



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SIDDHARTH INSTITUTE OF ENGINEERING AND TECHNOLOGY

**SIDDHARTH NAGAR, NARAYANAVANAM ROAD, PUTTUR-517583, ANDHRA
PRADESH, INDIA**

517583

www.sietk.org

SSR SUBMITTED DATE: 10-01-2022

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

January 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Siddharth Institute of Engineering & Technology (SIETK) is an emerging center for excellence in Engineering & Management education, boast of energetic & experienced faculty, the state-of-the-art infrastructure, successful students, and excellent placements record. The management encourages the students and the faculty to “Dare to Dream and Strive to Achieve”. The institutes are indeed “dream come true” for many aspiring youngsters from rural areas in Chittoor District and Southern Andhra Pradesh.

Established in 2001 in a sprawling 28.64 acre campus amid beautiful hill range of the Eastern Ghats, the institutions are located in Puttur town and are very proximate to Narayanavanam, a holy place, where Lord Venkateswara has married Goddess Padmavathi. The institute is 22 kms from Tirupati airport and are well connected by rail and road (Tirupati – Chennai highway). The institute is promoted by Jaya Educational Society, founded and professionally run by distinguished academicians, medical professionals and technocrats belonging to Chittoor District in Andhra Pradesh.

Siddharth Institute of Engineering & Technology has received NBA (National Board of Accreditation) accreditation for five programmes and has been accredited by NAAC with ‘A’ grade. With Association of Andhra Pradesh State skill development Centre (APSSDC), SIEMENS company established following 07 laboratories with world class standards. Design CBT lab, Auto Two Wheeler lab, Auto Four Wheeler Lab, Electrical Home Lab, Electrical RAC lab, Electronics Home Lab and Electronics ICT Lab and also we have applied robotic control laboratory in collaboration with European Center for Mechatronics APS GmbH Aachen, Germany.

The institution is also Microsoft campus agreement with Microsoft Innovation Centre in place. This association with Microsoft is to encourage the students to get certified on Microsoft technologies and get an edge over their competition. IBM, Intel, Virtusa and Chief Minister Center of Excellences, has trained the students in the following domains Artificial Intelligence Cloud computing, Big Data (Hadoop) and Mobile application development.

Vision

To emerge as one of the premier institutions through excellence in education and research, producing globally competent and ethically strong professionals and entrepreneurs.

Mission

- Imparting high-quality technical and management education through the state-of-the-art resources.
- Creating an eco-system to conduct independent and collaborative research for the betterment of the society.

- Promoting entrepreneurial skills and inculcating ethics for the socio-economic development of the nation.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Siddharth Institute of Engineering & Technology, Puttur is located in Chittoor district near Tirupati. It is situated amidst of scenic beauty with hills on one side and greenery on the other sides.
- It stands in a sprawling campus of 28.64 acres of land.
- It is the only Institution that offers Agricultural Engineering program in the Rayalaseema region of Engineering colleges (autonomous as well as colleges affiliated to JNTUA).
- It is the only private institution which is under the mentorship of IIT, Tirupati. for improving teaching learning process and research activities.
- Industry Academia partnership to implement outcome based education to bridge the gap between industries and academics.
- Good infrastructural facilities and on an average of 75 % of students got placed in top MNCs.
- Innovation and Entrepreneurship division of Department of Science and Technology, Government of India has established prestigious incubation centre in Siddharth with registered name “Society for Siddharth International Incubation Centre” to support technology based start-ups, potential technology ideas and innovations.
- Institute has got the status of 2(f) and 12 (B) of UGC act, 1956.
- ISO 9001: 2015certified institution
- Students have been achieving “**AP Prathibha Awards**” which is a talented award for meritorious students given by Government of Andhra Pradesh.
- “**Learning through doing**” kind of practice followed by the students.
- Good teaching environment, well equipped labs, central Library and departmental library and Internet facilities
- Generating Solar Energy and contributing to green environment and reducing carbon footprints
- State-of-the-art facilities for curricular and extra-curricular activities.
- Auditorium with a seating capacity of **4000**, Well-built Gymnasium, Play grounds, Library, Dubbing Theater.
- Experienced and committed teaching faculty with required doctorates.

Institutional Weakness

- Institution is located in the rural area.
- Rural students have average english language skills as majority of them are first generation literates.
- Depending more on IT industry for placements than the Core industry placements.
- Lack of near by industries for real time exposure to the students.
- Consultancy still in emerging stage.
- Lack of entrepreneurs in technology based start-ups.

Institutional Opportunity

- Possible new opportunities due to Central Government's thrust on Research and Development, Science and Technology and Space Technology
- Encouraging Industry Academia Partnership can provide further fillip not only to the internships and placement drives but also to the industry relevant research
- Alumni support in increasing the relation between the Institution and Industry for further increase of the placements
- Enhancement of journal publications with high index
- Encouraging inter-disciplinary research
- Establishment of more research centres.

Institutional Challenge

- Inspiring the faculty and the students to publish articles in high impact peer reviewed international journals
- Bringing awareness among the students of rapidly changing technologies and preparing them for industry needs
- Increased importance for teaching activities over research activities as the high percentage of students is from under-graduate.
- Getting adjunct faculty for all domains from different parts of the country.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college got autonomy in the year 2016. Since its autonomy, the UG, PG, MBA, and MCA curriculum has been subjected to four revisions. Before revising the curriculum, due care is taken to implement AICTE and APSCHE guidelines, having studied different university syllabus and feedback for the different stakeholders viz. Students, Alumni, Faculty, and Employer. After brainstorming at the Board of Studies on various curricular aspects, a draft version of the syllabus is prepared for final approval in Academic Council. AICTE model curriculum is the basis for all the curricula revised from 2018. Choice Based Credit System is the framework of the curriculum by adopting suggested breakup of credits for the categories mentioned in the AICTE model curriculum. All the curricula developed during five years got MOOC courses offered by NPTEL as mandatory to promote independent learning. Virtual labs and open electives are introduced in all revised curricula from 2018 onwards for better laboratory and interdisciplinary learning, respectively.

The curriculum developed during 2020 is based on APSCHE recommendation and got credited skilled-based courses and internships. In the same curriculum, Minor and Honour Degrees are introduced to benefit bright students. The curriculum covers the GATE syllabus and has a proper blend of courses under Skill, Employability and Entrepreneurship categories. SIEMENS, Chief Minister's Skill Excellence Center, Qspiders CompusConnect are some other agencies with which the institute got MoU to provide students with better skills and employability. Every department is taking due care to conduct numerous value-added courses for training students industry-ready.

Teaching-learning and Evaluation

Siddharth Institute of Engineering & Technology (SIETK) entice a huge student community from in and around the state of Andhra Pradesh. It offers 11 UG and 9 PG programs. Admissions are done through the State-level entrance exams. Few number of seats set aside for reserved categories is filled as per the Government's GO.

The key aspect of teaching learning process in SIETK is the ability of its faculty to spark enthusiasm, kindle passion, and generate curiosity to learn among the students. Highly qualified and experienced faculty with expertise in various technologies supports the Teaching-learning Process and Evaluation. Students are encouraged to participate in various co-curricular and extracurricular activities at the department and institutional levels. Students are allotted slots in timetable for Library, Mentoring, and Association activities. More than 90% of the faculty employ ICT tools and student-centric methodologies to make Teaching Learning more impressive. The institution adheres strictly to the academic calendar and ensures that all the faculty implements it as part of the course schedule.

Students' learning levels are regularly assessed. Based on the performance in the Mid - 1 test, they are split into two categories: Students who score more than or equal to 60% of Mid -1 marks are identified as Advanced Learners, and students who score less than 60% of Mid-1 marks are identified as Slow Learners. Advanced Learners are encouraged to participate in activities such as project-based learning, and online certification courses, whilst Slow Learners are given remedial classes to improve their learning skills. An autonomous examination cell maintains transparency in its procedures by monitoring the conduct of assessments and evaluations in a methodical manner . IT integration and reforms in examination procedures brought a significant change in student registrations for examination, evaluation, results processing, and result release. Process manual and annual reports are published in website. Institute implements Outcome based education and in line to this, departments compute CO, PO, and PSO attainment and review the levels of attainment on a regular basis and appropriate action is taken.

Research, Innovations and Extension

The institute provides all the essential infrastructural facilities to promote a competitive research ambience among the faculty and developed a well-defined research policy. Research and Development (R&D) committee is formed with senior faculty members, decimate the information about various funding agencies and are encouraged to apply for funds. However, the institute also provides seed money based on the research proposals submitted by the faculty through which students and faculty can work together. As a result, the faculty published more than 300 papers in various national and international journals and filed 11 patents from AY 2016-17 to till date.

The institute established an **Institution's Innovation Council (IIC)** to promote innovative ideas by conducting various awareness programs, industrial visits and boot camps. The IIC achieved a **3-star rating** by the Ministry of Human Resource Development (MHRD) in 2020-21.

The institute is in **Collaboration** with Andhra Pradesh State Skill Development Corporation (**APSSDC**), which established Industry-sponsored labs like Automobile 2 & 4 wheeler, Electrical home, R&AC, Electronics

home and Office and Computer-based training labs, Advanced Robotic control lab and Dassault 3D Experience centre through which the students are provided intensive skill-oriented training. In these laboratories, 10,982 students have trained and stood in the second position in the training of students among all the training centres in Andhra Pradesh.

The department of Mechanical Engineering was recognized as a research centre by JNTUA, Ananthapuramu. Five faculty members are recognized as research supervisors by the university. Two scholars are pursuing their Ph.D. degree under the recognized supervisors of the institute. The institute is under the mentorship of IIT,Tirupati, through which 33 faculty got benefited so far.

The students established a volunteer organization called Siddharth's Humanity and People Serving (SHAPS) Foundation to help the needy people in the surrounding villages. The foundation conducted 71 extension activities for the neighborhood community in the last five years besides organizing several blood donation camps. 90.61% of students participated in these activities through the NSS unit with funding from the university.

All these activities impacted positively on students to develop Research and innovations skills, responsibility, accountability, integrity and self-confidence.

Infrastructure and Learning Resources

The institution has adequate infrastructure and physical facilities for teaching-learning. The Institute complies with all academic criteria regarding the land requirements having 24844 Sq.m instructional area, 5559 Sq.m administrative area, 8356 Sq.m Laboratory area, 34531 Sq.m amenities area, 16234 Sq.m access and circulation area. Institute has 95 classrooms, out of which 86 are ICT enabled, and six seminar halls with ICT facilities are available. 91% of classrooms and seminar halls are equipped with ICT facilities.

All computer laboratories are equipped with high configured 1235 Systems and required software, with IT policy for maintenance of computing facilities. A high-speed internet connection with a capacity of 1 Gbps is available. The Institute has domain-centric laboratories as per the norms of AICTE and regulations of JNTUA,

The Institute has a centralized air-conditioned auditorium in 4700 Sq.m; with a seating capacity of 4000. There is a 20000-seat open-air auditorium at the Institute, which facilitates the conductance of cultural functions. The Institute has a Yoga centre with 301.28 Sq.m. where yoga classes are conducted. The Institute has excellent indoor and outdoor facilities to conduct games and sports. Outdoor games like Ball badminton, Shuttle, Volleyball, Throw ball, Cricket and Basketball and Indoor games like Chess, Carrom boards are available for the students. The Institute has a centralized Gymnasium centre with an area of 127.5 Sq.m, having Multi-Functional Tread Mills, Sit-Up Benches, Elliptical Cross Trainers and weight-lifting equipment.

