conscious campus adjacent to NH 75, approximately 15 kilometers from Mangaluru city in Dakshina Kannada district, the institute pledges a commitment to excellence in teaching and learning across its Undergraduate, Postgraduate, and Doctoral Programs.

Embracing a culture of educational distinction, SIT fosters a supportive environment geared towards industry-aligned education and inclusivity for students, faculty, and staff. Encouraging social awareness, the institution engages students through platforms such as the Youth Red Cross society and NSS, while also prioritizing ongoing quality enhancements and forging collaborations with industry and academia for joint research and exchange programs.

SIT boasts a distinguished faculty with extensive industrial and academic expertise, facilitating comprehensive placement assistance through initiatives like Infosys Campus Connect, EMC Corporation, and Wipro partnerships. Aligning with academic rigor standards set by the Board for IT Education Standards (BITES), the institution ensures a robust academic framework.

Moreover, SIT has established global affiliations with institutions like the Grimsby Institute, UK, and Malaya University, broadening students' international exposure. Adapting to the National Education Policy 2020, SIT is strategically repositioning itself by establishing a Center of Excellence dedicated to Emerging Technologies, fostering a competitive edge for students in contemporary and future job markets.

Functioning within the institute, the Institution's Innovation Council strives to promote a culture of innovation through various avenues, including organizing workshops, seminars, and hackathons, while also facilitating fee concessions for higher studies within the college group and educational loan assistance to support students financially.

Under the stewardship of visionary leadership, Srinivas Institute of Technology remains steadfast in its commitment to realize its Vision and Mission, ensuring the holistic development and success of its students.

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Vision

To be a premier institute of professional education and research, responsive to the needs of industry and society.

Mission

To achieve academic excellence through innovative teaching- learning practice, by providing conducive research environment, industry-institute interaction and skill development, leading to professionals with ethical values and social responsibilities.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- **Robust Infrastructure:** Modern classrooms, well-equipped laboratories, and advanced computing facilities facilitate effective teaching and learning.
- **High Placement Rate:** 72.9% of students secure jobs or higher education, indicating effective career support and industry connections.
- **Entrepreneurship Support:** Active Innovation and Incubation Cell (IIC) promote a startup culture, with several successful alumni ventures.
- **Comprehensive Skill Development:** Programs and workshops focus on soft skills, technical skills, and leadership, preparing students for diverse professional challenges.
- **Active Community Engagement:** Regular extension activities, including blood donation camps, foster social responsibility among students.

Institutional Weakness

- **Limited Research Funding:** Constraints in securing adequate funding affect the scope and scale of research activities.
- **Dependence on External Resources:** Difficulty accessing external research centers limits advanced research opportunities.
- **Infrastructure Maintenance:** Continuous need for upkeep and upgrade to keep pace with technological advancements.
- **Student-Teacher Ratio:** While manageable, improvement in personalized student attention is possible.
- **Resource Allocation:** Difficulty in allocating resources for entrepreneurial activities hampers support systems for startups.

Institutional Opportunity

- **Infrastructure Enhancement:** Potential to modernize facilities for optimal learning environments.
- **Research and Innovation Growth:** Expand research culture and innovation initiatives for breakthrough discoveries.
- **Industry-Academia Collaboration:** Strengthen partnerships for impactful projects and practical learning experiences.
- **Global Exposure:** Leverage international collaborations for broader perspectives and diverse experiences.
- **Digital Learning Integration:** Increase ICT-enabled tools for enhanced teaching and learning accessibility.

Institutional Challenge

- **Funding Limitations:** Securing consistent funding for research and infrastructure remains challenging.
- **Regulatory Constraints:** Navigating restrictions on certain resources for private institutions poses obstacles.
- **Competitive Education Market:** Staying ahead in a highly competitive landscape is challenging.
- **Technological Advancements:** Keeping up with rapid changes in technology impacts curriculum integration.
- **Student Engagement:** Maintaining balanced academic and extracurricular activities requires continuous effort.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute meticulously implements the curriculum provided by the University, aligning it with a well-planned academic calendar. Faculty members prepare lesson plans in advance, ensuring compliance with academic standards, which is closely monitored by the authorities.
Srinivas Institute of Technology embraces academic flexibility through the adoption of the Choice Based Credit System (CBCS) for undergraduate programs since 2015. Additionally, interdisciplinary subjects are offered under open elective schemes during specific semesters, providing students with diverse learning opportunities.

The institute enriches the curriculum through various initiatives. Soft skill training programs are conducted for students from the second year onwards, preparing them for professional challenges. Industrial internships are made compulsory, offering practical exposure and skill development. Furthermore, technical talks by subject experts and regular industrial visits are organized to enhance students; understanding of real-world applications. Additionally, the institute offers skill development programs and value-added courses integrating moral and ethical values, employability skills, and life skills, thereby enhancing students career prospects and community orientation.
Srinivas Institute of Technology has a robust feedback mechanism involving all stakeholders, including students, faculty, parents, alumni, employers, industries, academic peers, and the community. Recommendations gathered through this feedback loop are communicated to the University through the Board of Studies (BOS) during syllabus revision. Moreover, feedback on the teaching-learning process is collected from students every semester, consolidated, and communicated to teachers and management for follow-up actions, ensuring continuous improvement in educational practices.

Teaching-learning and Evaluation

Srinivas Institute of Technology has consistently admitted an average of 2192 students annually from 2018-2019 to 2022-2023. The institution boasts a dedicated faculty of 265 individuals who have significantly contributed to the educational journey. The enrolment percentage stands at 52.45%, with a noteworthy 53.66% of seats filled from reserved categories, reflecting a commitment to diversity.

Maintaining a commendable student-teacher ratio of 13:1 ensures personalized attention. Moreover, 85.21% of full-time teachers against sanctioned posts underline the robust teaching staff, with 11% holding advanced degrees like SLET/Ph.D.

Rooted in a student-centric approach, the institution focuses on experiential learning, participative methods, and

ICT tools for effective education. Laboratory experiments align with NEP 2020, providing hands-on training and fostering innovation in the first-year curriculum.

Various transformative initiatives, including events like Techno-cultural-games fest, Information Search Analysis and Presentation (ISAP), and Mini-Projects, emphasize holistic student development. Hosting competitions promotes technical prowess and creativity.

Global Certification Programs, online courses, and real-world exposure through internships prepare students for the professional landscape. Project funding, institutional activities, and a structured B.Arch. program contribute to a comprehensive educational journey.

The Placement Cell connects departmental placements with industry needs, enhancing students' holistic development. Faculty-led activities foster academic skills and leadership. ICT tools, both common and stream-wise, create a cutting-edge learning environment.

The well-structured Internal Assessment (IA) system aligns with the university syllabus, ensuring smooth test conduction. The assessment mechanism emphasizes transparency, fairness, and clarity, instilling confidence in its execution.

Programme Outcomes (POs) and Course Outcomes (COs) for all programs are stated, displayed, and communicated to students through various means. The institution follows three schemes (2018, 2021, and 2022) for UG and two (2020 and 2022) for PG, as per the affiliated university syllabus.

CO-PO Attainment involves both direct and indirect assessment methods, including class/assignment tests, internal assessments, and course exit surveys. The process uses rubrics for formative and summative assessments, ensuring transparency. Articulation matrices and course-end surveys visualize CO-PO relationships and gather comprehensive feedback.

Program exit surveys assess various aspects of entire programs, with anonymous responses guiding improvements. The pass percentage of students over the last five years is an impressive 96.38%.

Research, Innovations and Extension

Srinivas Institute of Technology cultivates an environment conducive to fostering a research culture, offering the necessary research infrastructure and support.

In the past few years, total of 35.67 Lakh Rupees has been granted from funding agencies to fuel innovative endeavors. SIT has fostered an ecosystem for innovation through its Institution's Innovation Council cell, IPR cell, and EDP & Incubation Centre, facilitating a dynamic environment where creativity thrives. Through these initiatives, the institution has organized 49 workshops, nurturing the entrepreneurial spirit among students and faculty alike.

The IPR Cell at SIT has actively encouraged students to seek patents, copyrights, and trademarks, thereby safeguarding their inventions against replication and ensuring that their pioneering work receives the recognition it merits. This proactive approach has yielded success, with 9 patents filed during the academic year 2022-2023 and a total of 14 patents filed overall in the assessment years, reflecting the innovative ideas of both faculty and students.

The institute boasts 6 VTU recognized research centers, with 29 PhD qualified faculty currently engaged in R&D activities. Staff and students are actively encouraged to publish their research works in refereed journals. Over the last five years, a total of 343 articles have been published in refereed journals, along with 481 publications in conference proceedings, books and book chapters.

Extension activities are regularly conducted by our students, aimed at fostering their social consciousness.Srinivas Institute of Technology has been steadfast in its dedication to uplifting the neighboring student community by organizing 62 extension activities, including initiatives such as Swachh Bharath Abhiyan, teaching activities for school children, blood donation camps, waste management efforts, leadership training, architecture excellence programs, career guidance sessions, vaccination drives during the Covid situation. Further, these activities have received praise and admirations from the relevant stakeholders across the community.

In the last five years, the institute has established 36 functional MoUs with industries and international universities for academic and research collaborations, underscoring its commitment to its vision

Infrastructure and Learning Resources

Srinivas Institute of Technology is spread over a lush green area of 14.26 acres with a built-up area of about 55,699 Sq. m. The Institute has adequate infrastructural facilities for meeting curricular, co-curricular and extra-curricular activities such as ICT enabled classrooms, laboratories, faculty rooms, seminar halls, auditorium, facilities for sports, games, gymnasium and yoga centre. SIT has 52 well-furnished classrooms, all equipped with ICT facilities, including traditional tools such as White and Ceramic Green Boards, as well as modern multimedia resources like projectors and podiums. The college boasts 57 modern laboratories. These laboratories are equipped with the latest tools and advanced equipment, providing an ideal learning environment. The college's infrastructure includes an open-air auditorium of size 1672 sq.m with a seating capacity of 3000, an indoor auditorium of size 604 sq.m for 800 attendees, an non-AC seminar hall of size 152.3 sq.m for 100 attendees and an air-conditioned seminar hall of size 351 sq.m with a seating arrangement for 300 attendees.

The college central library has 49,307 volumes of books and 10,091 different titles. SIT Library was fully automated in the year 2008 and equipped with EASYLIB software of 4.3.3 version incorporating catalogue/accession, search, and membership. The digital library is an electronic networked environment with well-equipped 10 modern computers connected to high-speed unlimited internet access to more than 6880 e-journals and 20000 e-books on various branches of engineering, science and management.

Institution provides high-speed internet connections to support various online activities, including research, communication, and online learning. Currently the campus is connected with 300 Mbps bandwidth with 20 access points for Wi-Fi. Institution procures computers with the latest configuration. All the computers are connected to the LAN facility. All labs are well designed and systematic in all aspects to meet the modern technologies. A total of 710 computers are dedicated for students' use.

The college has a mechanism for the maintenance of the infrastructure and the campus. Regular maintenance of the facilities is carried out by the maintenance department ensuring hassle free teaching-learning environment.

Student Support and Progression

Srinivas Institute of Technology, Mangaluru, provides an excellent learning environment on campus to facilitate the holistic development and advancement of its students. The Institute supports its students in academics, extracurricular activities, and career opportunities. Circulars on government and non-government schemes are displayed on the notice board, and students are encouraged to apply for scholarships. The college provides financial aid to economically weaker students. On average, around 70% of students benefit from these scholarships.