Our Central Library is automated with NewGen lib, an integrated library management system, and 51.26 is the percentage per day library usage by teachers and students. Our library has a good collection of 62,332 volumes of textbooks with 11,560 titles, 201 Journals. Our library has JGATE, Taylor & Francis, NLIST, NDLI CLUB, and DELNET subscriptions.

Out of total expenditure excluding salary, on an average 43 % is spent on infrastructure augmentation, and 25 % is spent on maintenance. The institution has facilities for e-content development.

There are established systems and procedures for maintaining and utilizing physical, academic and support facilities.

Student Support and Progression

Siddharth Institute of Engineering & Technology has a well-established student support system for financial support, capability enhancement, progression, and alumni interaction. The majority of students enrolled in the institution come under the state government fee reimbursement scheme, in which the government is paying the students' total tuition fee. In addition, the Institute annually provides scholarships to deserving and excellent academic performers who are not covered under government fee reimbursement scheme. The Institute has a sophisticated structure to assist students with skill development, grooming, higher education career guidance, competitive tests, placements, and entrepreneurship. Internal faculty looks after the student mentor system and special classes for competitive exams like GATE, IELTS, GRE etc. Experts from outside organisations regularly assist the placement and training department as part of the curriculum. Grievances of students are addressed in person, and concerns are resolved following a comprehensive discussion by the grievances cell. Students are taught the benefits of yoga and meditation in maintaining excellent health and keeping their bodies active and fit. The National Service Scheme (NSS) and other groups run regular social service programmes.

The placement cell maintains close relations with the industry HRs and assists students in finding suitable placements. Academic consultants guide the students to pursue higher education overseas. Students are motivated to become entrepreneurs by industry personnel who advise them of the numerous options and incubation's opportunities. The Institute gives equal importance to sports and cultural activities. Students compete in sports and cultural activities with several institutions to represent the university.

The Institute has an extensive alumni network that spans the globe, and alumni meets are held regularly. The alumni are the representatives of BOS, IQAC meetings, and they are involved in motivational guest lectures, curriculum creation. Alumni also support the development of the institution financially and guide their juniors.

Governance, Leadership and Management

Governance, Leadership and Management are essential benchmarks to measure the institute's growth. The Institute focuses to emerge as one of the premier institutions through excellence in education and research. A well-structured governance is established to run an effective system for the growth and development of the institute and enhancing its outcomes. The governance observes students' ability of innovative thinking and enhances their creativity towards research in education. It also inculcates professional ethics is an integral part of education through which societal development of the nation is fulfilled. As a part of governance, Teaching and non-teaching staffs are facilitated many welfare measures. This objective promotes inclusiveness and participatory management style of functioning.

As an integral part of the governance, the management delegated power to the Principal and academic heads, faculties and staffs for smooth running of the institutional activities and prove their leadership skill. The decentralization also helps the decision making with proper authority and financial power. The Institute has organized many professional improvement training and development programme for the professional development of its employees. The Internal Quality Assurance Cell (IQAC) is established in the institution to maintain and enhance quality of education. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institution. The quality assurance processes, with

regard to academics, administrative, are the integral part of the institutional policy. IQAC fosters a number of activities to make everyone aware of the quality assurance strategies and processes.

Thus, Governance, Leadership and Management and are highly shown a significant impact on Institute achievements.

Institutional Values and Best Practices

Siddharth Institute of Engineering Technology is established in a sprawling lush green campus of 28.64 acres. The Institution gives utmost priority to gender equity and the safety and security of students. It is a pride for the Institution that 38% of its employees are from the female gender. It also hosts 29% of female students across all the programmes offered in the Institution. The women empowerment cell ensures the maintenance of gender equity in the Institution by hosting various events that create awareness on gender equity and empowerment. The internal complaints cell and women protection cell concentrate on protection women and female students and educating the students on gender sensitivity.

The Institution is motivated to contribute to sustainability goals. As part of its sustainability goals, the Institution has established a 500 KW rooftop Solar energy plant on the campus. The Institution generates electricity through solar panels, and approximately 56% of electricity requirements are met through this renewable energy source.

The Institution maintains a proper waste management system on the campus. Solid waste and E-waste are properly disposed of through the vendors, and liquid waste generated is appropriately treated and disposed of. The Institution maintains a rainwater harvesting system on the campus to rejuvenate the underground water levels.

The Institution has started many green initiatives towards sustainability goals. Restricted entry of vehicles, usage of bicycles on the campus, battery-operated cars, tree plantation, are a few examples of the initiatives.

The Institute has a well-built infrastructure with ramps, lifts, toilets provided for divangjan. The Institute makes efforts in maintaining tolerance and harmony towards religious and socio-economic diversities.

The Institute has ensured the display of the code of conduct and its adherence. National festivals, birth anniversaries of great personalities, International days are observed in the Institution every year. Providing training on additional skills for the students from different backgrounds, mentoring systems are a few best practices followed in the Institution. The Institution maintains its distinctiveness in providing earning opportunities for the students in the learning stage through its Earn while Learn program, thereby strengthening its qualitative student base.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SIDDHARTH INSTITUTE OF ENGINEERING AND TECHNOLOGY
Address	Siddharth Nagar, Narayanavanam Road, Puttur-517583, Andhra Pradesh, India
City	PUTTUR
State	Andhra Pradesh
Pin	517583
Website	www.sietk.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	K. Chandrasekhar Reddy	08577-264888	9396932888	08577-264999	sietk_ptr@yahoo.com
IQAC / CIQA coordinator	R Prem Kumar	08577-264545	8189899790	08577-264445	premvlsi@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

Date of Establishment, Prior to the Grant of 'Autonomy'	19-07-2001
Date of grant of 'Autonomy' to the College by UGC	16-06-2016

University to which the college is affiliated

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	15-05-2015	View Document
12B of UGC	15-05-2015	View Document

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	14-07-2021	12	NA

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	Siddharth Nagar, Narayanavanam Road, Puttur-517583, Andhra Pradesh, India	Rural	28.64	81168

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Intermediate or Diploma	English	120	63
UG	BTech,Electrical And Electronics Engineering	48	Intermediate or Diploma	English	120	81
UG	BTech,Mechanical Engineering	48	Intermediate or Diploma	English	120	120
UG	BTech,Electronics And Communications Engineering	48	Intermediate or Diploma	English	300	289
UG	BTech,Computer Science And Information Technology	48	Intermediate or Diploma	English	60	60
UG	BTech,Agricultural Engineering	48	Intermediate or Diploma	English	60	37
UG	BTech,Computer Science And Engineering	48	Intermediate or Diploma	English	60	53
UG	BTech,Computer Science And Engineering	48	Intermediate or Diploma	English	60	44
UG	BTech,Computer Science And Engineering	48	Intermediate or Diploma	English	180	180
UG	BTech,Computer Science	48	Intermediate or Diploma	English	60	53

	And Engineering					
UG	BTech,Computer Science And Engineering	48	Intermediate or Diploma	English	180	172
PG	Mtech,Civil Engineering	24	UG in Engineering	English	18	5
PG	Mtech,Electrical And Electronics Engineering	24	UG in Engineering	English	18	0
PG	Mtech,Mechanical Engineering	24	UG in Engineering	English	18	0
PG	Mtech,Electronics And Communications Engineering	24	UG in Engineering	English	18	0
PG	Mtech,Computer Science And Engineering	24	UG in Engineering	English	18	0
PG	MBA,Master s In Business Administration	24	UG Degree	English	120	34
PG	MCA,Master s In Computer Applications	24	UG Degree	English	60	59

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	43				65				253			
Recruited	34	9	0	43	53	12	0	65	140	113	0	253
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						68
Recruited	40		28		0	68
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				41
Recruited	36	5	0	41
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	33	9	0	20	5	0	1	0	0	68
M.Phil.	0	0	0	0	0	0	3	5	0	8
PG	1	0	0	33	7	0	136	108	0	285

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD	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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	369	150	0	0	519
	Female	42	8	0	0	50
	Others	0	0	0	0	0
PG	Male	154	0	0	0	154
	Female	75	0	0	0	75
	Others	0	0	0	0	0
UG	Male	2415	35	0	0	2450
	Female	1167	8	0	0	1175
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	102	72	84	95
	Female	30	31	26	30
	Others	0	0	0	0
ST	Male	11	10	13	12
	Female	7	3	4	4
	Others	0	0	0	0
OBC	Male	310	247	244	310
	Female	124	126	92	111
	Others	0	0	0	0
General	Male	364	199	262	339
	Female	245	163	189	210
	Others	0	0	0	0
Others	Male	0	3	13	18
	Female	0	1	8	0
	Others	0	0	0	0
Total		1193	855	935	1129

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Agricultural Engineering	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Computer Science And Information Technology	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communications Engineering	View Document
Masters In Business Administration	View Document
Masters In Computer Applications	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Siddharth Institute of Engineering & Technology offers multidisciplinary education for students interested in practicing around a focused concentration by combining or involving several academic disciplines. It aims to improve the overall development of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Our institute has the flexibility to frame curriculum and syllabus to meet the multidisciplinary/Interdisciplinary approach requirements. The institute offers credit-based courses and projects in the areas of environmental education and value-based education. The students who are desirous of pursuing their special interest areas other than the chosen discipline of Engineering may opt for additional courses in minor specialization groups offered by a department other than their parent department. The institute included minor programs in the regular curriculum for the students, and students can opt for the same at the beginning of the 4th semester. The institute also offers Interdisciplinary in core engineering courses that provide students with a strong foundation, evolving technology necessitates new methods and approaches to progress, prosperity, and the inculcation of problem-solving techniques. The institute included an honors program in the regular curriculum for the students. They can select the additional and advanced</p>
--	---

	<p>courses from their parent branch in which they are pursuing the degree and get an honors degree. A student shall register for the Honors program at the beginning of the 4th semester. Honors degree must be completed simultaneously with a major degree program.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institute is taking initiatives to deposit the student earned credits for all the programmes offered in the academic bank credit(ABC) to promote student centricity in higher education across the country through learner-friendly practices and a more interdisciplinary approach to higher education. The institute has registered in the NAD portal for depositing students' academic records as per the government directions, through this mechanism, students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such academic awards. Academic records maintained in paper form are susceptible to hazards such as spoilage and forgery. Students often face difficulties in obtaining copies of their certificates/mark sheets whenever they are lost or destroyed. Maintaining academic awards in a digital depository would enable educational institutions, students, and employers online access/retrieval/verification of digitised academic awards and eliminate fraudulent practices such as forging certificates and mark sheets.</p>
<p>3. Skill development:</p>	<p>The institute incorporated skill based credit courses along with the regular courses in the curriculum as per the guidelines given by AICTE and APSICHE. Students can also opt for skill courses from the other domain apart from regular ones. The student shall be given an option to choose either the skill courses offered by the college or choose a certificate course offered by industries/Professional bodies/APSSDC or any other accredited bodies. Apart from these, the institute offers skill development programmes through APSSDC, Microsoft, Intel, and Virtusa companies, and they established various skill centers to enrich students' skills. Students shall undergo mandatory summer internships for a minimum of six weeks duration at the end of the second and third year of the Programme. There shall also be a mandatory full internship in the final semester of the Programme along with the project work. All these initiatives reflect an increase in placement percentage and</p>

	packages.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The promotion of Indian languages is only possible if they are utilized regularly and for teaching and learning purposes. Our institute organizes the events and competitions like essay writing, elocution competitions in the regional languages prizes are distributed for top-performing students. The ability to communicate in Indian languages will be considered part of the qualification criteria for job openings. The institute offering “Essence of Indian Traditional Knowledge” and “Sanskrit for Technical Knowledge” courses to upgrade the knowledge of students about Indian tradition and culture. Based on the AICTE initiatives, few of our faculty given consent to translate technical subjects into the regional languages and the proposals have been submitted to the AICTE for the approval. The institute also offers Massive Open Online Course (MOOC) as a mandatory course in our curriculum to train and skill students in a digital learning platform. Video lectures, books, animations, quizzes, simulation construction, and other activities are used to cover different courses. Technical query resolution forum and peer discussion forum.</p>
5. Focus on Outcome based education (OBE):	<p>For implementation of OBE, the initial phase is to design the curriculum, particularly the types of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations. In the next phase, the Course Outcomes (COs) for every course are mapped with the Program Outcomes (POs) of the NBA and the Program Specific Outcomes (PSOs) of the program. Effective implementation of this Outcome-Based Education (OBE) ensures that our graduating engineers have all the 12 POs defined by the NBA and hence can compete on a global platform and have expected global attributes. Specific to every program, three Program Educational Objectives (PEOs) are measured through the stakeholder’s feedback. The institute keenly observes the attainment of POs and PSOs for the respective programs related to the Vision and Mission of the departments.</p>
6. Distance education/online education:	<p>As online education has gained importance in these pandemic days, new trends have taken their way in education to inculcate advanced learning techniques.</p>

As a result, the knowledge and performance of the students will enhance. For a long time, it is being observed that the inculcation of technology through digital presentations has dominated because of the facility of the Internet which reshaped the current trend of education. The e-learning is vast and unlimited, all the time and places where the learning path and pace is determined by the learner. During the pandemic period, the institute faculty has successfully delivered lectures on the online platform, conducted online tests and essentially delivered lab courses through various virtual lab platforms provided by the Ministry of Higher Education Government of India. The seminar and project work evaluations were also conducted in the virtual environment. The online platform is extensively used to conduct webinars and lectures during the lockdown. Ever since its autonomy, the institute has made sincere efforts to include self-learning by introducing MOOC courses as mandatory offered by NPTEL under the SWAYAM umbrella. One virtual lab is introduced in every regulation from 2018 onwards to promote self-learning and inquisitiveness in students. In the regulation effective from 2020, apart from the graduation program, the student can also get honors degree in a specialized domain by crediting courses in NPTEL. In line with the developments in Learning Management Systems (LMS), the college intends to encourage the students to do online courses in MOOCs, offered internationally. The main intention to introduce MOOCs is to obtain enough exposure through online tutorials, self-learning at one's own pace, attempt quizzes, discuss with professors from various universities, and finally obtain a certificate of completion for the course from the MOOCs providers.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
20	18	18	18	16
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 9

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3582	3289	3309	3138	2804
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
974	854	814	703	742
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
3511	3221	3206	2978	2602
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
76	89	71	84	0

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

2020-21	2019-20	2018-19	2017-18	2016-17
991	836	671	454	634
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
349	277	283	298	245
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
349	277	283	298	245
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
229	109	186	257	157
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
551	519	519	519	477
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 101****4.4****Total number of computers in the campus for academic purpose****Response: 1235**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1950	1859	2269	2009	1654

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

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

Response:

The Institute has a systematic procedure for the development, revision, and implementation of the curriculum of all the departments. The primary objective of the Institute is to excel in Engineering & Management education and to develop the students to compete and sustain themselves as per the global needs. The curriculum is designed carefully by addressing the recent technologies and opportunities existing at the local, regional, and global level with all necessary fundamentals.

Factors for Curriculum Design:

The curriculum is designed to ensure that the students have acquire required domain knowledge, skills, and attitude to solve social issues and be a responsible citizen. The factors considered for the design of curriculum are (i) Syllabus of various reputed Indian Institutes, (ii) Model curriculum prescribed by the AICTE and APSCHE, (iii) Suggestions by industry experts and alumni, (iv) Syllabi of various competitive exams like GATE, IES, etc.,

Implementation of Outcome-Based Education (OBE) in the Curriculum:

The initial phase for ensuring academic quality is the design of the curriculum, in particular, the types of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations.

In the next phase, the Course Outcomes (COs) for every course are mapped with the Program Outcomes (POs) of the NBA and the Program Specific Outcomes (PSOs) of the program.

Effective implementation of this Outcome-Based Education (OBE) ensures that our graduating engineers have all the 12 POs defined by the NBA and hence can compete on a global platform and have expected global attributes. Specific to every program, three Program Educational Objectives (PEOs) are measured through the stakeholders feedback.

The Institute keenly observes the attainment of POs and PSOs for the respective programs related to the Vision and Mission of the departments.

Process for Curriculum Design:

The initial version of the curriculum is prepared by having the above design criteria through discussions with stakeholders. The proposed curriculum is then discussed in the department by HOD and senior faculty from various specializations and is put forth in the BOS (Board of Studies) meeting consisting of experts from industry, academia, and alumni and senior faculty members. After a complete discussion on the courses, elective courses, value-added courses and their amalgamation with the existing syllabus, final draft is prepared and forwarded to the academic council for approval.

On approval from the academic council, curriculum is finally published in the college website (sietk.org) for its dissemination.

File Description	Document
Any additional information	View Document

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

Response: 90

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

Response: 20

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

Response: 18

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

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

Response: 89.38

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

2020-21	2019-20	2018-19	2017-18	2016-17
883	717	591	404	602

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

1.2 Academic Flexibility

<p>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</p> <p>Response: 30.12</p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 1080</p>	
<p>1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.</p> <p>Response: 3586</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
<p>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</p> <p>Response: 100</p>	
<p>1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.</p> <p>Response: 20</p>	

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

1.3 Curriculum Enrichment

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

Response:

The curriculum is carefully designed to bend the crosscutting issues such as Professional Ethics, Gender, Human Values, Environment and Sustainability in all its UG and PG programmes.

Human Values & Professional Ethics

In all the regulations that have come across during the five years for the UG program, the course titled Human Values & Professional Ethics is introduced. Courses such as Human Values and Professional Ethics for Managers and Business Ethics and Corporate Governance are introduced for management students. Both UG and PG curriculum got courses that address Intellectual Property Rights, Cyber Security, Value Education, Industrial Safety, Organizational Culture & Teamwork to promote professional Ethics amongst students.

Environment and Sustainability

For all UG programs, the Environmental Science course is mandatory. The UG program in civil engineering Air Pollution & Management, Solid Waste Management, Environmental Impact Assessment & Management, Water Resources Systems Planning & Management are offered as elective courses. The UG and PG curriculum under the open elective category the courses offered are Non-Conventional Energy Resources, Water Technology, Fundamentals of Urban Planning, Solar Photovoltaic Systems, Disaster Management and Waste to Energy.

Induction Program

From R18 regulation onwards, as per the guidance of AICTE for UG programmes, a three-week induction program is incorporated into the curriculum. This induction program aims to bring students awareness of institutional policies, processes, practices, culture, and values. As part of this induction program, the Art of the Living program devised by Sri Sri Ravi Sankar is introduced.

Apart from integrating the crosscutting issues into the curriculum, the institute consistently strives to keep its student and faculty ready to address these issues by adopting different measures as described below:

- The majority of faculty attended the Universal Human Values (UHV) workshop conducted by

AICTE and obtained successful completion certificates.

- The institute sponsored its faculty members for various Yoga, Pranayam and Meditation programs offered by Art of Living.
- The college got Women Empowerment Cell, Women Protection Cell and Gender Champion Club. These cells/clubs are very active and perform many activities for better prospects of students, especially girl students.
- College's Anti-Ragging Committee regularly conducts awareness programs for students by inviting distinguished personalities from various government departments such as Police, Judiciary and Revenue. Anti-Ragging Committee is quite instrumental in making the campus Ragging free.
- NSS committee of the college is very active in conducting various social welfare activities. Blood donation camps, planting trees, financial linguistic programs for rural people etc., are some of the notable activities conducted through the NSS committee.
- The institute promotes sports and cultural activities to the students of nearby schools and colleges by conducting various events.

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

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

Response: 63

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	14	15	11	11

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

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.**Response:** 70.45**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2438	1948	2717	1964	2250

File Description	Document
List of students enrolled	View Document
Any additional information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**Response:** 48.97**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 1754

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

1.4 Feedback System**1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni****Response:** A. All 4 of the above

File Description	Document
Any additional information	View Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

1.4.2 The feedback system of the Institution comprises of the following :

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

File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document
Link for Additional Information	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 66.63

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

2020-21	2019-20	2018-19	2017-18	2016-17
1193	855	935	1129	823

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1575	1482	1482	1482	1362

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

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

Response: 95.52

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

2020-21	2019-20	2018-19	2017-18	2016-17
584	489	463	562	381

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

2.2 Catering to Student Diversity

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

Response:

Students taking admission into the institute are from various academic backgrounds and with diverse levels of knowledge and skills. Students cannot be accounted to a single category with the same understanding levels, and thus there is a need to categorise them as Advanced learners and Slow learners.

For all the students from I year to IV year, performance in Mid-I examinations are considered for identifying Advanced and slow learners. Students who secure less than 60% of the marks obtained in Mid-I examinations are identified as Slow learners and the remaining students are considered as Advanced learners. Slow and Advanced learners are identified for each subject separately by the respective subject teacher for all the semesters.

Activities for enhancing knowledge in Advanced learners:

Advanced learners are motivated to take part in activities that enhance the cognitive and Psychomotor skills of the students. They are:

- Made to submit solutions for challenging assignments in advanced topics and tutorials involving problem-solving methodologies.
- Suggested to complete advanced courses through SWAYAM/ NPTEL platforms.
- Encouraged to participate in technical events such as Hackathons, Paper Presentations, Project Expo, Seminars and Internships within and outside the campus.
- Given an opportunity to be office bearers of the student council and various professional societies so as to develop their communication, leadership & team-building skills.