The Institute organizes soft skills training programs in association with companies. Guidance and mentoring for career planning, competitive exams, skill enhancement, campus recruitment, higher education, entrepreneurship, and language communication skills are offered through a well-defined curriculum.

SIT is committed to providing a congenial and conducive atmosphere in which all stakeholders can work together in an environment free of violence, discrimination, sexual harassment, exploitation, ragging, and intimidation. Various committees for this purpose include the Grievance Redressal, Anti-Ragging, Internal Complaint Committee, Minority Cell, SC/ST and OBC Cell.

SIT's Training and Placement Cell provides meticulous training to enhance the employability skills. Over the last 5 years, 70% of students have been placed in reputed companies. Besides, more than 80 of our students have joined universities/colleges for higher education in India as well as reputed foreign universities.

The institute hosts and encourages students to participate in sports and cultural programs like Pratibha, Envision, and other extracurricular activities. It also encourages students to participate in university, state and national-level competitions. In the last 5 years, our students have won more than 60 medals in state/university-level sports and cultural events. The institute has organized more than 120 related events. Additionally, students of the institute have participated in 80 events in other colleges.

Alumni association of the institute supports the institution's goals and strengthen ties between alumni, the student community, and the institution. alumni regularly contribute to the development of the institute. Furthermore, alumni are invited as resource persons for various talks/seminars to share their knowledge and make their expertise and experience available for the development of research and educational activities of the college.

Governance, Leadership and Management

Srinivas Institute of Technology (SIT) Mangaluru boasts a well-defined organizational structure geared towards achieving its distinct vision and goals. Emphasizing decentralization, SIT ensures participation from senior faculty members in decision-making bodies like the Governing Council, Academic Committee, and Finance Committee, fostering transparency and participative management. The institution's vision and mission are prominently displayed across the campus and on its website, reinforcing institutional goals among stakeholders, including students and faculty.

SIT's commitment to realizing its vision is evident through its focus on delivering top-notch education, resulting in successful placements for students and long-standing dedication from faculty members. The institution aligns its governance practices with the National Education Policy (NEP) 2020, emphasizing responsiveness to evolving educational paradigms. It bridges the knowledge gap between academia and

industry by offering specialized skill training programs and encouraging transdisciplinary education. Efforts towards decentralization ensure transparency and accountability, empowering department heads to make informed decisions in line with the institution's vision and mission. SIT embraces e-governance and modern software solutions to streamline administrative processes, promoting efficiency and transparency. Active engagement through social media enhances communication and outreach, while initiatives aimed at faculty welfare and development contribute to a positive work environment.

The institution strategically mobilizes resources to support academic initiatives and infrastructure development, ensuring optimal utilization of funds. Overseeing quality enhancement initiatives, the Internal Quality Assurance Cell (IQAC) ensures adherence to academic standards and systematic monitoring of faculty performance. Collaborations with leading institutions and participation in initiatives like the National Institutional Ranking Framework (NIRF) reflect SIT's commitment to continuous improvement and global best practices. ISO certification and accreditation by the National Assessment and Accreditation Council (NAAC) affirm SIT's adherence to international quality standards, reinforcing its reputation for excellence in education. These recognitions underscore the institution's dedication to providing a conducive learning environment and fostering holistic development among students. Srinivas Institute of Technology's strategic institutional development and efficient governance practices are instrumental in fostering academic excellence and progress. Through its commitment to quality, innovation, and stakeholder engagement, SIT remains a leader in higher education in India.

Institutional Values and Best Practices

Srinivas Institute of Technology (SIT) takes multifaceted efforts in creating an inclusive, sustainable, and empowering campus environment. It begins by underscoring SIT's dedication to gender equity and sensitization, evident through various measures implemented across curricular and co-curricular domains. The institute conducts gender audits to assess policies and practices, ensuring gender equality and inclusivity. In the curricular realm, SIT integrates gender perspectives, offering dedicated sessions on gender studies for a holistic educational experience. Co-curricular activities like women cells and mentorship programs empower students to challenge societal norms and contribute positively to gender-related issues. SIT prioritizes creating a safe environment for women, providing tailored facilities and support services. Additionally, the text outlines SIT's environmental sustainability initiatives, including green campus policies, alternate energy sources, waste management, and water conservation measures. These efforts range from installing solar street lights to practicing biogas production and rainwater harvesting. SIT also promotes a disabled-friendly environment and celebrates diversity through cultural events, sports, and community engagement initiatives. Furthermore, the institute emphasizes constitutional values and civic responsibilities, fostering awareness of societal issues among students and staff.

The effectiveness of the Skill Lab and soft skill activities facilitated by SIT's Center of Excellence have been appreciated. It emphasizes the success of participating students evidenced by earned certificates and placements in various companies. The practice aims to enhance students' capabilities to excel in the global job market, aligning with the National Education Policy 2020. Collaboration with ETHNOTECH ACADEMY has led to the establishment of a Center of Excellence in Emerging Technologies, providing practical, industry-oriented programs to bridge academia and industry. This initiative enhances students' preparedness for professional challenges, acting as a catalyst in bringing industries closer to students.

The pivotal role of the government quota system in ensuring equitable access to quality education has been implemented at SIT. The system serves as a mechanism for identifying and classifying students from socially

disadvantaged backgrounds, aligning with broader governmental initiatives for inclusivity and social justice. By embracing the government quota system, SIT bridges educational gaps, promotes diversity, and contributes to broader social transformation, exemplifying its commitment to inclusivity and social justice.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRINIVAS INSTITUTE OF TECHNOLOGY
Address	Srinivas Institute of Tecnology, Merlapadavu, Valachil, Farangipete post
City	Mangaluru
State	Karnataka
Pin	574143
Website	https://sitmng.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Shrinivasa Mayya D	0824-2274730	9448328115	0824-2274731	principalsit@srinivasgroup.com
IQAC / CIQA coordinator	Ramakrishna N Hegde	0824-2274732	9480340853	0824-2274731	ramakrishnahegde_auhod@sitmng.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Visvesvaraya Technological University	[View Document](#)

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
COA	[View Document](#)	09-06-2023	24	
AICTE	[View Document](#)	15-05-2023	12	For academic year
AICTE	[View Document](#)	15-05-2023	12	For academic year
AICTE	[View Document](#)	15-05-2023	12	For academic year
AICTE	[View Document](#)	15-05-2023	12	For academic year
AICTE	[View Document](#)	15-05-2023	12	For academic year
AICTE	[View Document](#)	15-05-2023	12	For academic year

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Srinivas Institute of Tecnology, Merlapadavu, Valachil, Farangipete post	Rural	14.26	55699

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	BE,Mechanical Engineering,	48	Twelfth	English	30	8
UG	BE,Computer Science And Engineering,	48	Twelfth	English	120	114
UG	BE,Electronics And Communication Engineering,	48	Twelfth	English	60	50
UG	BE,Information Science And Engineering,	48	Twelfth	English	30	30
UG	BE,Electrical And Electronics Engineering,	48	Twelfth	English	30	14
UG	BE,Aeronautical Engineering,	48	Twelfth	English	60	25
UG	BE,Marine Engineering,	48	Twelfth	English	60	36
UG	BE,Automobile Engineering,	48	Twelfth	English	30	5
UG	BArch,Architecture,	48	Twelfth	English	80	21
UG	BE,Artificial Intelligence And Machine Learning,	48	Twelfth	English	60	60
UG	BE,Artificial Intelligence And Data	48	Twelfth	English	60	56

	Science,					
UG	BE,Computer Science And Business Systems,	48	Twelfth	English	60	54
UG	BE,Computer Science And Design,	48	Twelfth	English	30	23
PG	Mtech,Mechanical Engineering,Industrial Automation and Robotics	24	B.E	English	9	2
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	B.E	English	12	3
PG	Mtech,Electronics And Communication Engineering, Digital Electronics	24	B.E	English	12	0
PG	MBA,Master In Business Administration,	24	Degree	English	120	118
PG	MCA,Master Of Computer Application,	24	Degree	English	60	60
Doctoral (Ph.D)	PhD or DPhil ,Engineering,	48	PG	English	60	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	22				37				107			
Recruited	22	0	0	22	28	9	0	37	58	49	0	107
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				32
Recruited	15	17	0	32
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				47
Recruited	23	24	0	47
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.	16	0	0	6	2	0	3	2	0	29
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	6	0	0	22	7	0	55	47	0	137
UG	0	0	0	0	0	0	0	0	0	0

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Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	911	254	0	0	1165
	Female	520	76	0	0	596
	Others	0	0	0	0	0
PG	Male	152	9	0	0	161
	Female	175	15	0	0	190
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	16	11	6	7
	Female	16	5	0	2
	Others	0	0	0	0
ST	Male	5	3	2	5
	Female	7	5	2	3
	Others	0	0	0	0
OBC	Male	77	44	40	54
	Female	57	51	35	40
	Others	0	0	0	0
General	Male	304	285	223	193
	Female	197	165	101	114
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		679	569	409	418

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	• Although the institute is affiliated to VTU and is bound by its Curriculum, it promotes interdisciplinary/ multidisciplinary activities possible in its domain. • The institution at present promotes interdisciplinary project-based learning for students but are not credit based. • The institute adheres to revised NEP policy for students admitted in the academic year 2021-22. • Keeping in view of the current trend and opportunities, students of other branches are trained in the computer languages like, Python through workshops and add on courses.
2. Academic bank of credits (ABC):	• The Academic Bank of Credits (ABC), is a national-level facility which will promote the flexibility of the

	curriculum framework and interdisciplinary/multidisciplinary academic mobility of students across the HEIs in the country with appropriate "credit transfer" mechanism. • As a part of the implementation of ABC, HEI has registered in the National Academic Depository(NAD) which helps the storage of stakeholder's academic data and academic awards (i.e., storehouse of academic awards). • HEI will be following guidelines given by the affiliating University- Visvesvaraya Technological University (VTU)
3. Skill development:	• The Institute has initiated efforts for skill development by collaborating with industries and research organizations for the conduct of skill development courses. • Keeping in view of the current trend and opportunities, students of other branches are trained to improve their coding skills. • Seminars, workshops, add-on courses and Hackathons are conducted to improve the skills of the students in various fields. • MOUs have been signed with various organizations with an aim to familiarize the students with the industrial needs. • All students are trained in public speaking and HR skills. • Music club and dance club to develop the artistic talent of the students. • Various activities conducted by the technical clubs and associations are intended at bridging the gap between the academia and industry.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	• Indian art and culture is being encouraged by conducting different festivals and organizing traditional days. For example, Ugadi, Dussehra etc. • Students from rural backgrounds are made comfortable in communicating in English during the bridge courses in 1st years If required instructions are provided in regional language also • Technical Concepts are imparted and explained in vernacular languages along with English for better understanding of the students as per requirement. • The students are encouraged to wear traditional dresses on every Saturday to promote Indian culture.
5. Focus on Outcome based education (OBE):	• The institute implements OBE through a well structured course delivery plan which includes correlation and mapping between CO'S and PO'S • All faculty are trained and encouraged to follow the modern pedagogical methods. • The assignment and mid examination question papers strictly follow the revised Blooms Taxonomy. The knowledge levels of

	the questions are in line with the Course outcome levels. • The laboratory courses form an essential part of curriculum and teaching learning process. • Students visit industries and are motivated to take up socially relevant projects for experiential learning. • Institute conducts various extra/ co-curricular socially relevant extension activities to realize POs and PSOs
6. Distance education/online education:	• The college has all the necessary infrastructure and necessary tools to offer online education. This was extremely useful during the Covid-19 pandemic. The institute was highly successful in offering online classes through a myriad of online platforms such as Zoom, Google meet etc. • The institute has well equipped laboratories, but to prepare for unforeseen conditions, the students and the faculty are trained to perform the experiments using the online resources. This also helps the students in better preparation for their physical laboratories. • Faculty attend FDPs & webinars in the online mode • Further HEI will plan for Online/Distance Degree programs if allow by the competent bodies.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes. Srinivas Institute of Technology constituted the Electoral Literacy Club namely " SIT Electoral Club" in the year 2022.
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 The Electoral Club of the Institute is constituted with involvement of student volunteers and faculty members. This club is functional and consists of 04 active student executive committee members (Campus ambassador), 09 faculty mentors and a nodal officer.
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	SIT Electoral Club regularly coordinating the voter awareness campaigns to spread the awareness about the voting to young minds to strengthen our democracy. Along with these activities, with the help of college NSS unit, the club creates electoral awareness events in neighbourhood of the college. • Regular Voter awareness programs for students involving activities such as quiz, seminar, singing, jatha, drama, pledge etc. • Importance of voting- A Letter awareness campaign: from students to their

citizens, etc.	parents, requesting them to vote • Drive of Linking Aadhaar with EPIC • Voter awareness program with district SVEEP committee • Regular voter awareness processions in the neighbourhood of the college.
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.	The SIT Electoral Club along with NSS unit, we have conducted awareness drives like rally for creation of awareness on voting to common public. It aims to avoid cash for voting; maintaining confidentiality of voting, explained that voting is fundamental rights for a citizen in neighbourhood of the college.
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.	The students above 18 years age are cultured to be the registered voter by way of awareness camps and pledge. SIT Electoral Club constantly creates awareness events for students especially in I Year B. E students those who are considered as new voters.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
2112	1934	2013	2333	2569

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

2 Teachers

2.1

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

Response: 260

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	169	194	196	209

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1762.33	1263.14	940.43	1257.02	1054.07

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The institute follows the academic calendar provided by Visvesvaraya Technological University (VTU), Belagavi and imparts quality education depending upon the resource potentiality of the institution. The institution has developed a structured and effective implementation of the curriculum. Following are the various means through which it executes the curriculum.

Internal Quality Assurance Cell: (IQAC): The Internal Quality Assurance Cell (IQAC) is a vital body ensuring academic excellence and institutional enhancement. Comprising faculty and stakeholders, it monitors and advises on quality parameters, conducts assessments, and promotes best practices to continually improve education standards and administrative processes in alignment with institutional objectives.

Principal-HODs Meeting:

Academic matters are discussed in meetings convened by the Dean Academics. The Principal chairs these meetings attended by Heads of Departments. The action plans are outlined for the optimal and effective implementation of the curriculum. In line with the academic calendar all information related to academics will pass to the Departmental Advisory Board **(DAB)**. Then the information along with suggestion will pass to the Programme Assessment and Quality Improvement Committee **(PAQIC)**. In this process the College Academic Calendar is finalized with different activities to be conducted in the college in consideration with VTU academic calendar. The PO, PEO, PSO will be finalized.

The lesson plan is prepared in a teachers' diary, encompassing individual timetables, details of contents to be covered, and the actual topics covered throughout the semester. The diary undergoes weekly monitoring by the respective heads of the department and monthly oversight by the Principal. The lesson plan is executed through an ERP software (Dhi), incorporating Course Outcomes and Program Outcomes.

The Heads of the departments and Principal review the implementation.

The Action Plans:

1. Effective implementation of curriculum is periodically monitored by the heads of the departments and reviewed Dean Academics & Principal.
2. Three internal assessment tests are conducted as per the academic calendar. Continuous Internal evaluation (CIE) of CBCS batch students is carried out through assignment, quiz and surprise tests etc.
3. Progress of the students is regularly communicated to their parents through Dhi software.
4. Tutorial & remedial classes are conducted to the slow learners for each subject.
5. E-learning resources are made available through EDUSAT programs and through University website.
6. Seminars, workshops and guest lectures on curriculum related topics are conducted regularly.

Heads of departments conduct University results reviews, overseen by the Dean of Academics. Online feedback and internal assessments are pivotal for curriculum delivery and evaluation. Meeting objectives, provided as additional information, attest to our institution's excellence in innovative and systematic strategies for effective curriculum delivery.

File Description	Document
Upload Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 41

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View Document](#)
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Evidence of course completion, like course completion certificate etc. Apart from the above:	[View Document](#)

Other Upload Files	
1	[View Document](#)

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 81.63

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1958	1261	1898	2200	1631

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

The institute adheres to a curriculum prescribed by the University, integrating courses that emphasize social importance and impact. This comprehensive approach extends beyond the basic requirements to include various cross-cutting social issues.

Human Values and Professional Ethics

A core part of the curriculum in engineering and architecture is the course "**Constitution of India, Professional Ethics, and Cyber Law**," taken during the third or fourth semester. This course ensures students gain a thorough understanding of:

- The Constitution of India, including its structure, principles, and laws.
- Citizens' Fundamental Duties and Rights as outlined in the Constitution.
- Professional Ethics, focusing on the standards and practices expected of professionals, especially engineers.
- Responsibilities of engineers and their ethical and professional duties.
- Awareness of cybercrimes and the legal framework governing them.

Additionally, first-year undergraduates participate in a **Student Induction Program (SIP)**, which introduces them to Human Values and Professional Ethics, laying a foundation for ethical and value-based education. In the MBA program, a course titled "**Workplace Ethics & Value System**," focuses on ethics in a corporate context and corporate governance.

Environment and Sustainability

Environmental awareness is fostered through the "**Environmental Studies**" course offered to engineering students in their fifth semester. This course aims to increase students' awareness of global environmental challenges, covering issues related to land use, air quality, and water resources. It emphasizes sustainable development—meeting current needs without compromising future generations. The curriculum also includes open electives like Nanotechnology for Energy and Environment, Green

Nanotechnology, and Solar and Wind Energy, which promote sustainable engineering practices.

Gender Equality

Srinivas Institute of Technology (SIT) is committed to gender equality, vital for sustainable national development. The institute has implemented measures within academic and extracurricular activities to promote gender equity. Efforts include flexible seating arrangements and ensuring equal representation in leadership positions across various committees. SIT fosters a discrimination-free environment, focusing on mutual respect and inclusivity. Collaborations with external organizations help organize awareness programs on gender-related issues. Additionally, involvement in community-oriented projects like NSS, Swachh Bharat Abhiyan, and health awareness campaigns further demonstrates SIT's commitment to creating an inclusive atmosphere.

These initiatives ensure that SIT not only provides high-quality education but also prepares students to make significant social contributions, shaping them into well-rounded professionals ready to tackle contemporary challenges.

File Description	Document
Upload Additional information	[View Document](#)

1.3.2

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

Response: 65.58

1.3.2.1 **Number of students undertaking project work/field work / internships**

Response: 1385

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

Response: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 52.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
679	569	409	418	500

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

2022-23	2021-22	2020-21	2019-20	2018-19
923	923	905	944	1214

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

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

Response: 53.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	119	85	111	122

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

2022-23	2021-22	2020-21	2019-20	2018-19
216	214	211	222	283

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.12

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

Student Centric Methods

The institution meticulously crafted **Orientation and Induction Programs**, a two-phase initiative dedicated to acclimating new students to their courses, enlightening them about future prospects, and instilling recommended learning methodologies. This immersive experience, featuring internal and external speakers, spans diverse topics from Universal Human Values to Literary Arts.

Aligned with the National Education Policy (NEP) 2020, the institution has **redefined laboratory experiments** to provide students with hands-on training, fortifying their practical skills. Simultaneously, the first-year curriculum incorporates an **Activity Based on Design Thinking Concept**, fostering innovation and collaboration.

A standout initiative, **ENVISION Juniors**, orchestrated by the first-year engineering students, serves a dual purpose. It refines organizational skills and acts as a practical component of the curriculum's '**Joyful Learning Session**.'

As students progress through their academic journey, the Information **ISAP event** becomes a cornerstone for second-year students, enhancing their research skills, critical thinking, and effective communication. **Mini-Projects** for third-year students serve as miniature laboratories, providing hands-on experience and enhancing their problem-solving skills.

Institution's commitment to holistic development extends to events like **ALTIUS**, an Inter-Department Technical Competition fostering technical prowess and innovation. **ENVISION**, a National-Level Inter-College Techno-Cultural-Games Fest organized by our dedicated student council, showcases academic and creative prowess, promoting inclusivity and collaboration.

Global Certification Programs, **faculty-championed pursuit of online certification courses**, and transformative learning through **institutional councils and clubs** underscore our dedication to preparing students for the ever-evolving professional landscape.

In the practical realm, final-year internships for both undergraduate and postgraduate students bridge the gap between academia and industry, providing real-world exposure and invaluable networking opportunities. **Major-Projects** for our fourth-year students serve as a grand finale, integrating accumulated knowledge and skills to tackle real-world challenges head-on.

Project funding from the Karnataka government, facilitated by the KSCST, empowers the students with tools and experiences crucial for success in science and technology.

The structured approach of institution's B.Arch. program and institutional-level activities for postgraduate students ensure a comprehensive and enriching educational journey.

The **Placement Cell** acts as a central hub, connecting departmental placement activities with industry needs. Soft skill training, communication of job opportunities, and industry internships contribute to the holistic development of our students.

At the departmental level, activities conducted under faculty mentorship enhance academic skills and foster leadership. **Assignments, flipped classroom methods, seminars, and peer-to-peer learning** further contribute to institution's unwavering commitment to a student-centric approach.

Use of ICT- enabled tools

The integration of ICT tools at the institutional level creates a cutting-edge learning environment. **Projectors, Touch-screen TVs, training in OBS Studio and usage of various online resources** emphasize the institution's commitment to advanced educational delivery. **Stream-wise usage of ICT** tools tailored to each discipline reflect institutions dedication to providing a technologically enriched educational experience.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 99.46

2.4.1.1 **Number of sanctioned posts year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
166	169	194	196	209

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	[View Document](#)

2.4.2

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

Response: 15.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	28	29	28	24

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	[View Document](#)
Institution data in the prescribed format	[View Document](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awaraded by UGC recognized universities	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

Ensuring transparency in the conduct of internal and external assessment and establishing an efficient, time-bound grievance redressal system are indispensable aspects of any reputable educational institution. These mechanisms are the pillars upon which fairness, accountability, and trust within the educational community stand.

Transparency:

A transparent assessment system is fundamental to maintaining the integrity of education within an institution. Transparency in assessment implies that the criteria for evaluating students' performance, are clearly defined, openly communicated, and uniformly applied. This clarity ensures stakeholders understand the evaluation methods, promoting a sense of fairness and trust.

Students are informed about the pattern of test question papers and the syllabus well in advance to ensure transparency. Two sets of question papers are set scheme of evaluation. Question papers are verified and approved by the HoD/scrutiny committee. The invigilation duty list and room allotment list are prepared and published by the internal test coordinator. The department test coordinator oversees the IA test process. The collection, and distribution of blue books are done through the centralized examination committee. All the classrooms are equipped with CCTV cameras to monitor any malpractice. The internal squad members visit the classrooms during the IA test.

The course instructors evaluate the answer scripts and distribute them to the students within a week.

Further, the consolidated IA test marks are published to all the stakeholders through DHI and the department notice board.

For practical courses, the final CIE is based on weekly assessments, lab records, and final test at the end of the semester. For project work, Internship and Seminar CIE marks are based on presentations and demonstration at various stages of the work and report work.