Activities for improving academic performance of slow learners:

- Remedial classes are conducted by the subject teachers with a separate timetable to improve the academic performance.
- Tutorial classes are conducted covering the problems in basics of the subject and previous end question papers.
- One to one interaction between faculty and slow learner.
- Personal counselling through mentoring.
- Students from the rural background are trained in soft and communication skills.
- Inspirational talks by successful Alumni are conducted periodically.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio (Data for the latest completed academic year)	
Response: 10:1	
File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
<p>Response:</p> <p>The institute adopts many student-centric methods to enable the student enhance their learning experiences with required skills to meet outcome based education. Methods such as experiential learning, participative learning and problem-solving methodologies are used at various stages and levels. There has been a paradigm shift in teaching from purely chalk and talk methods to adopting a judicious mix of lecture methods and modern methods of pedagogy at Siddharth Institute of Engineering & Technology, thus promoting knowledge on diverse and contemporary areas and niche technologies.</p> <p>Experiential learning: Promotes enhancing the knowledge competencies of the students through experience. It makes learning an experience that moves beyond the classroom and strives to bring more involved learning. Engaging students to carry out Internships (177), participate in Workshops (3094), Project Expos (93), Mini Projects (236), Industrial Training/In-housing Trainings Programs (2314), Field Trip/Industrial visit (540) at reputed industries/government sectors. By Learning and Performing, students can relate the classroom knowledge to real-time applications, thus helping the students to retain the concepts learnt and apply them for developing more innovative projects.</p> <p>Participative learning: Teaches the students learn skills while working in a group and as an individual. At Siddharth Institute of Engineering & Technology, students are encouraged to participate in many events organised by the department, institute and also at national & international levels. At institute level, several number of Seminars/Webinars (85) and Guest Lectures (44) are organised by inviting eminent personalities from industry and Academic institutes of repute to bridge the gap between academics and industry. At the department level, several number of students participate in various events such as Workshops (3344), Group discussions (11), Paper presentations/Conferences (170), and Technical Quizzes (431) are conducted through Department Association (527) and Professional Society activities (602) every academic year making them confident enough on their own self capabilities and abilities. Students are also encouraged to upgrade their knowledge by doing NPTEL (1310) courses . These events initiate the</p>

students towards participation and overcome any inhibitions or stage fear. Students are offered to be part of the Industry-Academia Program (IAP), members of several professional societies such as IEEE (26) , ISTE (211), and IETE (216) and are made to participate in events organised on behalf of them.

Problem-solving methodologies: Problem-solving skills are the most valued skills in the workforce today as they are applied to many situations. Students are given awareness by faculty on these skills so that they are ready with the basic knowledge, enabling them to know the approaches already in use and identify other methods that could be useful for solving a problem. Effective Steps for Problem Solving include: Identify and define the problem, State the problem as clearly as possible, Generate possible solutions, Evaluate alternatives, Decide on a solution, Implement the solution, evaluate the outcome. Based on these guidelines, students are encouraged to develop solutions and prototypes for certain real-time problems in the form of Code Hackings (42), Main projects (1321), and Mini-projects (236).

File Description	Document
Any additional information	View Document

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

Response:

Usage of ICT tools is one of the effective ways of delivering the teaching content in the classrooms that improves the understanding of concepts, creativity, communication skills and problem-solving abilities. These tools play a vital role in delivering classroom lectures to every student available at Siddharth Institute of Engineering & Technology. All the institution faculty adopts the ICT tools that are an added flavor to the traditional classroom teaching. The institute provides required resources which include a recording theatre with high-end equipment, wide availability of computers in the department and library, high-speed internet access of 1Gbps and e-resources. The faculties are trained to effectively use ICT tools through training sessions at the institute, attending FDPs conducted by various reputed institutes. The use of Quizziz, Google classrooms, Google sites, Google Forms, Microsoft teams, Zoom, simulation softwares such as 4nec2, V lab simulator, STAAD PRO for carrying out virtual Labs by the faculty and students shows the need for ICT tools in the present era.

ICT enabled Teaching-Learning Process is supported with the use of 86 LCD projector classrooms for teaching and 6 seminar halls for conducting seminars and workshops, access to Digital Library, Online Courses (MOOCs, NPTEL, and Courseera etc.), online journals (IEEE,J-GATE, Taylor & francis, IETE, etc) conducting online tests, submission of online assignments, conducting online quizzes, productive use of educational videos, Smart book system utilized by a total of 3582 students. Web-based learning is encouraged so that, students are made to use certain online applications or services and enhance the learning capabilities for searching, receiving and generating educational content and accessibility of non-print material for students of different disciplines through college website and personal websites. Through Communication skills Lab, training is given to students with ICT tools in English Lab to acquire proficiency in listening, speaking, reading and writing skills. Thus, faculty and students find ICT tools indispensable.

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

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

Response: 18:1

2.3.3.1 Number of mentors

Response: 199

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

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

Response:

The institution prepares Academic Calendar at the beginning of every academic year after extraneous discussions with heads of various departments to take the future course of action. The academic committee, along with the Principal, collectively approve the Academic Calendar and is delivered via a link on the institute's website to all department heads, faculty, and students, and is posted on the notice boards of all departments. The institution has an academic calendar for different programs like B.Tech, M.Tech, MBA and MCA. Academic Calendar gives general guidelines on the following:

- Academic schedule
- Beginning of the academic sessions
- Last working day of the semester
- Midterm examination schedules
- End term theory and Practical examination schedule
- Vacation schedule

This is made available on the college website to the students and faculty before the commencement of the academic year/classwork. Learner centric teaching and learning practices are implemented in the institute. Every faculty prepares a Lesson (teaching) plan one week before the commencement of classwork for every semester as a part of the Course file. The contents of the course file include:

1. Vision and Mission (Institute and department)
2. Syllabus Copy (Relevant regulation)
3. Course information sheet with CO-PO mapping
4. Lesson plan (Detailed unit wise lecture plan)
5. Handwritten Lecture notes (as per current regulation)
6. Question Bank
7. Bit Bank
8. Previous end exam and mid question papers
9. PPTs (soft copy)
10. Links to the video lectures
11. Assignment and tutorial questions

The lesson plan structure and Question banks are prepared mentioning Blooms Taxonomy levels so as to meet the needs of Outcome-Based Education prescribed by the National Board of Accreditation (NBA). The academic calendar is followed by each, and every faculty and the actions taken are recorded. Later Head of the department assess the performance of the faculty for the future course of action. The faculty are encouraged to cultivate an attitude towards teaching that includes encouraging good communication between teachers and learners; providing opportunities for active participation of learners; providing timely and appropriate response and constructive feedback to the learners; enhancing metacognitive strategies; encouraging collaborative teaching, and collaborative learning.

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

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
Link for Additional Information	View Document

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

Response: 11.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
47	44	31	29	22

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

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 3.97

2.4.3.1 Total experience of full-time teachers

Response: 1386

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

2.5 Evaluation Process and Reforms

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

Response: 15

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

2020-21	2019-20	2018-19	2017-18	2016-17
13	16	15	19	12

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

2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years**Response:** 1.99**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
76	89	71	84	0

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

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

Examination cell is a unique central division in the Institute that caters for the needs of all stakeholders. It strives to formulate and implement a credible and reliable evaluation system. It emphasizes a strict and flawless examination system maintaining uniformity and consistency in assessment and evaluation. The Institute has made efforts to implement several procedures to impact the examination system Positively.

The Academic calendar is released at the beginning of every academic year and is made available to the students through the college website. Handbook is given to the Students that consists of all academic rules and regulations, course structures and syllabi. The College has introduced skill courses and integrated courses that include both theory and practical components. Predefined rules and regulations carry assessment of all these courses. All the courses are stages viz—Continuous Internal Evaluation and Semester End Examination.

A student's performance in each semester shall be evaluated through internal evaluation and /or an external evaluation conducted semester wise. Performance evaluation in each course (theory/ practical) shall be based on a total of 100 marks. The relative weightage for internal evaluation and end semester examination shall be 40% and 60%, respectively. The total internal weightage for theory courses is 40 marks. For all theory courses, there shall be two mid-term tests in each semester. 80% weightage will be given for better performance among the two midterm examinations and 20 % for the other. The final mid-term marks will be the addition of these two. Integration of IT to evaluate this academic data makes the computation easier and more reliable. All the examinations are conducted under the supervision headed by the Controller of Examinations. The results are declared after the approval of the Results committee of the Institute.

Improvement in the performance of students is achieved by framing significant reforms in Continuous Internal evaluation at the institute level. The reforms are as follows: • Unit tests are conducted prior to sessional examinations. • Remedial measures are taken by conducting tutorial classes to clarify doubts and re-explaining the critical topics. • Students are encouraged to solve previous years University Exam question papers. • The Institute regularly conducts group discussions, seminars and guest lectures. • Poor performance due to frequent absenteeism is dealt with by making calls to the parents of such students. The Examination branch has brought the following reforms since UGC gave an Autonomous status in the year 2016.

Reform	Details	Positive impact
Reform 1	Two sets of question papers are prepared for each subject by External faculty and Question paper setting as per BLOOMS Taxonomy.	<ul style="list-style-type: none"> Confidentiality in the question paper selection Chances of question paper leakage are prevented.
Reform 2	<p>OMR based answer script was introduced for ensuring strict confidentiality by avoiding manual coding in the examination and evaluation system.</p> <p>Encoding and decoding of answer scripts.</p> <p>Online registration and download of Hall tickets of the candidates are being implemented</p>	The primary goal of this reform is to provide unbiased and uniform evaluation to all students in each course.
Reform 3	Preparation of detailed scheme of evaluation by internal faculty	<ul style="list-style-type: none"> Uniformity in the evaluation among the evaluators

		<ul style="list-style-type: none"> • Fair judgment for the students
Reform 4	Initiation of flying squad team consisting of senior faculty members	<ul style="list-style-type: none"> • Strict vigilance for smooth conduct of examinations. • Eliminates possibilities of use of unfair means by the candidates
Reform 5	The examination section has a Protected Server with firewall security, Authorized access to the controller of examinations through security key only, CCTV surveillance and Backup data storage and power.	<ul style="list-style-type: none"> • Identifies the entry of unauthorized persons into the examination section. • Continuous monitoring of activities of examination section and spot evaluation process.
Reform 6	Establishment of Spot evaluation Center	<ul style="list-style-type: none"> • Ensure uniform evaluation • Declaration of results with the stipulated time • Confidentiality and custody of answer scripts are ensured
Reform 7	Results module automation of examination management system	<ul style="list-style-type: none"> • Considerable improvement in the speed, reliability, efficiency, security, transparency, confidentiality and accuracy in the entire process of the examination process • Delayed declaration of results and the tedious efforts in the manual system are avoided. • The system is more transparent and reliable. Parents could access the result status of their wards.
Reform 8	Complete automation of examination processes - helped in the successful execution of examination processes such as monitoring of examination fee payment, examination schedule, seating arrangement, attendance monitoring, marks data entry,	Improved security to the examination management system

	preparation of programme wise and course wise results.	
Reform 9	Provision for revaluation and recounting in the evaluation system has been introduced to improve the transparency in the examination evaluation system.	<ul style="list-style-type: none"> • Giving more emphasis to the student for improving pass percentage • For improving the transparency in the evaluation system
Reform 10	Setting questions papers (internal & External) with internal choices	<ul style="list-style-type: none"> • Students are required to study all the chapters in a given course. • Improve the course outcome by implementing internal choice system
Reform 11	Inclusion of photograph, AADHAAR number, father and mother name, mode of study and medium of instruction was introduced to include them in certificates as per the UGC directions. Several security features are embedded in the certificates to avoid tampering.	To improve the originality and security features of the certificate.
Reform 12	Calculation of SGPA /CGPA and percentage of marks, backlog list, details of students who successfully awarded the degree.	Improved security to the examination management system and ease access of data
File Description		Document
Any additional information		View Document

2.6 Student Performance and Learning Outcomes

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

Response:

Programme Outcomes and Course Outcomes for all Programmes offered by the institution are stated and displayed on the website and communicated to teachers and students in the following ways:

Program Outcomes stated by NBA are communicated, followed and attained by the Institute. Course outcomes (COs) define the knowledge, skills and behaviour that a student should be able to demonstrate at the end of the course. When the Institute plans to introduce new regulations at the beginning of the academic year, all the subjects in the curriculum are tentatively fit into the curriculum as per year and semester, keeping in view the guidelines given by AICTE and APSCHE. In order to frame the syllabus for these subjects, HOD assigns senior faculty of the department as Program coordinators and Course coordinators. The syllabus of every subject should be framed with course objectives, course outcomes, and contents to be covered in that subject.