Mechanism to handle grievances:

The Institution has an efficient system to deal with the examination.

Time-bound and efficient:

a) Internal Examination:

The Course Instructors evaluate the IA test blue books and distribute them to the students within a week. The students verify their answers in the presence of a teacher and get their grievances resolved at the department level. Any unresolved grievances are reported to HoD and get resolved. The finalized Continuous Internal Evaluation marks are published in the noticeboard and also obtained students signature before uploading it to the university web portal.

b) External Examination:

The Principal is Chief Superintendent for all Semester End Examinations. External Deputy Chief Superintendent and Internal DCS also appointed for the smooth conduction of Semester End Examination. Once the final SEE timetable is published by the University, the necessary arrangements are made at the institute level to conduct the examinations as per the University guidelines. The University notify to apply for revaluation/photocopy of the answer script. The students are entitled to apply for revaluation and photocopy of the answer script after the declaration of SEE results.The grievances related to the SEE are immediately communicated to the University through the Principal. Any grievance related to SEE will be communicated to the University and is usually resolved within 1 to 3 weeks.

File Description	Document
Upload Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Programme Outcomes, are the overarching educational goals and objectives of a specific program. These outcomes are generally expressed in broad terms. POs are designed to encapsulate the broader skills, knowledge, and values that students are expected to gain by the time they complete a program. They provide a clear and measurable framework to evaluate the effectiveness of a program. In strict compliance with the objectives of Outcome Based Education, Program Specific Outcomes and Course Outcomes are framed by the department offering the concerned program after rigorous consultation with all faculty and stakeholders. The students were enlightened with the PO pattern through the institution Website and other forms such as-

- Common movement area
- HoD cabin.
- Orientation by the concerned course teachers.

While addressing the students, the HODs or Senior faculty will create awareness of POs, PSOs, and COs. The class teachers, mentors, course coordinators, and program coordinators also create awareness and emphasize the need to attain the programme outcomes.

Levels of Outcomes:

Program Educational Objectives: PEOs are broad statements that describe the career and professional accomplishments in four to five years after graduation that the program is preparing graduates to achieve.

Program Outcomes: POs are statements that describe what the students graduating from engineering programs should be able to do at the time of graduation.

Program Specific Outcomes: PSOs are statements that describe what the graduates of a specific engineering program should be able to do at the time of graduation.

Course Outcomes: COs are statements that describe what students should be able to do at the end of a course

The program coordinator prepares the PSOs, usually two to four in number, in consultation with course coordinators. The PAQIC members of the individual departments will discuss the same and approve it after endorsement by the Principal.

COs are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated. The COs are prepared by the course coordinator in consultation with concerned faculty members teaching the same course.

Engineering Education In OBE framework

Dissemination of COs and POs:

The COs and POs are disseminated to all the stakeholders by uploading them to the institute website, which is the most prominent digital tool to communicate. COs of the respective course is made available to the teachers through the Academic record and Course file; and disseminated through the Laboratory record and notice board. These are also communicated to the students at the beginning of each semester.

Further, POs are disseminated at prominent places like Office of Heads of the Department, common movement area. The teachers also discuss the POs with the students in the class. The COs of the courses are also published through electronic media at the Department site located on the college website.

Programme Outcomes and Course Outcomes are essential components in ensuring the quality and relevance of education offered by an institution.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Each course has a defined set of Course Outcomes (COs) and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes (POs) which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs. CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator in consultation with other faculty members.

CO Attainment: Assessment methods include direct and indirect methods. The process of course outcome assessment by direct method is based on internal assessment, other assessments and semester end examination. Each question in internal assessment, other assignments are tagged to the corresponding CO and the overall attainment of that CO is based on average mark set as target for final attainment. As per the IQAC guidelines, assessments are set based on equal weightage of COs for all the components.

Internal Assessment are conducted as per affiliated University guidelines. External Examinations are conducted as per University examination schedule. The indirect assessment is done through the course end survey.

Rubrics: Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses. The attainment of Course Outcomes of all courses with respect to set attainment levels are given under.

Attainment Level	
1 [Strong]	60% of student score 40% or above marks
2 [Medium]	50% of student score 40% or above marks
3 [Low]	40% of student score 40% or above marks

The value obtained for CO attainment is multiplied by 1 for strong, 0.66 for medium and 0.33 for low correlation with the PO.

Assessment of Course outcomes of Lab courses:

The course outcomes of a practical course should satisfy at least any one or more of the defined program outcomes. These describe what students are able to demonstrate in terms of knowledge, skills, and values upon completion of the said course.

Attainment of Program Outcomes and Program Specific Outcomes:

All the courses which contribute to the PO are identified and these courses are evaluated through the Course Outcomes using direct method with a 50% weightage for Internal and External examination. The overall results from the assessments of the PO are compared with the expected attainment. The PO is considered satisfied on attainment of the expected level. For each course, the level of attainment of each CO is compared with the predefined targets, and if not attained, the course coordinator takes necessary steps for improvement. If the target criterion level is not reached, then faculty suggest for improvement to attain the same.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 96.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
535	503	561	802	633

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

2022-23	2021-22	2020-21	2019-20	2018-19
557	517	596	840	642

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	[View Document](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.8

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 35.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.19220	4.430	3.8166	13.56	3.67

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

In the landscape of education and technology, Srinivas Institute of Technology (SIT) has emerged as a beacon of innovation and knowledge creation. Over the years, SIT has cultivated an ecosystem for innovations. The tangible outcomes of these endeavours underscore SIT's commitment to nurturing budding entrepreneurs and technocrats.

The Institution's Innovation Council: At the forefront of its quest to establish the perfect innovation ecosystem, SIT established the Institution's Innovation Council, also known as IIC, in 2021. Though the Innovation cell was formulated in 2018, the IIC looks into organizing activities and workshops in the college under various departments as one system. The IIC, through its various events and celebration activities, has enhanced its students' technical and innovative skills. The IIC, through its various centres of excellence, has become the hub where students could propose innovative ideas, sparking the transformation journey from ideation to realization. Many events, such as "National Innovation Day",

"Ideathon competition", "Exploring Creativity", and "Innovation Competitions", help create the necessary atmosphere to develop the innovative skills of the students.

Intellectual Property Rights (IPR) Cell: In 2018, SIT took a leap by setting up an Intellectual Property Rights (IPR) Cell. This step lit the path for students, enlightening them about the significance of safeguarding their intellectual creations. The IPR Cell was pivotal in nurturing a culture of protecting originality, enabling students to understand the intricacies of patents, copyrights, and trademarks. This, in turn, motivated them to register their innovations, ensuring their ideas remain their intellectual property. As in the case of the Innovation cell, the IPR cell regularly hosts various events across various branches. This instils the students' proper understanding and awareness of the IPR and IP management.

EDP & Incubation Centre: In 2019, SIT expanded its innovation ecosystem by establishing an EDP & Incubation Centre. This proved to be a crucial milestone, as it offered students with promising ideas the resources and mentorship needed to transition their concepts into sustainable ventures. The Incubation Centre guided market research, business development, and networking, bridging the gap between innovation and entrepreneurship. The centre played an instrumental role in nurturing the spirit of 'Make in India' and empowered students to take their innovations beyond the drawing board and into the marketplace.

Approach in recent years: In recent years, SIT's approach to innovation has been a step-by-step process. Students are encouraged to explore their creative potential and propose groundbreaking ideas through the Innovation Cell. their concepts are nurtured, and the most promising ones are forwarded to the EDP Cell, where the transformation from idea to industry begins. Parallely, students are made aware of IPR and educated about the steps needed to protect their intellectual property. The IPR Cell at SIT has encouraged students to file for patents, copyrights, and trademarks, securing their inventions and ensuring their pioneering work gets the recognition. This approach bore success as 9 patents were filed in the academic year 2022-2023 and 14 patents, overall in the assessment years based on the innovative ideas of the faculties and students.

File Description	Document
Upload Additional information	[View Document](#)

3.2.2

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

Response: 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	10	7	9	7

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	30	36	13

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3.2

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

Response: 0.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	14	10	25

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	[View Document](#)

3.4 Extension Activities

3.4.1

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

Response:

Over the past five years, Srinivas Institute of Technology has been unwavering in its commitment to uplifting the neighbouring student community by organizing various extension activities. These endeavours were exclusively orchestrated for the betterment of students from nearby schools & colleges, aiming to enhance their understanding of social issues, instil valuable life skills, and foster holistic development.

Various themes underpin the cornerstone of these extension activities, each designed to engage and enlighten the students. The **'Swachh Bharat Abhiyan'** initiative, a national campaign for cleanliness endorsed by the Government of India, served as a powerful catalyst for raising awareness about hygiene and sanitation practices. Participating students actively engaged in cleanliness drives, imbibing values of civic responsibility and contributing to a cleaner and healthier environment. SIT, through its **various departments and NSS cell**, has been regularly organizing such events to instil the importance of cleanliness amongst the student community.

Blood donation camps, a cornerstone of the program, not only helped save lives but also inculcated a sense of compassion and service among the students. By actively participating in these camps, they understood the profound impact of their altruism on the community, and many developed a lifelong commitment to this noble cause. In collaboration with institutions such as Lion's Club, KMC Hospital, Wenlock Hospital and many others, these camps are regularly organized by the NSS unit through

different departments.

Personality development sessions, tailored for 10+2 students, emerged as a nurturing ground for enhancing their interpersonal skills, communication, and self-confidence. These sessions were pivotal in enabling these young minds to unlock their full potential, ultimately boosting their academic and personal growth. Faculties across different departments visit the schools and colleges and motivate and guide the students to use the technologies to improve society.

The extension activities also included insightful talks on '**Technology for Rural Development**,' a topic of immense significance in a country as diverse and vast as India. These sessions bridge the gap between urban and rural India and ignite students' enthusiasm for utilizing technology for progress. The knowledge they acquired during these talks transformed their outlook towards societal development, motivating them to be change agents in rural areas.

Throughout these activities, one overarching theme was the 'Importance of Engineering' as a force for positive change. Students from neighbouring colleges were exposed to the limitless possibilities of engineering and technology, planting the seeds for future innovation and progress. Many found newfound career aspirations driven by their interactions and experiences.

The impact of these extension activities has been profound. Neighbouring students have grown in empathy, responsibility, and awareness of social issues. They have imbibed the value of community engagement and the transformative potential of technology. As a result, their holistic development has significantly enhanced.

In conclusion, SIT's extension activities have benefited neighbouring students and served as a testament to our commitment to community development. These initiatives have catalyzed personal growth, broadened horizons, and equipped students with the skills and sensitivities necessary to address social issues.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Srinivas Institute of Technology (SIT) is renowned for academic excellence and promoting social responsibility and community involvement among students. The college has implemented numerous extension and outreach activities, nurturing a compassion, leadership, and innovation culture. These initiatives are collaborative, involving the National Service Scheme (NSS), National Cadet Corps (NCC), Non-Governmental Organizations (NGOs), and government-recognised bodies, significantly impacting society and the community.

Key activities of SIT include:

- *Blood Donation Camps*: Conducted with hospitals and NGOs, these camps have saved lives and fostered altruism among students, symbolising SIT's dedication to social welfare.
- *Swachh Bharat Abhiyan Participation*: Students actively contributed to this national cleanliness campaign, enhancing their civic responsibility and commitment to maintaining a clean environment.
- *Waste Management Efforts*: SIT's initiatives in reducing, reusing, and recycling waste have contributed to environmental sustainability and educated students about conservation.
- *Engagement with Schools*: Through visits and interactive sessions with school children, SIT students share knowledge, inspire learning, and embrace mentoring roles.
- *Leadership Training*: SIT has organised programs to develop leadership qualities in students from various colleges, equipping them to address social issues and foster societal change.
- *Architecture Excellence*: Recognition from the Council of Architecture, India, highlights SIT's commitment to nurturing creativity and innovation in architectural design, encouraging students to blend aesthetics with functionality.
- *Career Guidance Programs*: Extending its outreach beyond its own community, SIT organises sessions for high school students, guiding them through various career and higher education opportunities.

SIT's engagement in these activities is more than social service; it's a commitment to instilling responsibility, leadership, and innovation in its students. These efforts have transformed SIT into a breeding ground for future leaders poised to make a significant societal impact. The institute's focus on holistic education shapes students into compassionate, socially conscious, and capable individuals ready to face global challenges. In essence, Srinivas Institute of Technology's extension activities demonstrate its dedication to holistic education, molding students to become empathetic, aware, and skilled individuals, prepared to address the complexities of the world.

File Description	Document
Upload Additional information	[View Document](#)

3.4.3

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

Response: 57

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	6	7	16	13

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

3.5 Collaboration

3.5.1

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

Response: 33

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Srinivas Institute of Technology (SIT) adheres diligently to the regulations set by AICTE, New Delhi, and is affiliated with VTU, Belagavi. The institution consistently follows these guidelines in all aspects related to infrastructure development. Adequate facilities are established in line with prescribed norms, especially when there are variations in intake or the introduction of new courses. The infrastructure policy is meticulously planned, with a sufficient number of classrooms and laboratories arranged for an optimal teaching and learning environment. The management is proactive in monitoring and evaluating existing facilities, undertaking improvements as needed.

Classrooms:
SIT takes pride in its 52 well-furnished classrooms, all equipped with ICT facilities, including traditional tools such as White and Ceramic Green Boards, as well as modern multimedia resources like projectors and podiums.

Laboratories and Computing equipments
The college boasts 57 modern laboratories, with 18 being ICT-enabled. These laboratories are equipped with the latest tools and advanced equipment, providing an ideal learning environment.

SSOSC Center
The Srinivas Students Open-Source Community (SSOSC) center, under Samagra Technologies, focuses on enhancing students' technical skills through workshops, coding challenges, startup programs, internships, and mentorship programs.

ICT-enabled Facilities
The institution features a well-equipped Learning Management System (LMS) facility and the Sri CA. A Raghavendra Center of Excellence. This center is dedicated to implementing skill development programs and value-added courses, providing hands-on experience and essential knowledge.

Cultural Activities:
Students are encouraged to participate in the cultural events in the college day program. Prathibha-Interdepartmental cultural competitions and Envision- Intercollege cultural fest are conducted to showcase the talents of students.

Auditorium and Seminar halls:

The college's infrastructure includes an open-air auditorium of size 1672 sq.m with a seating capacity of 3000, an indoor auditorium of size 604 sq.m for 800 attendees, an non-AC seminar hall of size 152.3 sq.m for 100 attendees and an air-conditioned seminar hall of size 351 sq.m with a seating arrangement for 300 attendees.

Sports (outdoor and indoor games), gymnasium:

Students are encouraged to participate in sports activities after college hours. College teams are formed to compete in university-level and intercollegiate competitions. The sports facilities cater to outdoor and indoor games, with a gymnasium available for students. The necessary facilities for outdoor games such as shuttle badminton, volleyball, throwball, cricket, football, kabaddi, Kho-Kho etc. is available. The college offers facilities for indoor games, including

table tennis, carom, and chess.

Yoga center:

A yoga center promotes health and wellness. Yoga day is celebrated on June 21st every year where students and staff members participate with great enthusiasm.

Cafeteria:

The campus includes a canteen and cafeteria offering a diverse range of food options, including South Indian, North Indian, and Chinese cuisine, along with fresh fruit juices.

Other facilities:

Essential amenities like a medical center, post office, ATM, stationary store, and laundry facilities are available. A college vehicle is accessible on campus at all times for emergencies.

Transportation:

Transportation facilities are provided for students and staff, ensuring safe and timely travel to the campus.

File Description	Document
Upload Additional information	[View Document](#)

4.1.2

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

Response: 30.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
490	354.5	290	394	388.5

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library as a Learning Resource

In its pursuit of delivering quality education, Srinivas Institute of Technology has ensured topnotch infrastructure and learning resources to facilitate effective teaching and learning. Library being the integral part of the learning process consists of two storied buildings that have state of the art facilities with well trained staff to help and guide our students in any way possible. A 1700 Sq.Ft structure includes a digital library with free Wi-Fi, newspaper section with a seating capacity of 225 and reference section . It consists of collection of about 50,000 volumes of books, journals and papers for students.

Journal and E-library Section
The digital library is an electronic networked environment with well-equipped 10 modern computers connected to high-speed unlimited internet access to more than 6880 e-journals and 20000 e-books.

In addition, there are General Magazines, Project Reports, Technical Magazines, Newspapers, Back volumes, Technical reports, Conference Proceedings, Collection of Question papers, Rare books and CD/DVD ROMS, available for the stakeholders.

Library automation
Library is fully automated in the year 2008 and equipped with EASYLIB software of 4.3.3 version incorporating catalog/accession, search, and membership. Book borrowing and issuing for members are done through barcodes. The paid version of the software makes it easier to keep track of books through data entry and coding. OPAC (Online Public access catalog) provides options to connect to other digital

information through software, Stock verification, Barcode generation, Periodical, Digital Library with option to connect to other digital information through software, Reports related to accessed modules, Setup, Parameterization and Security.

Reports related to accessed modules, setup and security in return helps easy access for students and faculties to access library data remotely.

Books are arranged using Dewey Decimal Classification (DDC23) method tagged with barcode and numerically arranged on the open shelves. College library has direct link access through college website under the URL https://sitmng.ac.in/SIT/Library/

E-resources available

Library is associated with VTU consortium for the subscription of online electronic resources ejournals of Elsevier, Science Direct, Springer, Taylor and Francis, Emerald, Knimbus Digital Library with federated searching tools to search articles in multiple databases, plagiarism software. The library is enrolled in the National Digital Library (NDL), Government of India with access to e-journals, e-books and e-thesis. Access to subscribe full texts and online journals is also made available through e-Journals Consortia and other library e-resources. NPTEL lectures of all IIT's and IISc have been made available to students and the faculties.

Library timings

Library remains open from 8:00am to 8:00pm during working days and during examinations, during the weekends from 8:00am to 5:00pm and during vacations 8:30am to 5:00pm for the betterment of students and faculties.

Surveillance

The entire library resources are under a surveillance system consisting of IP based web cameras with tranquil ambience for concentrated study. Library website is integrated with the college website https://sitmng.ac.in/SIT/Library/ for the convenience of stakeholders. Integrated library management system along with surplus learning resources is used by the students to assimilate knowledge to accomplish academic excellence.

File Description	Document
Upload Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

In order to remain competitive in an ever-changing world, it is imperative that we keep pace with advancements. The college consistently invests and updates its IT infrastructure across various critical areas on campus, including classrooms, seminar halls, auditoriums, faculty rooms, offices, and laboratories. During last 5 years, all classrooms are well equipped with LCD projectors. Seminar halls have projectors, wi-fi and audio-visual systems. The entire campus is under surveillance of CCTV. The CCTV installed in each classroom, corridors, office, security gate and hostel to monitor any such activities in the campus which may cause damage to life or property. Information about upcoming events will be posted on the website, college App, ERP service. ERP helps students and parents to monitor their attendance, marks. The technology at college is constantly updated.

With continuous upgradation over the years currently housing 710 computers, distributed to various Laboratories, classrooms. Institute's perseverance towards establishing ICT enabled classrooms, with projectors, currently housing 111 projectors distributed in class rooms, eminar halls, auditorium. Institute has 62 printers and 20 scanners purchased over the years. For conducting university examination, institute has procured 4 high speed printers which prints 50 pages/min. To ensure hassle free operation, all the PC's are connected through dedicated UPS. For high performance, high efficiency and low environmental impact, Institution upgraded UPS facility to each department.

Institute has 2 digital displays of 85 inches installed at strategic locations displaying the daily events of the institute to all stakeholders. Currently the entire academic activities are managed through ERP Management System named DHI from Heraizen Technologies Pvt. Ltd. incorporating Academic progress. Faculty attendance is recorded through biometric system. All PCs are connected through LAN and maintained through a central server, under the supervision of technical team headed by System Administrator. Institute has provided internet facility through LAN cables with 10Mbps capacity, upgraded to 50Mbps in 2022. Currently campus is connected with 350Mbps bandwidth with 20 access points for Wi- Fi.

Network Details
Name of the Internet Provider: DeeNet
Bandwidth Details: 50 Mbps Leased Line from 14/12/2018 to 15/12/2019(BSNL)
:100 Mbps Leased Line from 13/02/2020 to 10/01/2021(I-ON)
:300 Mbps Leased Line from 01/07/2021 to 31/05/2022
:300 Mbps Leased Line from 15/12/2022
Optical fiber cable Link

Wi-Fi : Available
No of Access Point: 20 Access Point.

The internet facility has been upgraded from 50 MBPS to 300 MBPS during last 5 years. Currently institution has a bandwidth of 300 MBPS internet facility.
Security Arrangements: Open Source Firewall OPNscnse.

Supports: Network Router
Firewall with WAN failover
Web proxy and filtering
Server:- (Ubuntu_open Source OPNscnse)
Xen Project runs in a more privileged CPU state than any other software on the machine.
Responsibilities of the hypervisor include memory management and CPU scheduling of all virtual

machines ("domains"), and for launching the most privileged domain ("dom0") - the only virtual machine which by default has direct access to hardware. From the dom0 the hypervisor can be managed and unprivileged domains ("domU") can be launched.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 2.97

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

Response: 710

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 51.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
880	655.50	590.50	566.70	510

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 74.73

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

2022-23	2021-22	2020-21	2019-20	2018-19
1708	1825	1410	1598	1650

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

1. *Soft skills*
2. *Language and communication skills*
3. *Life skills (Yoga, physical fitness, health and hygiene)*
4. *ICT/computing skills*

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Report with photographs on ICT/computing skills enhancement programs	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.3

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

Response: 64.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
1649	1564	1235	1414	1257

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 72.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
420	463	428	518	468

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

2022-23	2021-22	2020-21	2019-20	2018-19
557	515	597	840	642

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	[View Document](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.2.2

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

Response: 1.87

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

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

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	8	15	17

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.3.2

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

Response: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	28	5	35	42

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of Srinivas Institute of Technology (SIT), Mangaluru, plays a vital role in fostering connections, nurturing professional development, and promoting the spirit of camaraderie among its graduates. Committed to the holistic growth of its alumni community, the association serves as a bridge between the past and present, enabling collaboration, networking, and lifelong learning opportunities. The institute recognizes the importance of fostering a strong bond with its esteemed alumni and has taken the initiative to establish the SIT Alumni Association in 2010. This registered body (DRDK/SOR/35/2018-2019) has several WhatsApp groups and a Facebook group.