The course outcomes for each course are prepared by the course coordinator and the faculty who handled the subject. Faculty are given guidelines on framing COs for every subject. For every course, 4 to 6 COs as recommended by NBA are drafted addressing most of the applicable levels of Bloom's Taxonomy incorporating knowledge, skill and attitude. These COs are modified and reframed in accordance with the changes in curriculum and revised as per the need from time to time. COs framed are finalized and approved by the Board of Studies (BOS) of the respective programmes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at a micro-level by the end of the program. The programme coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators.

The following means are used to disseminate COs to teachers and students.

1. Displayed near HODs cabin, Corridors of each floor, and Labs.
2. Published in the college website, Lab Manuals, course information sheet and syllabus copies.
3. Every subject faculty addresses the students, creating awareness on POs, PSOs and COs at the beginning of the semester in the first class.

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

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

Response:

Practice of measuring attainment of COs:

The course outcomes (COs) are stated in the syllabus of each course. The outcome attainments are measured by continuous internal evaluation (CIE) and semester-end examination (SEE). For all the courses, CIE outcome measurement is derived from the marks scored by students for the questions asked in various assessments such as Assignments, Objective and Descriptive type questionnaires. The weightage of marks are distributed as 40% for internal evaluation and 60% for the semester end examination.

The standard and targets for course attainment are specified by the institution for each programme. Each faculty member strives to achieve these targets of course attainment. Following are the steps to measure the course outcomes:

- Fixation of Targets for the course attainment.
- Setting of questions at the appropriate Bloom's Taxonomy levels.
- Specifying the COs and Bloom's Taxonomy level for each question in every assessment.
- Posting of the marks against each question given in the assessment for each student.
- Exporting the data into Excel templates and calculate the CO attainment for each student and the course (for multi-section, submit the data to the course coordinator for further processing).

Practice of measuring attainment of Program Outcomes (POs) and Program Specific Outcomes (PSOs):

POs are defined by NBA, and PSOs are defined by individual departments according to their specialization. PO / PSO attainment is computed using two methods: Direct and Indirect attainment with weightage for each.

Direct attainment: The course outcomes are stated in the syllabus for each course. For every course, the course verbalization matrix is prepared, which identifies the similarity of each CO with the POs and PSOs of the programme. From the course articulation matrices of all courses of the programme, the programme articulation matrix is prepared. From the attainment values of COs of the courses, the attainment levels of the POs and PSOs are computed by weighted average using the programme articulation matrix. PO and PSO attainment of direct attainment is considered for 80%.

CO Attainment Levels are as follows:

Attainment level	Description	Target
1	>50% of students scoring more than target	60% of highest mark
2	>60% of students scoring more than target	60% of highest mark
3	>70% of students scoring more than target	60% of highest mark

Indirect Attainment: This is computed using a course exit survey conducted for all the students' semester wise at the end of each semester. Average of POs attainment for the three academic years of passed out batches is computed. For POs & PSOs, computation survey reports from various stakeholders like students, alumni, employer and teacher are collected through online forms, e-mail, mobile apps, etc. These reports are consolidated, and scores are generated for indirect attainment of 20% weightage.

File Description	Document
Link for Additional Information	View Document

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

Response: 91.07

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

Response: 887

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

Response: 974

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

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all currently enrolled students	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

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

Response:

The institute provides all the essential infrastructural facilities and a conducive environment to promote a competitive research ambience among the faculty and research scholars. The research facilities in the institution are frequently updated as follows.

Name of the facility Created	Nature of Work	Year of Establishment
MATLAB software	Used for signal processing and communications, image and video processing, control systems	2016
Microwave lab kit klystron based	Used for measuring tube characteristics	2016
Microwave lab kit (Gunn diode)	Used for measuring tube characteristics	2016
Digital Storage Oscilloscope (DSO)	Process, analyse, display, stabilize and store the wave signal	2017
Wave Guru RF and Wireless SDR	Used in radio communication systems	2017
Automobile 5 Gas analyser	Analyse the Pollutions from automobile Engines	2017
All types of refrigeration systems	For providing awareness on refrigeration systems before doing research	2017
Furnaces 1. Muffle furnace 2. Tilting Furnace	Used for the preparation of composite materials in the casting process	2017
SOLIDWORKS software with 80 Licenses (Modelling Software)	3 Dimensional Modelling of the components	2017
CATIA software with 36 licenses (Modelling software)	Modelling of the components	2018
SIMULIA with 36 Licenses (Simulation Software)	Simulate the models for evaluating the performance, reliability and safety of materials and products before committing to physical prototypes.	2018
DELMIA with 36 Licences (Integration Software)	Digital Manufacturing & Collaboration	2018

156 Computer (84 desktops + 72 Laptops)	Students and Faculty training and research work	2018
Power Quality Analyzer	Analyze the electric power signals	2018
Dspace KIT	Provide ready-to-use rapid control prototyping (RCP) and hardware-in-the-loop (HIL) systems for high-end real-time applications	2019
IGUS robots	Integration in manufacturing	2019
Journals	133 National and 68 International Journals with JGATE, Taylor & Francis, NLIST, NDLI CLUB, and DELNET subscriptions	2021
Internet Bandwidth	1 Gbps	2021

To ensure a high level of efficient and effective support system to facilitate faculty and researchers in their research activities a well-defined policy for the promotion of research was developed and approved in the Governing body meeting held on 23.07.2017 as agenda No.10. The same thing was uploaded in the Institutional website. **URL: http://sietk.org/naac/c3/R&D_Policy.pdf**

To implement the research policy a Research and Development (R&D) cell is formed in 2016 headed by Dean R&D. In order to provide research culture among the students and faculty the committee facilitates knowledge transfer by conducting workshops/ seminars on Intellectual Property rights, training programs, national and international conferences and technical presentations. For the last five years, the committee has organized 160 programs of such type. Information about different funding agencies like DST, AICTE, ISRO etc., are decimated to faculty, and are encouraged to apply for and pursue their research. However, the institute provides seed money based on the proposals submitted by faculty. For the last five years Institute has given at an average of 6.3 lakhs of rupees as seed money to faculty through which students and faculty worked together. As a result the faculty published 246 papers in various national and international journals and filed 10 patents from ACY 2016 onwards to till date.

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

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

Response: 6.3

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five

years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
8.37	6.37	5.63	5.27	5.88

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

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

Response: 15.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
46	51	57	41	36

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

3.2 Resource Mobilization for Research

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

Response: 849.21

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.32	27.033	421.08	132.78	265

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

3.2.2 Percentage of teachers having research projects during the last five years

Response: 1.58

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	6	3	10

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

3.2.3 Percentage of teachers recognised as research guides

Response: 2.01

3.2.3.1 Number of teachers recognized as research guides

Response: 7

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

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years**Response:** 40.63**3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years**

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

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
9	9	9	7	7

File Description**Document**

Supporting document from Funding Agency

[View Document](#)

List of research projects and funding details

[View Document](#)**3.3 Innovation Ecosystem****3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.****Response:**

The Institution has created an eco-system for innovation and knowledge transfer to faculty and student community with various dedicated centers.

The institute established an **Institution's Innovation Council (IIC)** to promote innovation, creation and transfer of knowledge in the Institution by nurturing student's innovative ideas by conducting various awareness programs, Industrial visits and boot camps, leading to an innovation promotion eco-system in the campus. In this, students can work with the faculty and Industrial people to become next-generation young entrepreneurs. The IIC organized 07 programs effectively in recent times and achieved a **3-star rating** by the Ministry of Human Resource Development (MHRD) in 2020-21. The college has provided Research Center for the fabrication, and this would be an added advantage to the students to develop their Prototypes. Further the Institution has developed an incubation policy to cater for the needs of innovations

and the same is uploaded in the college website. URL: <http://sietk.org/naac/c3/3.3.1> INCUBATION POLICY.pdf

An **Entrepreneurship Development Cell (EDC)** was established to guide and motivate students and faculty to become entrepreneurs and take startups. This cell provides awareness programs on entrepreneurial skills through workshops, seminars and helps them in the preparation of project proposals, market surveys, Financial Assistance and marketing of the product. This cell conducted 63 programs and made 44 entrepreneurs in the last five years.

An **Industry-Academia Partnership (IAP)** centre has been created in the Institution to know the actual scenario in the industry and work on the industry-related problems for updating their knowledge for the growth and developmental needs of the industry. Under this partnership, the students of various departments are working with twelve industry-related problems.

The institute is in **Collaboration** with Andhra Pradesh State Skill Development Corporation (**APSSDC**), which established seven SIEMENS sponsored labs (Technical Skill Development Institutes (TSDI) like Automobile two wheeler Lab, Automobile four wheeler lab, Electrical home and Refrigeration & Air-conditioning labs, Electronics home and Office labs and Computer based training labs, Advanced Robotic control lab, Dassault 3D Experience center in which the students are provided intensive skill oriented trainings which enhances their innovative thoughts and will be industry ready. In these laboratories upto now 10,982 outside and inside college and school children has trained and stood in second position in training of students among all the training centers in Andhra Pradesh.

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

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

Response: 135

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	24	36	35	28

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

3.4 Research Publications and Awards

<p>3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee</p> <p>Response: A. All of the above</p>	
File Description	Document
Any additional information	View Document
Link for additional information	View Document

<p>3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/ supervisors provided at 3.2.3 metric) during the last five years</p> <p>Response: 0.57</p>	
<p>3.4.2.1 How many Ph.Ds are registered within last 5 years</p> <p>Response: 4</p>	
<p>3.4.2.2 Number of teachers recognized as guides during the last five years</p> <p>Response: 7</p>	
File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

<p>3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years</p> <p>Response: 1.01</p>	
<p>3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years</p>	

2020-21	2019-20	2018-19	2017-18	2016-17
59	66	62	44	63

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

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

Response: 0.02

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	1	0	0	0

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

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

Response:

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

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

Response:

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

3.5 Consultancy**3.5.1 Revenue generated from consultancy and corporate training during the last five years (INR in Lakhs).****Response:** 77.87**3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).**

2020-21	2019-20	2018-19	2017-18	2016-17
20.842	14.77	24.63	17.63	0

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

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).**Response:** 33.79**3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	10.21	23.58	0	0

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

3.6 Extension Activities

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

Response:

The institute organizes many extension activities to promote the institute-neighborhood community to sensitize the students towards community needs. Holistic development of the individual aims to encourage the students to participate in extension activities through agencies such as NSS, clubs and societies. The institution encourages students to participate in various extension activities.