Contribution of the Alumni Association:

These groups enable our esteemed alumni to visit the college to hire students for the companies they represent. The alumni often visit the college and contribute water purifiers, fans, sofa sets, smart TVs, 3D printers, and several books related to aptitude tests, etc. The value of these items is estimated to be around Rs 2 lakhs. The association facilitates meaningful interactions between alumni and current students, creating a platform for knowledge sharing and mentorship. Alumni are often invited as guest speakers to deliver talks on Artificial Intelligence, Electric vehicle technology, cyber security, etc., providing students with valuable insights into the real-world challenges and opportunities in their respective fields. Such interactions inspire and motivate students, helping them gain a broader perspective on their career paths.

The Alumni Association of SIT Mangaluru is a testament to the institution's commitment to nurturing lifelong relationships and supporting the professional growth of its graduates. Through networking, collaboration, professional development, and mentorship, the association creates a vibrant ecosystem that benefits alumni, students, and the community at large. By fostering a strong sense of belonging and pride, the association strengthens the bond between the alma mater and its graduates, ensuring a lasting legacy of excellence.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision

To be a premier institute of professional education and research, responsive to the needs of industry and society.

Mission

To achieve academic excellence through innovative teaching- learning practice, by providing conducive research environment, industry-institute interaction and skill development, leading to professionals with ethical values and social responsibilities.

NEP Implementation:

The institution has taken significant strides in aligning its academic curriculum and pedagogical approaches with the objectives outlined in the National Education Policy (NEP). This strategic alignment encompasses the integration of multidisciplinary learning, the flexibility of course structures, emphasis on research-oriented education, and the cultivation of critical thinking and problem-solving skills among students. In this regard, various committees has established.

Sustained Institutional Growth:

SIT Mangaluru is deeply committed to a trajectory of continuous improvement and development, a commitment that reflects in its sustained institutional growth. This growth is not merely quantitative but extends to qualitative advancements, ensuring that the institution remains dynamic and responsive to emerging educational paradigms and industry requirements. The institution actively engages in periodic reviews and enhancements of academic programs, facilities, and infrastructure, thereby ensuring its offerings are in line with contemporary educational standards.

Initiatives for faculty development, research funding, and collaborations with other institutions, both nationally and internationally, are integral components of SIT's growth strategy. These initiatives contribute to an environment of intellectual vibrancy, fostering a culture of research and innovation within the institution.

Decentralization:

A distinctive feature of SIT's governance model is its commitment to decentralization. The institution empowers various departments and faculties by decentralizing decision-making authority. This strategic approach encourages autonomy in academic and administrative matters, fostering a culture of innovation and accountability at different levels within the institution. Through this decentralization, SIT aims to create an organizational environment that is responsive, agile, and conducive to the pursuit of excellence.

Participation in Institutional Governance:

Active participation in institutional governance is actively encouraged at SIT Mangaluru. This involvement spans various levels, with senior faculty members being included in decision-making committees such as the Governing Council, Academic Committee, and Finance Committee. This participative management model ensures that governance flows effectively to department heads, faculty, class representatives, and students. The institution further encourages open communication channels, regular feedback mechanisms, and structured forums, ensuring that diverse perspectives contribute to the shaping of policies and initiatives.

Short-term and Long-term Institutional Perspective Plans:

A critical aspect of SIT's strategic planning involves the development of comprehensive short-term and long-term Institutional Perspective Plans. These plans, aligned with the institution's vision and mission, serve as guiding documents outlining specific goals, strategies, and action steps for achieving academic excellence, research enhancement, industry collaboration, and the holistic development of students. Regular reviews and evaluations of these plans, coupled with a willingness to adapt to changing circumstances, are crucial for their successful implementation.

In conclusion, SIT Mangaluru, through its distinctive vision and mission, effectively integrates NEP guidelines, focuses on sustained growth, promotes decentralization, encourages participation in governance, and develops comprehensive institutional perspective plans.

File Description	Document
Upload Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Srinivas Institute of Technology   is established with an aspiration of conceptualizing learning outcomes in more comprehensive terms by shaping professionals with distinguished academic and personal abilities. Institute periodically assesses the overall progress through a consultative feedback

process from all the stakeholders, revisiting the vision, mission and core values, prepares focused perspective plans, envisioning advancements in the programs offered, to enter the next orbit of success. In this direction.

The development plan prepared should be in line with Vision and Mission of the institution. The perspective plan so prepared need to fulfil the aspirations of the institution and individual departments. The perspective plan of the institution is prepared by the principal in consultation with IQAC to prepare this plan. This plan is then forwarded to the management for suggestions and approval. The functional authorities of the institution work in the following hierarchy

Administrative Setup

1. Governing Council:

- Functions as an advisory committee and approves policy decisions.

2. President:

- The highest authority in the institution.
- Directly responsible for all policy matters in the institution.
- Determines the general direction and goals for various activities.

3. Vice President:

- In the absence of the President, functions as the President.
- Consults and advises the Principal on academic and administrative matters.

4. Secretary:

- Controls and monitors the administrative aspects of the institution.

5. Principal:

- In charge of day-to-day administration and academic activities of the institution.

6. IQAC (Internal Quality Assurance Cell):

- Occupies a unique place in the continuum of academic administrators.
- Acts as the facilitating link among Department Heads, faculty members, staff, students, and the University.

7. HODs (Heads of Departments):

- In charge of departmental administrations and academic activities.
- Responsible for the performance of their respective departments.

8. Faculties and Staff:

- Faculty and non-teaching staff contribute effectively towards the execution of various activities assigned responsibilities under the guidance of administrators.

9. Administrative Office:

- Comprises various superintendents executing admissions, accounts, scholarships, work related to statutory bodies, and other day-to-day activities.

This hierarchical structure outlines the chain of command and responsibilities within the institution's functional authorities.

Institutional Policies and procedures

The institute adheres to AICTE norms, providing faculty AICTE scales and employing a Performance-Based Appraisal System for professional development. Staff promotions and permanent employment hinge on performance appraisals recommended by the Screening Committee, with non-teaching staff receiving state scales, leaves, and promotions based on performance.

Role of IQAC

The IQAC ensures education quality, going beyond accreditation compliance. It actively contributes to strategic planning, aligning with the institution's vision and mission for comprehensive enhancement like .

- Quality Assurance
- Data Collection and Analysis
- Continuous Improvement

- Accreditation and Compliance
- Stakeholder Engagement

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: B. 3 of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Srinivas Institute of Technology fosters an employee-friendly environment with initiatives designed for the well-being and career progression of faculty, enhancing their overall satisfaction. The institute's appraisal system and welfare measures support both professional and personal development, recognizing that a positive work environment boosts faculty success.

Performance Appraisal System

The institute's performance appraisal system is structured to evaluate employee performance thoroughly. The primary goals are to provide feedback, recognize achievements, and identify areas for improvement, ensuring alignment with organizational goals. This process involves a self-appraisal followed by a discussion with the Head of Department, who reviews and offers suggestions for improvement, catering to both teaching and non-teaching staff. Continuous feedback is emphasized as essential for development.

Effective Welfare Measures for Teaching and Non-Teaching Staff

The institution prioritizes employee concerns, regularly updating its welfare measures. Key benefits include:

- *Maternity Leave:* Offers 60 days of leave to support new mothers in recovery and bonding with their newborns.
- *Gratuity Benefit*: Provides a lump sum payment to employees upon completion of eligible service, calculated based on the last drawn salary and years of service.
- *Group Medical Insurance:* Covers medical and surgical expenses, ensuring employees can manage healthcare costs without financial hardship.
- *Employee Health Care Facility:* Offers a concessional health scheme through the Srinivas Group Health Benefit, covering the employee and immediate family members.
- *ESIC Facility:* Available for employees with a salary below Rs 21,000 per month, providing comprehensive medical care and specialist consultation.
- *Employee Provident Fund:* Both employees and employers contribute to this retirement savings scheme, managed by the EPFO under the Ministry of Labour and Employment.
- *Concessional Fee for Staff Children:* Reduces educational expenses for employees' children, easing the financial burden of education.
- *Concessional Transport Facility:* Subsidized transport is available for all staff, enhancing accessibility and convenience.
- *Bachelor/Hostel Accommodation:* Provides campus accommodation to faculty from distant locations, facilitating better student-faculty interaction.

Avenues for Career Development/Progression

The institute encourages faculty career development through:

- *Study Leave Facility:* Allows employees to take time off for further education or training, supporting professional development.
- *Academic Promotional Letters:* Promotions are based on performance and contributions, with decisions made by a committee evaluating each candidate's achievements.
- *Financial Assistance Policy for Research:* Offers a fee waiver for the duration of the PhD program up to three years, acknowledging that financial challenges should not hinder academic and professional pursuits.

These structured systems and policies at Srinivas Institute of Technology aim to cultivate an enriching environment that supports faculty development and ensures their contribution to the institution's success.

File Description	Document
Upload Additional information	[View Document](#)

6.3.2

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

Response: 72.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
128	123	159	109	153

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

6.3.3

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

Response: 74.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
217	215	221	175	168

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	75	80	87	90

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Fund mobilization and utilization are the critical aspects for managing the financial affairs of the Institution. Srinivas Institute of Technology is a self-supporting, private foundation serving as an academic institution. Student fees are therefore the institution's main source of income. In addition, we occasionally get money from philanthropists to give scholarships to deserving or meritorious students. Additionally, some fundings is used to modernize our labs or do research and development. We have a licensed external agency audit every one of our financial transactions in order to ensure transparency. On the institution's website, under the area devoted to mandatory disclosure, are all of the audited statements.

A well-organized team is maintained to monitor the use of resources received from different sources like tuition fees, parent organization, various consultancy, individual philanthropic donations and non-government funds. Institution is well aware of its fiduciary responsibilities in handling the Public Money meant for specific research projects/events. Hence, the funds received by the Institutions are utilized beneficially. The Grants are received from KSCST, VTU and VGST projects. These Grants received from the funding agencies for research projects in the institution during the last 5 years are around 26 Lakhs 5 thousand.

Scholarships are a valuable form of student financial aid that can have a profound impact on an individual's educational journey. They are awarded based on various criteria, including academic merit, financial need, personal background and extracurricular activities which propel students to achieve their educational goals. It ensures that their abilities are not affected by financial constraints. SC/ST scholarship is one among these. Taluk social welfare office Mangalore, Department of technical education Bangalore and Tribal welfare department had provided SC/ST scholarships for the students in their academic years. These departments had also made an increase in the scholarship amount provided in each year.

Institution has an appropriate budgeting process and reporting mechanisms. It ensures transparency and accountability which details the process of funds allocation to various departments, research projects, and other initiatives. Institutions will strictly adhere to legal and regulatory requirements like tax regulations and auditing procedures. It also intends to ensure efficient and responsible management of its financial resources aligning with the institution's mission and provide clear guidelines for acquiring, allocating, and managing funds from various sources. Srinivas Institute of Technology shall continue to adhere to these guidelines for the long-term financial sustainability and for their success. Regular interaction with the Teacher-In-Charge as well as other Committee conveners are done to ensure funds are utilized to the maximum extent possible.

Optimal Utilization of Resources

The main motto of the institute focuses on the development of in-house technology solutions to reduce expenses and increase operational efficiency

- Adequate funds are allocated for effective teaching-learning practices like orientation programs, training and workshops.
- Sufficient funds are utilized each year towards enhancement of library to augment learning facilities.
- Providing energy efficient fixtures in both academic and hostel buildings.
- Funds are utilized for community development and social welfare activities.
- Provides PhD for faculties with a good fee concession.