NSS: The institution has an **active** NSS wing with 100 student volunteers sanctioned by the affiliating university (Jawaharlal Technological University, Anantapur), consisting of **Mr A Suresh**, Assistant Professor as program officer . The NSS wing takes up social service activities such as special camps in adopted villages and awareness programs on tree plantation, yoga classes, social issues like traffic regulations, voter responsibilities, tobacco free education, cleaning of the roads (Swatch Bharat) and flood relief camps etc.

SHAPS: The students of the Institute established a volunteer organization called Siddharth's Humanity and People Serving (SHAPS) Foundation to help the needy people in surrounding villages of the institute. Under this the students and faculty participated actively in the relief camp for the Kerala flood during August 2018 by collecting the relief material from the neighbourhood community.

URL for the SHAPS is <https://www.facebook.com/SHAPS-Foundation-1927351677567369/>

Skill Development Training: Institute organizing various Skill Certification programmes like Auto 2 wheeler, Auto 4 wheeler, Refrigeration & Air conditioning, Electronic home & Office, Electrical Home and Computer based training programs to enable a large number of rural youth to take up industry-relevant skill training that will help them in securing a better livelihood through APSSDC

Enviro-Club: The main aim of the club is to create awareness and sensitizing among individuals and social groups about the environment. Through this the students can identify and solve environmental

issues. In this the students are conducting various programs like preparation of Lord Ganesh statue on Vinayaka Chavithi festivals, awareness on junk food, Plantation etc.,

Women Empowerment Cell: The cell creates an awareness on women's issues and problems, with their rights and duties. Aiming at intellectual and social upliftment of the female students, the cell stands for facilitating women's empowerment through awareness programs like Disha App etc.,

All these activities have positively impacted the students to develop community relationships, leadership skills, a sense of responsibility, accountability, integrity and human values and self-confidence and believe that they need to give back to society and the environment that they have taken. It also helped the students in cultivating hidden personalities.

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

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

Response: 32

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

2020-21	2019-20	2018-19	2017-18	2016-17
4	2	8	5	13

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

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

Response: 65

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC,

Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
16	9	15	12	13

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

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 72.97**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
2497	2689	2800	1980	1842

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

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 43**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
24	68	62	17	44

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

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

Response: 94

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

2020-21	2019-20	2018-19	2017-18	2016-17
15	18	23	21	17

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The institution has adequate infrastructure and physical facilities for teaching- learning. Our institute is committed to impart quality education through innovative pedagogical methods with experienced faculty and state-of-the-art infrastructure. The Institute complies with all academic criteria in terms of the land requirements, instructional area, administrative area, amenities, access and circulation area. The Institute has an excellent academic ambience with a well-equipped built-up area of **81,168 Sq.m.** spread in a sprawling campus of **28.64** acres of land with a lush green eco-friendly environment.

Infrastructure Facilities:

S. No.	Area Details	Required as per AICTE in Sq. m	Available Area in Sq. m	Remarks
1	Instructional Area	18149	24844	Adequate
2	Administrative Area	670	5559	Adequate (including faculty cabins)
3	Amenities Area	370	34531	Adequate (including hostels)
4	Access and Circulation Area	-	16234	-

Instructional Area:

The Institute has adequate number of classrooms, seminar halls, and a state-of-the-art auditorium. For safety and security reasons, the entire campus is covered and monitored by CCTV cameras. **86** Classrooms equipped with ICT facilities, Tutorial Rooms, Laboratories, Drawing Halls, Computer Centre, Seminar Halls, Library, TPO Office, First Aid Room, Office, Exam Cell, IQAC Cell, Engineering Workshop, Innovation and Incubation Centre, Store Room, Photocopy Centre, Canteen, Sports Club, and other adequate facilities such as HOD Rooms, Faculty Rooms, and Separate Boys & Girls Common Rooms are the salient features of infrastructure.

S.No	Instructional Area Details	Required as per AICTE in Sq. m	Available Area in Sq. m	Remarks
1	Class Rooms	5808	7764	Adequate
2	Tutorial Rooms	726	895	Adequate

3	Laboratory(UG&P G)	7458	8356	Adequate
4	Workshops	1150	3165	Adequate
5	Drawing Halls	528	542	Adequate
6	Computer Centre	450	490	Adequate
7	Seminar Halls	528	2057	Adequate
8	Library & Reading Rooms	1435	1485	Adequate
9	Language Laboratory	66	90	Adequate
Total Instructional Area		18149	24844	Adequate

The institute has a comprehensive language lab with up-to-date learning resources for students to develop their speaking and writing skills in English. All computer laboratories are fully equipped with the latest high configured **1235** Systems and required software's. A high-speed internet connection with a capacity of **1 Gbps** is available. The Institute has domain-centric laboratories as per the norms of AICTE and regulations of JNTUA, Ananthapuramu. The Institute has fully equipped laboratories with well-maintained instruments, devices and equipment to conduct experiments resulting in experiential learning.

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

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

Response:

The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports.

Cultural Activities:

- The Institute has a centralized air-conditioned auditorium in an area of **4700** Sq. m with a seating capacity of **4000**. Here the institutional academic functions, contests, symposia, cultural activities, and placement activities were organized.
- There is a **20000**-seat open-air auditorium at the Institute, which facilitates the conductance of cultural functions.
- Separate rooms for boys and girls are available in the auditorium to serve for makeup and dressing purpose.
- Through department level associations, the college encourages students to participate in academic competitions and cultural events.

- The Institute celebrates Fresher's Day by encouraging students, particularly fresher's, to participate in cultural events.
- As part of the Annual Day Celebrations, the Institute hosts a three/five-day festival (Jubilation) that encourages students to participate in cultural events.

Yoga:

- The Institute has Yoga centre with an area of **301.28** Sq. m.
- Our Institute offers Yoga classes to students and staff members to improve human excellence, in association with **ART OF LIVING FOUNDATION**, Bangalore.
- The Art of Living Foundation instructors teach a holistic way of living that incorporates all aspects of Yoga into a spirituality that unites the body, mind, and soul.

Sports & Games:

- The Institute has excellent indoor and outdoor facilities to conduct games and sports.
- A total of **7** acres area is allocated for outdoor sports purpose and is capable of hosting national-level sport competitions.
- The Institute has a well-established Physical Education department with a well-experienced and qualified Physical Director to teach students and encourages them to participate in State/University-sponsored sports activities.
- College teams are formed to compete in State and University-level contests, as well as other intercollege events.
- During the academic year, Inter-departmental sports competitions are held, and the winners are awarded prizes.
- Outdoor games like Ball badminton, Shuttle, Volleyball, Throw ball, Cricket and Basketball are available.
- Indoor games like Chess, Carrom boards are available for the students.

S. No.	Games/Sports (Outdoor & Indoor)	No. of Courts & Fields	Total area in Sq. m
1	Badminton Courts	3	245.40
2	Volley Ball Courts	3	486
3	Throw Ball Court	1	223.26
4	Kabaddi	2	260
5	Basketball Court	2	840
6	Long jump	1	27
7	Hand Ball	1	800
8	Shot-Put	1	200
9	Tennis Court	2	297.68
10	Cricket	1	12978
11	Chess	3	138
12	Carrom Boards	4	

Gymnasium:

- The Institute has a centralized Gymnasium centre with an area of **127.5** Sq. m.
- The Gym of our campus has modern equipment, including Multi-Functional Tread Mills, Sit-Up Benches, Elliptical Cross Trainers and weight-lifting equipment.
- Students and faculty are encouraged to utilize the Gym facilities under the supervision of a certified trainer

Auditorium:

- The college has a centralized air-conditioned auditorium with an area of **4700** Sq.m and a seating capacity of **4000**.
- The Institute has an open auditorium with a seating capacity of **20000**.
- The auditorium has an acoustic Bosch Premium sound system with two **LED** screens of **12x8** ft., **12K** Resolution Christie Projector, **40x20** ft. silver screen, and has attractive **DJ** lighting system.

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

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)**Response:** 91.09**4.1.3.1 Number of classrooms and seminar halls with ICT facilities**

Response: 92

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

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)**Response:** 43.41**4.1.4.1 Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
235	1098	1334	934	672

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

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

Siddharth Institute of Engineering & Technology has a spacious Central Library with **1485** sq.m and can accommodate **350** users. It is automated with version **3.1.1** New Gen Lib, an Integrated Library Management System. For the last five years version 1.1 of the IMPRES ERP(Dolphin Software Solution), an integrated library management system has been used to support in-house cataloguing and distribution operations through a dedicated server. The Library has a good collection of **62,332** volumes of textbooks with **11,560** titles, **201** Journals of which **133** are National Journals, and **68** are International Journals. There is online access to e-resources on Engineering disciplines, Management, Basic Sciences and Humanities etc. The Institute provides a Book Bank facility with SC/ST students for their academic needs.

Data Requirement for last five years: Provide a description of library with

- Name of the ILMS software : IMPRES ERP(Dolphin Software Solution)
- Nature of automation (fully or partially) : Fully automated
- Version : 1.1
- Year of automation : 2016

S.No	Library Facilities	Required as per AICTE	Available	Remarks
1	Library Area in sq.m.	1435	1485	Adequate
2	Library Book Titles	10,525	11,560	Adequate
3	Library Book Volumes	53,175	62,332	Adequate
4	Journals	198	201	Adequate

			(133 NJ + 68 IJ)	
5	ILMS	1	1	Adequate
6	Seating Capacity	150	350	Adequate
7	Digital Library Systems	10	30	Adequate

*NJ-National Journal, IJ-International

Journal

The Library plays a vital role in the success of institute academic programmes. It gives users access to information resources such as books, journals, and newspapers, as well as e-books, e-journals, CDs, and DVDs, all of which help to improve their knowledge and growth.

The Central Library is located on the second floor of B-block with the following amenities.

- Reading Room
- Digital Library with **30** systems
- Project discussion Room
- Binding room with reprographic facility

Our Library has JGATE, Taylor & Francis, NLIST, NDLI CLUB, and DELNET subscriptions, and all students and faculty members can use database resources for professional and personal development. In the Library, **350** students can sit at one time for reading and reference purposes. To meet the needs of staff and students, all engineering departments have separate department libraries for instant reference at the departments.

The Library subscribes to full-text e-resources providing access to e-journals and e-books, etc. The users can access these resources from anywhere on the campus at any time through the Internet. Our Library offers NPTEL video content and web courses to the students and faculty members to update their Subject Knowledge and learn beyond the syllabus.

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

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

Response: A. Any 4 or more of the above

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

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

Response: 7.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
5.07	8.78	8.67	8.39	7.79

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

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

Response: 51.26

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

Response: 2015

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

4.3 IT Infrastructure

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

Response:

The IT Policy approved by Governing Body Council (**Date: 29-04-2019 Agenda No: 03**) is covered included in Institutional Policy documents and covers relevant ethical aspects of internet use on the campus. It instructs all stakeholders on how the network facilities of the college may be used in accordance with the existing laws and regulations of the nation. Users of computers on the network are required to refrain from any activities resulting in compromising the data security and integrity of the cyber infrastructure of the institution. Any monetary or other damage arising from not following the rules stipulated in the policy will be deemed as the liability of the user responsible for the same. The IT infrastructure of the institution is primarily intended to enable the free and fair access to information for students and staff. Rules are framed to prevent local and remote data breaches or attacks. The policy also makes provisions for the use of the college website and its social media accounts. The college has required legal software and it is the policy of college to promote the use of open source software wherever applicable.

Wi-Fi and LAN Facility

The Infrastructure consists of **1 Gbps** Fiber optic cable network connecting all the building blocks of the college; Wired and Wi-Fi equipment of **25+** Hub racks, **100+** network switches, **30+** routers. Wi-Fi access points are placed in various places. Total of **1235** computers are available to carry out academic and administrative work. There are **13** data network switches (Giga Byte), **18** POE network switches (GB) for access points, **300** CCTV cameras. **1 Gbps** of Internet connectivity is shared across the campus for the students, provided by Limras Eronet Broadband service Pvt. Ltd. and BSNL Broadband.

Cyber Security

The college has procured a secure domain for itself. All the academic departments and independent cells under the college are provided with sub-domains. All the domains rely on secure communication protocols for information exchange. The domain of the college possess data security features such as Software Security, SSL Support, Regular Backups, DDoS Attack Monitoring, Malware Scanning, Firewall Protection, etc.

Firewall

The college intranet is secured with dedicated firewall protection sourced from **LIMRAS ERONET** who is a leading enterprise security solutions provider. Both hardware and software firewalls are provided to secure network traffic on the college premises. Our Internet connection is connected to the firewall, and all network queries are routed through it accordingly after successful user login confirmation.

Our Server room is secured with 24X7 CCTV surveillance. Physical access to the server room is also limited. Only authorized personnel are granted entry into the server room. All other measures (including fire and electrical protection systems) are provided to protect servers installed within the server room.

Budget for updating IT facilities

Every year 15 lakhs fund is allocated for updating the IT facilities and whenever systems purchase need arises, an additional required budget is allocated.

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

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

Response: 3:1

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

4.3.3 Bandwidth of internet connection in the Institution.

Response: 750 MBPS

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

4.3.4 Institution has the following Facilities for e-content development

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

Response: A. All of the above

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

4.4 Maintenance of Campus Infrastructure

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

Response: 24.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
523.16	554.96	498.07	477.09	357.61

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

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

Response:

The institute physical, Academic, and support facilities such as laboratories, library, sports, indoor stadium, computers, and classrooms are all well-maintained. Under the direction of the Administrative Officer, the Maintenance Supervisor and his crew are responsible for the upkeep of the entire infrastructure. This group is responsible for routine civil maintenance work such as furniture repairs, masonry and plasterwork, painting, carpentry, plumbing, and housekeeping. The Maintenance staffs also take charge of maintaining the restrooms, access roads, and overall campus cleanliness. Housekeeping services are performed and checked regularly.

Infrastructure such as instructional rooms, administrative wing, Academic and Laboratory facilities are all routinely maintained with a skilled and trained technical team. The HODs report to the Administrative Officer on the need for repairs and maintenance as and when necessary. The requirements are listed, processed, and fulfilled during each semester break to prepare for the next academic year/semester.

Laboratories:

All the laboratories are well equipped and maintained to conduct laboratory courses. The equipment and infrastructure in the laboratories are based on the curriculum need and strength of the class. The laboratory

equipment is augmented continually and based on the demand, that is, the list of the experiments in a given domain area. The laboratory equipment is maintained cleanly and calibrated periodically to provide accurate results and keep it fit for repeated use. A minimum of 15% to 20% of unutilized lab slots/week is allotted for regular maintenance works in the laboratories. The equipment and machinery in the laboratory/workshop are maintained by well-trained technical staff. Lab incharges regularly update the stock register and maintenance register. All laboratories are supported with a power backup system through the generator. The safety of the student and staff is of paramount importance in the institute. Every lab is provided with safety equipment, and the students/staff are given necessary instructions to maintain safety in the laboratories.

Library facility:

The Library is led by a qualified Librarian and supporting staff. Inside the reading room, a suggestion box has been placed to collect users feedback. Their constant response helps to bring and implement new library enrichment ideas. A proper log of visitors/users (students and employees) is maintained daily. As a maintenance activity, the library advisory committee will perform the audit of the books before the commencement of every academic year. Students are allowed to library only on production of their authorized/valid Identity Cards. By showing the library card and the ID card, students will get the books issued. Students are responsible for any type of damage identified at the time of returning their books. Issued books should be returned on or before the due date stamped. If they are returned late, an overdue fine will be imposed for the time they were late. If the books are lost, the borrower must replace them with books from the same edition or the most recent edition, or pay the full price of the book after obtaining permission from the librarian. Library cards are valid for the duration of the course and can be used to access library facilities.

Sports facilities: Regular maintenance of the college indoor and outdoor sports and games facility is supervised and maintained by the Physical Director and sport committee.

IT Infrastructure:

System Administrator and lab assistants under the supervision of the IT Manager maintain the college IT Infrastructure like Computers and accessories effectively. In addition, the IT Manager ensures the periodical validity of the software.

Classrooms:

The Classrooms, Seminar halls, Department office, Staff rooms are cleaned and maintained hygienically. A housekeeping supervisor with his team ensures that the cleaning job is carried out regularly. Dustbins are there in every classroom and on every floor of the buildings. All the building blocks are connected with the fire hydrant system as a prevention measure. Fire extinguishers are also placed at prominent locations as a safety measure. Before the commencement of the academic year, the furniture and ICT facilities in all classrooms are verified, and appropriate repair works are carried out.

Electrical Works and Maintenance:

The institute has an efficient in-house team of well-trained electricians and plumbers who maintain the IT and electrical services such as UPS backup, generators, Air Conditioners, CCTV cameras, lift maintenance, Solar Plant, and Water Purifiers. The electrical maintenance team also maintains the solar power panels

and institutional lighting.

Transport Facility:

The institute has a fleet of busses. The transport wing is maintained by an experienced technician and in charge faculty who effectively manages the transport logistics of the college. All the drivers are licensed professionals and maintain punctuality in the service. The transport incharge takes care of the drivers, schedules the bus routes, and maintains the buses effectively and efficiently to ensure the safety of all the commuters.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 71.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
2299	2426	2393	2268	2143

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

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

Response: 4.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
170	150	140	127	114

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

5.1.3 Following Capacity development and skills enhancement activities are organised for improving students capability 1. Soft skills 2. Language and communication skills 3. Life skills (Yoga, physical fitness, health and hygiene) 4. Awareness of trends in technology

Response: A. All of the above

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

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

Response: 42.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
1672	1575	1355	1233	1048

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

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

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 77.67

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

2020-21	2019-20	2018-19	2017-18	2016-17
719	627	630	552	632

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

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

Response: 1.23

5.2.2.1 Number of outgoing student progressing to higher education.

Response: 12

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

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

Response: 22.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
12	16	07	10	08

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

2020-21	2019-20	2018-19	2017-18	2016-17
50	48	40	51	45

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

5.3 Student Participation and Activities

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

Response: 83

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	16	21	21	25

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

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

Response:

The Siddharth Institute of Engineering & Technology, Puttur encourages students to achieve positions on academic and administrative boards.

Student Council or any similar body:

1. Students Association:

Each department in the institute has a student association to conduct different co-curricular activities. Students elect president, secretary and treasurer from each year of study to conduct the activities. The following activities are conducted by the students association in presence of the faculty coordinator.

2. Professional bodies:

The students also have professional bodies in the department. The activities under these bodies are conducted by student committees in the supervision of faculty.

The institute has professional membership in

1. Indian Society for Technical Education(ISTE)
2. Institution of Electronics and Telecommunication Engineers(IETE)
3. Institute of Electrical and Electronic Engineering(IEEE)
4. Institute of Electrical and Electronic Engineering Computer Society(IEEECS)

Interested students will become members of the professional bodies by paying the membership fees. Many activities as listed below are conducted under these professional bodies.

1. Elocution
2. Aptitude Test
3. Just a minute
4. Extempore
5. Technical Quiz
6. Dumb Charades

Academic & Administrative bodies/committees of the institution:

The students are actively involved in various events organized by the Institution. Students representing all the departments form various committees. Some of the committees formed in the college are given below:

1. Department Advisory Board(DAB)
2. Institution Innovation Committee(IIC)
3. Internal Quality Assurance Committee(IQAC)
4. Anti Ragging Committee
5. Alumni Association
6. Cultural Committee
7. Sports Committee
8. National Service Scheme Unit(NSS)
9. Hostel Committee
10. Women's Empowerment Cell
11. Library Committee

File Description	Document
Upload any additional information	View Document

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

Response: 39.8

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	46	51	51	51

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

5.4 Alumni Engagement

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

Response:

Siddharth Institute of Engineering & Technology established in 2001, has been aiming to impart and achieve the quality of education with importance on practical skills with social relevance. Over the years, many students graduated through the Siddharth Institute of Engineering & Technology openings to be the torchbearers in society. Our alumni are now spread across the world, contributing to society as Engineers, Entrepreneurs, Teachers and Researchers. They are the brand ambassadors of our college.

Siddharth Institute of Engineering & Technology, Puttur has Alumni Association Registration under the Act. 21 of 1860, **Society No. 369 of 2012**, on 11th December 2012 on the name of “**Siddharth Institute of Engineering & Technology Alumni Association**” has a well-connected network of its Alumni. It has a governing body with President, Vice-president, Secretary, General Secretary, Treasurer and Executive body. The alumnus contributes significantly to development of our institution through academics and financially. The college conducted 8 Alumni meets since 2012 in the name of “**HOME COMING**” or “**ALUMNI DAY**” at the college campus to bring together all the old students to meet their classmates and reminding their college days also to share their experiences with current students and faculty. The alumni participate actively as the members of Board of Studies (BOS), Departmental Advisory Board (DAB) give valuable suggestions for framing innovative curriculum to include the latest technologies, which help meet the industry requirements. Currently, 3706 alumni have enrolled themselves in the association. A separate website <http://alumni.siddharthgroup.ac.in/> has been maintaining for connecting network between the alumni’s as well as institution.

Alumni contributions can be in the following manner:

BOS members: Siddharth Institute of Engineering & Technology alumni are part of Board of Studies (BOS) to prepare the curriculum as Co-opted members.

DAB members: To prepare Departmental Vision, Mission, Program Education Objectives (PEO`s) and Programme Specific Outcomes (PSO`s), the alumni are actively participating to give their suggestions according to the current requirements.