File Description	Document
Upload Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC has also contributed towards institutionalizing the quality assurance strategies and developed various processes as follows:

- Promote industrial involvement in academic practices by organizing industrial training, industrial visits, workshops, and guest lecturers from industry experts, MOUs, etc.
- Implementation of Outcome-based learning education in each program.
- Introduces the aptitude classes and soft skill classes for students to enhance personality and employability.
- Participation of college in NIRF, and various other quality audits recognized by the state agencies.
- Establishment of Institute Innovation Council (IIC) under MHRD.
- Establishing a Research and Development cell to promote Research and Development activities.
- Conducting quality programs i.e., seminars, webinars, guest lectures, conferences, etc.
- Establishment of various processes to take feedback/surveys from various stakeholders.
- To implement and enhance the use of ICT tools to strengthen the teaching-learning process.
- Establishment of the Mentor-mentee process and its effective implementation.
- To submit the Annual Quality Assurance Report (AQAR) annually to the NAAC.
- Implementation of New education policy in each program.
- Establishing of Centre of Excellence, IIC, EDP ,etc.
- Improving Patent and research publications.

After establishing the IQAC in the college, started working towards quality education and inculcating quality culture among the students and staff. To institutionalize the best efforts to make the campus ragging-free and develop the discipline in the students along with the establishment of grievance redressal cells. The Program outcomes are adapted from Committee, program-specific outcomes, and course outcomes prepared by each program considering Bloom's taxonomy in collaboration with faculty, industry experts, and other stakeholders. A result-oriented, performance-based model is adopted at the Institute that emphasizes accountability based on student learning. Outcome-based education aims to create a student-centric learning environment at the course level including curriculum and training. The POs, PSOs, and COs attainment is measured every session, for low attained courses, proper action is planned and efforts are made to improve the attainments required beyond curriculum content and activities planned and implemented, this helps in improving the employability of students.

File Description	Document
Upload Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Srinivas Institute of Technology (SIT) is dedicated to fostering an inclusive and empowering campus environment through a commitment to gender equity and sensitization. Institute implements various measures across curricular and co-curricular domains to address the specific needs of women on campus, reflecting its dedication to academic excellence and social responsibility.

A gender audit at SIT is a comprehensive and meticulous assessment of institutional policies, practices, and campus culture with a focus on gender-related issues. This comprehensive process examines admissions, recruitment, academic programs and the physical and social aspects of the campus to ensure gender equality and inclusivity. The audit evaluates the representation of women in different roles, from faculty to students, and assesses support services for gender-related concerns. The aim is to identify areas for improvement, promote diversity, and create an equitable and supportive educational environment.

In the curricular domain, the institute acknowledges the importance of educating students about gender-related issues. Dedicated sessions on gender studies provide a comprehensive understanding of topics such as gender inequality, women rights, and intersectionality. Integration of gender perspectives into various academic disciplines sensitizes students to the relevance of gender in their fields, fostering a holistic educational experience that encourages critical thinking and addressing gender disparities.

Co-curricular activities at the institute play a pivotal role in promoting gender sensitivity and inclusion. The establishment of a women cell provides a platform for gender-focused discussions, awareness campaigns, and advocacy for gender equality. These groups empower students to challenge societal norms, drive initiatives, and contribute positively to gender-related issues. Mentorship programs connect students, particularly women, with experienced individuals in academia and the workforce, offering guidance and support to empower future leaders who champion gender equity.

Ensuring a safe and supportive environment for women in campus is of paramount importance. Facilities tailored to needs of women include well-maintained and secure restrooms, sanitary machines, common rooms accommodating diverse requirements, and on-campus health services providing gynecological care, counseling, and medical needs. Security measures, such as well-lit pathways and enhanced safety protocols, contribute to a secure environment, particularly during evening hours. Accommodation facilities prioritize safety and comfort, offering single-gender or co-ed residence halls based on individual preferences. Support services, including counseling for issues like sexual harassment, mental health, and academic support, ensure women have access to resources for both academic and personal well-being.

In conclusion, SIT is deeply committed to promoting gender equity and sensitization, exemplified in academic programs and campus culture. These initiatives are integral to creating an inclusive, empowering, and respectful environment for all members of the academic community, reflecting SIT's dedication to academic excellence and social responsibility.

File Description	Document
Upload Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: B. 3 of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

Srinivas Institute of Technology (SIT) stands as a beacon of diversity, inclusivity, and constitutional values, manifested through a myriad of comprehensive programs and initiatives. These endeavors are rooted in the institute's unwavering commitment to fostering tolerance, harmony, and a deep understanding of cultural, regional, linguistic, and communal nuances among its students and staff.

Under the umbrella of Programs on Cultural, Regional, and Linguistic Diversity, SIT orchestrates events such as "Sharadha Pooja and Ayudha Pooja" to honor cultural and religious traditions, while activities like Football matches and the annual Sports Day promote unity and discipline. Furthermore, celebrations like Vivekananda Jayanthi and Founder's Day are instrumental in nurturing historical awareness and regional pride, exemplified by events like Kannada Rajyotsava.

SIT's dedication to promoting Communal/Socioeconomic Diversity is evident through events like Onam and Blood Donation Camps, which highlight social responsibility and inclusivity. Initiatives like the "Intel India STEM Skills Program for Women" underscore the institute's commitment to gender equality and empowerment. Additionally, observances like Independence Day and National Science Day instill patriotism and civic values among the student body.

Moreover, SIT prioritizes the Sensitization of students and employees to their constitutional obligations through a plethora of events including Independence Day and World Environment Day celebrations. The institute also actively combats issues like drug abuse through awareness rallies.

SIT's student body reflects its inclusive ethos, with over 500 annual admissions from diverse backgrounds. This diversity fosters a vibrant academic atmosphere where students collaborate across

linguistic and cultural boundaries, enriching the learning experience.

To ensure adherence to ethical and disciplinary standards, SIT has meticulously formulated a comprehensive Code of Conduct, delineating the responsibilities of all stakeholders within the institution. This code serves as a guiding framework for maintaining integrity, respect, and academic excellence.

Furthermore, SIT's curriculum is designed to instill values of harmony, tolerance, and constitutional literacy. Subjects like "Indian Constitution" and "Social Connect & Responsibility" equip students with the knowledge and values necessary for active citizenship and societal engagement.

In essence, SIT's multifaceted approach to diversity, constitutional values, and academic excellence underscores its commitment to nurturing well-rounded individuals who are not only academically proficient but also socially responsible citizens poised to contribute positively to society.

File Description	Document
Upload Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

Best practice 1

Title of the practice: Incubation and Startup Ecosystem

Objectives of the Practice
The main goal is to cultivate an entrepreneurial mindset among students at Srinivas Institute of Technology (SIT), encouraging them to seek opportunities, take calculated risks, and devise innovative solutions to real-world problems. This initiative provides practical skills and knowledge essential for entrepreneurship, such as planning, market research, financial management, and marketing strategies. It facilitates interactions with government officials, particularly from the MSME sector, to raise awareness about government schemes and funding opportunities that support entrepreneurship. Additionally, the program exposes students to the innovation ecosystem through visits to Incubation Units, Patent Facilitation Centers, and Technology Transfer Centers, enabling them to understand the processes of innovation, intellectual property protection, and commercialization.

The Context
SIT has established a dedicated incubation cell, the Innovation and Incubation Cell (IIC), to coordinate all activities related to the creation of startups by students. This cell aims to embed a culture of entrepreneurship among students, transforming them from job seekers to job creators.

The Practice

IIC-SIT engages students in activities to foster innovation and entrepreneurship:

- Celebrated World Intellectual Property Day and hosted technical talks and workshops on project and skill development, and engineering.
- Organized visits to prominent research centers like the Centre for System Design at NIT Karnataka.
- Conducted competitions like IDEATION and innovation competitions, workshops on design thinking, critical thinking, and creativity.
- Facilitated sessions on patent search, intellectual property rights, and problem-solving in collaboration with various departments and external partners.
- Held motivational sessions by successful entrepreneurs and organized unique events like the Information Search Analysis and Presentation (ISAP) for B.E. students.

Evidence of Success

Successful alumni ventures include:

- Lakshya Space LLP, co-founded by Dhanush, an alumnus of the Aeronautical Engineering department, specializing in drone technology, CubeSats, additive manufacturing, rockets, and propulsion.
- G5 Engineering, founded by Varuna Kumar K from the Mechanical Engineering offers services like structural steel detailing and building information modeling.
- Thaniya Technologies, started by Shilesh Shetty from the CSE department, focuses on software development for various industries.

Problems Encountered and Resources Required

Challenges include reluctance in allocating research centers to self-financing institutions, limited funds for creating entrepreneurial ecosystems, and restrictions on the use of centers of excellence in startups and research for students of private institutions. These highlight the need for enhanced support to fully realize the potential of initiatives.

Best practice 2

Title of the practice: Skill lab and soft skill activities through centre of excellence

Objectives of the Practice: Growth and development of the students are considered as core values in Srinivas Institute of Technology, Mangaluru. Capability Enhancement and Development Schemes help the students in the overall development of their personality, meeting the market needs and to excel in the dynamic global environment. The Institute is repositioning itself to align with the National Education Policy 2020 by establishing a world class Centre of Excellence at SIT campus. The students would be continuously engaged in imparting such training along with the regular curricular activities. Thus, the students would acquire top notch skills and are prepared to take up jobs in challenging areas. The main focus is to 'engage' the students in their subject domain with all possible pedagogies. Srinivas Institute of Technology has collaborated with ETHNOTECH ACADEMY and has established a Centre of Excellence in Emerging Technologies to Train, Mentor and Nurture young Minds to remain competitive for the Present Day Scenario and the Future. Centre of Excellence is an effort to ensure availability of practical industry-oriented programs to our youth. We sincerely hope that the Centre of Excellence will act as the catalyst in bringing the industries closer to the students of our Nation.

The Context:

Emphasizing the success of students in their professional journeys is achieved through the incorporation of skill labs and training in soft skills, given the growing demand for engineers with robust interpersonal abilities. The primary focus is on keeping students abreast of current industrial needs, ensuring the synchronization of engineering education with industry requirements. The overarching objective is to furnish students with a comprehensive education that transcends mere technical expertise. It is clear that engineers equipped with formidable soft skills are better positioned to excel and progress in their careers.

The Practice:
SIT structured soft skill activities across various semesters, with distinct modules designed to enhance different skills at each stage of the program.
In the second semester, the focus is on "Communication Skills" and "Professional Ethics."
Moving into the third and fourth semesters, the emphasis shifts towards "Quantitative Aptitude," "Reasoning Skills," "Verbal Ability," and "Personality Development of Graduates."
The fifth and sixth semesters are dedicated to honing "Technical Skills," "Aptitude Skills," and "Employability Skills."
Finally, in the seventh semester, students undergo specialized training with a focus on the skills required by specific companies.
Along with this students are completing certification programs under the banner Ethnotech Workforce Development Programme (EWDP) in collaboration with ETHNOTECH ACADEMY starting from first semester till sixth semester. For this separate time is provided other than the regular academic time. That is 3 hours in a week and each certification programme is around 40 hours.

Evidence of Success:
An individual earning this certification has approximately 40 hours of instruction and hands-on experience with the product, has proven competency at an industry expert-level and is ready to enter into the job market. They can demonstrate the correct application of the principal features of the program and can complete tasks independently.

Problems Encountered and Resources Required:

- SIT offers eight SST courses, each requiring a minimum 70% score for certification. However, some students fail to meet this due to a lack of diligence, missing out on certificates due to strict standards.
- While many complete the courses and earn certificates, there is a trend of knowledge deterioration over time as students neglect practice post-completion.
- Periodic tracking of assessments is challenging due to resource limitations relative to student numbers. Annually, the institute also faces difficulties in identifying and retaining effective trainers, crucial for maintaining educational quality.

File Description	Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

Each academic year, the Institute experiences a surge in enrollments from students from socially disadvantaged backgrounds, underscoring its dedication to offering educational opportunities to diverse populations. These students are primarily classified through the government quota system, essential for ensuring equitable access to quality education.

The Institute emerges as a beacon of inclusivity, attracting a diverse student body motivated by a determination to achieve academic excellence despite economic challenges. The government quota system, integral to this process, aligns the Institute with national initiatives that promote inclusivity and access to education.

This system acts as a tool for social justice, designed to level the educational playing field by addressing systemic disadvantages and historical injustices. It ensures that students facing economic hardships receive necessary support to access quality education, fostering diversity within the academic community and enriching educational discourse.

Furthermore, the government quota system facilitates a broader social transformation by removing barriers that have traditionally hindered the educational advancement of disadvantaged groups, providing a structured path for their empowerment and inclusion in education.

Overall, the Institute's reliance on this system reflects a holistic approach to education that prioritizes inclusivity and social justice, consistent with its vision of making quality education accessible to all, irrespective of socio-economic challenges. This commitment helps transform individual lives and contributes to societal progress and inclusivity.

ECONOMICALLY POOR SECTION

In the complex landscape of higher education, the Super Numerary Quota (SNQ) at the Institute stands as a beacon of hope for economically disadvantaged students. This quota is a vital provision that identifies students facing financial hardships and provides them with the means to pursue higher education, which might otherwise be inaccessible due to economic barriers.

The SNQ embodies the Institute's commitment to inclusivity and breaking down socio-economic barriers. It operates as a targeted admission strategy, designed specifically to support students from economically disadvantaged backgrounds. This approach not only acknowledges the financial challenges these students face but also provides them a pathway to access quality education, thus playing a crucial role in their personal and academic growth.

By implementing the SNQ, the Institute becomes a facilitator of dreams and a catalyst for socio-economic change, enabling students to transcend their economic limitations. The impact of this quota

goes beyond individual academic achievements; it contributes to breaking the cycle of poverty within families and communities, empowering not just individuals but entire societies.

Furthermore, the SNQ ensures comprehensive support throughout the educational journey, including mentorship and access to tailored support systems. This holistic approach fosters an environment where economically disadvantaged students can thrive, reflecting the Institute's commitment to creating a more equitable and empowered educational landscape.

Overall, the Super Numerary Quota is not merely about admissions; it represents a profound commitment to social responsibility and affirmative action. It underscores the Institute's vision for a future where education is a bridge to a better life for all, irrespective of economic circumstances.

SOCIALLY WEAKER SECTION

In alignment with its commitment to inclusivity, the Institute provides targeted support to socially marginalized students from SC (Scheduled Castes), ST (Scheduled Tribes), and OBC (Other Backward Classes) categories. This initiative reflects an understanding of the unique challenges these groups face due to historical discrimination and structural inequalities, aiming to facilitate equitable access to education.

Admission under these specific categories is a proactive step towards affirmative action, designed to rectify historical injustices and foster social inclusion within the academic community. This approach goes beyond mere diversity acknowledgment; it represents a deliberate commitment to leveling the playing field for those historically disadvantaged by societal disparities.

The Institute's strategy includes comprehensive support mechanisms that ensure these students do not merely gain admission but thrive academically and personally. Support services such as mentorship programs, counseling, and targeted academic assistance are integral to this commitment, aiming to create an environment where students from marginalized backgrounds can excel and break cycles of disadvantage.

Furthermore, the Institute's efforts extend to embedding these principles into the curriculum and extracurricular activities, promoting a culture that values diverse perspectives and encourages dialogue on social justice issues. This holistic approach not only enhances the academic discourse but also ensures that education is a catalyst for broader societal transformation.

In conclusion, the Institute's dedication to supporting socially marginalized students through specific admission categories and comprehensive support reflects a robust commitment to social justice, diversity, and empowerment. This strategy not only addresses immediate educational disparities but also contributes to reshaping societal narratives, fostering an inclusive future where diversity is celebrated and leveraged for collective advancement.

RESPONSIBILITY OF THE INSTITUTION

The institution's commitment to inclusive education extends beyond rhetoric, focusing on economically disadvantaged and socially marginalized students. It employs a comprehensive strategy to address their unique challenges, viewing its role not just as an educational provider but as a catalyst for nurturing talent and fostering a more equitable society.

Upon admission, students identified as slow learners are placed into specialized groups and encouraged to join bridge courses in subjects like mathematics, computer science, and basic electronics. These courses are foundational, equipping students with essential skills for more demanding engineering courses.

The first semester includes orientation programs to introduce students to various engineering disciplines, helping them understand and set their academic goals. A student mentoring system is also in place, where mentors oversee groups of 20 students, providing guidance and support, particularly to those facing economic and social challenges.

As students progress, they engage in activities like researching, writing papers, and making presentations under the ISAP program to develop their academic skills. Beyond coursework, the institute encourages participation in extracurricular activities and provides targeted training to enhance soft skills, assisting in successful placements.

The Training and Placement Cell conducts sessions on personality development, empowering students academically, socially, and personally, ensuring they are well-prepared to tackle their educational and professional journeys confidently.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)

5. CONCLUSION

Additional Information :

Srinivas Institute of Technology (SIT) actively promotes innovation and creativity through a variety of initiatives organized by its Innovation Council (IIC) and various departmental cells. These activities are designed to foster a culture of innovation and practical skills among students from various departments.

Key events over the past year include:

- A visit to the Centre for System Design at the National Institute of Technology, Karnataka, enhancing practical exposure for students.
- Multiple competitions and workshops aimed at fostering design thinking, critical thinking, and creativity, such as the IDEATION competition by SIT Innovation Club, and another on building models with everyday materials.
- Sessions focused on intellectual property rights and patent searching, helping students understand the importance of protecting intellectual innovations. These included hands-on sessions for final-year students in various engineering disciplines, including Information Science, Aeronautical, Automobile, and Marine Engineering.
- The Information Search Analysis and Presentation (ISAP) event, targeted at third-semester B.E. students, aimed at sharing and developing innovative ideas.
- A notable session on achieving problem-solution fit and product market fit, organized by the MBA department, aimed at aligning student projects with real-world market needs.

These educational initiatives are supported by evidence of successful alumni, such as:

- Dhanush, a co-founder of Lakshya Space LLP, which specializes in advanced aerospace technologies like drones and CubeSats.
- Varuna Kumar K, founder of G5 Engineering, which has grown from a modest startup to a global company providing structural engineering services.
- Shailesh Shetty, who founded Thaniya Technologies, a firm that offers customized software solutions across various industries.

These examples highlight SIT's commitment to nurturing entrepreneurial skills and technical expertise, contributing to the development of industry-ready graduates who are capable of leading innovative projects and startups.

Concluding Remarks :

Srinivas Institute of Technology (SIT) in Mangaluru exemplifies excellence in education through its comprehensive approach to teaching, learning, and student development. The institute's robust infrastructure, featuring modern classrooms, well-equipped laboratories, and advanced computing facilities, provides a solid foundation for effective teaching and learning. With a high placement rate, SIT's strong industry connections and career support systems are evident, further supported by an active Innovation and Incubation Cell (IIC) that promotes a thriving startup culture among students.

SIT's dedication to comprehensive skill development, focusing on soft skills, technical expertise, and leadership, prepares students for diverse professional challenges. Regular community engagement activities, including blood donation camps, foster social responsibility, ensuring that SIT graduates are not only skilled professionals but also conscientious citizens.

Despite these strengths, SIT faces challenges such as limited research funding, dependence on external resources for advanced research, and the need for continuous infrastructure maintenance. Improving the student-teacher ratio and enhancing resource allocation for entrepreneurial activities are identified areas for potential growth. However, SIT is committed to overcoming these hurdles through strategic initiatives aimed at securing consistent funding and fostering a research-intensive culture.

The institute has numerous opportunities for growth, including the enhancement of its infrastructure, expansion of research and innovation initiatives, and strengthening industry-academia collaborations. Leveraging international collaborations and integrating digital learning tools can provide students with global exposure and diverse perspectives, further enriching their educational experience.

SIT meticulously implements the university-provided curriculum, enriched by the Choice Based Credit System (CBCS) and interdisciplinary subjects, ensuring academic flexibility and diverse learning opportunities.

In the field of research and innovation, SIT has made significant strides with substantial funding and a supportive ecosystem for creativity and entrepreneurship. The institution's commitment to social responsibility is reflected in its numerous extension activities and strong community engagement.

In summary, Srinivas Institute of Technology exemplifies a commitment to quality, innovation, and holistic development. By addressing its challenges and leveraging its strengths and opportunities, SIT continues to advance as a leader in higher education, contributing significantly to the academic and professional landscape in India.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.2.1	**Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)**
	
	     Answer before DVV Verification :
	     Answer After DVV Verification :41
	   Remark : DVV has made the necessary changes basis the supporting shared by the HEI

1.2.2	*Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years*
	
	   1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years
	      Answer before DVV Verification:
	
	      Answer After DVV Verification :
	
	     Remark : DVV has made the changes basis the 1.2.1

1.4.1	*Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website*
	
	     Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	     Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies
	     Remark : DVV has made the necessary changes basis the documents shared by the HEI

3.3.1	**Number of research papers published per teacher in the Journals notified on UGC care list during the last five years**
	
	   3.3.1.1. **Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**
	     Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2000	1819	1950	2200	2431

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1958	1261	1898	2200	1631

2022-23	2021-22	2020-21	2019-20	2018-19
63	67	67	97	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
28	29	30	36	13

Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
218	157	22	18	66

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
17	14	14	10	25

Remark : DVV has made the necessary changes basis the documents shared by the HEI and the values have been downgraded since we have not considred the one with

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
17	7	7	17	14

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	6	7	16	13

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

3.5.1	*Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* Answer before DVV Verification : Answer After DVV Verification :33 Remark : DVV has made the necessary changes basis the data shared by the HEI, only those MOU have been undertaken which are functional.
5.1.4	*The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases* 1. **Implementation of guidelines of statutory/regulatory bodies** 2. **Organisation wide awareness and undertakings on policies with zero tolerance** 3. **Mechanisms for submission of online/offline students' grievances** 4. **Timely redressal of the grievances through appropriate committees** Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI
5.3.1	**Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years** 5.3.1.1. *Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years* Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	18	8	16	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
22	18	8	15	17

Remark : DVV has made the changes basis the supporting shared by the HEI, HEI has not considered the tournament based of university

5.3.2	**Average number of sports and cultural programs in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.2.1. **Number of sports and cultural programs in which students of the Institution participated year wise during last five years** Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
62	48	6	44	67

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	28	5	35	42

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

6.2.2	*Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above
Remark : DVV has made the changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
218	216	222	175	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
217	215	221	175	168

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
77	75	80	87	90

Answer After DVV Verification :

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

77	75	80	87	90

Remark : DVV has made the changes basis the supporting shared by the HEI,DVV has removed the duplicate values.

7.1.2	**The Institution has facilities and initiatives for** 1. **Alternate sources of energy and energy conservation measures** 2. **Management of the various types of degradable and nondegradable waste** 3. **Water conservation** 4. **Green campus initiatives** 5. **Disabled-friendly, barrier free environment** Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: B. 3 of the above Remark : DVV has made the changes basis the supporting shared by the HEI

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 265 Answer after DVV Verification : 260
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>166</td><td>169</td><td>194</td><td>196</td><td>209</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>161</td><td>169</td><td>194</td><td>196</td><td>209</td></tr></table>