Invited lectures/Workshops: Technology is constantly changing, and Industry is always eager to en-cash the fruits of the latest technology. The academic syllabus always endeavours to catch up with changes in

technology. Institutes try hard to fulfil the gap through value-added programs in the form of guest lectures. Alumni are ideal sources for this as they understand the culture of both society and the college. As a part of alumni events SEAA conducted 40 programs.

Interaction with current students: Graduating engineers always welcome first-hand experiences in challenging real life. Present students will be keener to learn from their seniors, and these exchanges are always fruitful.

Jobs by Alumni/Referrals for jobs: Alumni help their juniors by providing information about job openings in the current markets also guided to place.

Financial support through alumni contribution: Siddharth Institute of Engineering & Technology Alumni Association is financially contributed Rs 16,40,100 to college.

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

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

Response: A. ? 15 Lakhs

File Description	Document
Any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision of the institute focuses to emerge as one of the premier institutions through excellence in education and research. The Institute provides high quality technical and management education to attain the vision of the institute. Identifying students' innovative ability is an integral part of research in engineering education. The state of art resources cultivate students' ability of innovative thinking and enhance their creativity towards research in engineering and management education.

An eco-system of research creates a way to consistency, efficiency and sufficiency in research output. The eco-system initiates a path to independent research and creates collaborative research which is essential for the betterment of the society. Innovative student-centric learning methods enhance entrepreneurial skills through Industry Academia Partnership (IAP). Promoting entrepreneurial skills attain the socio-economic development of the nation. Inculcating professional ethics is an integral part of education through which societal development of the nation is fulfilled.

Governing Body (GB) is the statutory decision-making body of the Institute and it has been constituted as per the guidelines of University Grants Commission (UGC) and the affiliating university, JNTUA. GB consist of Management members, UGC nominee, University (JNTUA) Nominee, Educationalist, Institute members and the Principal is the Ex-officio member secretary. The principal ensures that all decisions through GB such as admission, budget, infrastructure, Teaching-Learning Process and placements are in line with Institute's Vision and Mission properly reach the stakeholders and ensure proper implementation of the same.

GB meets twice in a year to review the performance and makes active contributions for overall growth of the organization. All the meeting proceedings are duly recorded and the action taken reports are also prepared and appraised to the GB regularly. The effective and participative decision-making process is adopted to achieve the vision through the mission of the institution in building effective organizational culture.

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

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

Response:

The institution has a well-structured mechanism for providing operational autonomy to ensure a decentralized governance system. As a decentralization measure of general administrative responsibilities, Faculties provide their inputs on all academic related matters. Similarly, the faculty are involved and the in-charge of Internal Quality Assurance Cell (IQAC), NSS Unit Cell, IAP Cell, Grievance Redressal Cell, Universal Human Values (UHV) Cell, Women Empowerment Cell, Training & Placement Cell, Institution Innovation Council etc. Faculty members are also part of various committees and clubs like Anti- Ragging Committee, College Academic Committee, Ethics Committee, Admissions Committee, Research Advisory Committee, SC/ST Committee, Robotics Club etc.

The formulated cells, committees and clubs focus on plan and implementation of different academic, student administration and related policies. At the same time, decentralization should be improved the efficiency of the system and its quality. The management believes well-structured governance is essential to run an effective system for the growth and development of the institute and enhancing its outcomes. This objective promotes inclusiveness and participatory management style of functioning. As an integral part of the governance, the management delegated power (both administrative and academic activities) to the Principal and academic heads for smooth running of the institutional activities. The decentralization also helps the decision making with proper authority and financial power. Thus, decentralization has shown a significant impact on the policy making, planning, and management with reference to engineering education. The institute includes all the stakeholders while framing various guidelines to fortify the systematic functioning of the college. Thus, the institute promotes the culture of participative management.

Case Study on ICRDBI-2021

Siddharth Institute of Engineering & Technology has organized an International Conference on Research Trends in Deep Learning, Big Data and IOT (**ICRDBI-2021**) during February 26 to27, 2021.

The main objective of this conference is to bring together academicians, research scholars and students' community from various Institutions, Universities and Industries to discuss relevance of futuristic technologies emerging in this area across the globe. It is a great forum to exchange their innovative technological ideas under one roof. The ever-changing needs of the humanity and the never-ending thirst for in-innovation and excellence are leading to technological advances at a rapid pace. Dr. K.Ashok Raju, Chairman of Siddharth group of Institutions was Patron of the conference. Dr. K.Chandrasekhar Reddy, principal, Chief Patron, Dr.Bhujanga Rao, Former scientist and Director General at DRDO was honorary chair of the conference. The conference was successfully organized by the convener along with Editorial Board, Programme Committee, Technical Committee etc.

ICRDBI-2021 is a great platform to exchange the ideas of researchers, academicians and other participants. It will also be an exciting and golden opportunity to the students and faculty members of the institution to enhance their knowledge. As a part of this conference, 106 Quality manuscripts from different universities and institutions were selected after rigorous scrutiny. The selected papers were published in the e-proceedings of the Siddharth Institute of Engineering &Technology.

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

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The institution has a well strategic plan with formulated objectives.

- Achieving Academic excellence through curriculum design by introducing emerging courses.
- Industry Oriented Outcome Based Curriculum
- Promoting research culture and innovation
- Strengthening the infrastructure
- Strengthening skill development activities
- Strengthening personal counseling
- Increasing Faculty / Staff development Programmes
- Developing sport culture and facilities
- Enhancing employability by Training and Placement Cell.
- Increasing library learning resources
- Go Green Initiatives
- Solar power generation
- Alumni relations
- Entrepreneurship
- Encouraging the faculty and staff with welfare measures.

Quality Improvement

- NBA accreditation for all Eligible Programs
- NAAC accreditation from time to time
- Online Monitoring for academic activities
- Development of academic facilities
- ICT enabled teaching
- Evaluation of Teaching-Learning processes such as feedback from all stakeholders, Organizing Professional Development Programmes for the students and faculties in emerging areas.
- Providing Professional Training activities for staff.

Curriculum Development

The duly constituted Boards of Studies approve the Curriculum and periodically update the same to cope up with the current technology and industry expectations. All stakeholders' views are taken into account for review and reformation. The Institute has IQAC to review the progress of implementation of Strategic Plan and Policies and take corrective actions to achieve long term goals. The perspective plans are developed, keeping the mission of the institution to achieve the vision. The strategic plan is developed for the essence of academic requirements.

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

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

Response:

The Institute has a well-structured organizational hierarchy and structure that is clear and consistent with its purposes and supports effective decision making. The UGC/University provides guidelines for different Statutory Bodies for the functioning of the Institute to fulfill its objectives.

Governing Body

Governing Body governs the administration, which meets regularly and approves the strategic plan and the budget. The Institution is well known for its good administrative practices and work culture. The Governing Body keenly observes the Institute from time to time in respect to the following

- To submit the documents for accreditations.
- Ensuring the statutory requirements is attained in respect of accreditation and sustains the quality of education.
- To introduce benchmarking tools for performance monitoring and maintain the quality of education and credibility.

Academic Council

- To Scrutinize and approve the proposals with or without modification of the Boards of Studies in relating to academic regulations, curriculum, syllabi, instructional and evaluation arrangements, methods, procedures etc.
- To implement the orders issued from time to time by the State Government and the affiliating university for the admission of students to different programmes.
- Framing regulations consistent with Institution norms to conduct examinations and measures for improving the quality of teaching, students' evaluation and advisory system.
- To motivate faculty members to undertake sponsored research, industrial consultancy, continuing education.

- To recommend proposals for new programmes of study to the Board of Governors.

Board of Studies

- Preparing syllabi for various courses keeping in view the objectives of the Institution, interest of the Stakeholders and national requirement for consideration and approval.
- To make discussions about new courses.
- To suggest methodologies for innovative teaching.
- To suggest a panel to the Academic Council for the appointment of Question paper setters, evaluators, examiners etc.

Service rules, Procedures, Recruitment and Promotional Policies:

The Institute has a set of well-structured rules, regulations and policies within the norms of AICTE, State Government and the affiliating university and that are approved by the Governing Body of the Institute. The rules and regulations of the Institute are published and revised periodically. The Institute Policy document contains Service rules, Procedures, Recruitment and Promotion Policies.

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

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

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

Response:

The Institute takes care of its employees well. Many welfare measures are facilitated for Teaching and Non-Teaching Staff. The worthwhile welfare schemes encourage the employees to boost the morale and thus make them motivated to work efficiently. The Institute trusts the contribution of its employees towards its overall development and progress of the institution.

Teaching Staff

- Registration Fee, TA and On Duty are provided for taking part in International and National Conferences.
- Registration Fee, TA and On Duty are provided for attending work shops
- Membership Fee is provided to enroll membership in various professional bodies like IEEE, SAE etc.
- 50% Transportation concession for College Bus co-ordinators
- Seed money is provided for research projects.
- 12 Days of On Duty (6 Days per Semester) for professional development
- 3 Years of Study leave for higher education
- 3 Days of Marriage Leave
- 180 Days of Maternity Leave
- Medical Leave

Non-Teaching Staff

- The Institution shall contribute 12% of the pay subject per Non-Teaching staff towards the Employer's contribution to the EPF Scheme.
- 12 Days of On Duty (6 Days per Semester)
- 3 Days of Marriage Leave
- 180 Days of Maternity Leave
- ESI
- Medical Leave

File Description	Document
Link for additional information	View Document

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

Response: 29.55

6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies year wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
62	83	68	100	104

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

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**Response:** 26.2**6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
30	26	26	25	24

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

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**Response:** 51.19**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
241	169	118	122	106

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

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has established a mechanism for conducting internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted every year regularly in the institution. The internal audit verifies the income and expenditure details and the compliance report of internal audit is submitted to the management of the institution through Principal. External audit is conducted once in every year by an external audit member.

Internal Financial Audit

The internal financial audit is a continuous process. The internal audit committee will be nominated by the principal for every three years with new members. The Head of the Department, senior faculty member and office accountant will take part in the audit committee. The committee will verify all the documents related to financial accounts of the organization on half- yearly basis .The internal committee members does a thorough basis check and verification of all payments, receipts, vouchers of the transaction cash book, ledger account review that are carried out in each financial year accrual basis system.

External Financial Audit

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

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant for

every financial year.

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

All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or properties of the institution at all levels. The audited statement is duly signed by the authorities of the management and chartered accountant for every financial year.

File Description	Document
Link for additional information	View Document

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

Response: 0.64

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

2020-21	2019-20	2018-19	2017-18	2016-17
0.28	0.36	0	0	0

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

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

Response:

Mobilization of Funds

The primary source of revenue is the tuition fee and bus fee collected from students. The fee is fixed as per the guidelines of the AP State fee regulatory authority. The collected fee is converted into fixed deposits and withdrawn periodically as per the requirements of the institute. The fixed deposits are used for the

expenditure of the college. The interest earned on these fixed deposits is also utilized for the needs of the institution. Mobilization of funds is also done through sponsored projects from Industry sponsored projects by the faculty.

Strategies for optimal utilization of financial resources

During the institution's budget preparation, all the academic and section heads are informed to provide the annual budget requirements keeping in view of development and updating of laboratories, computing facilities, library, teaching-learning process, training, extension activities, software, etc. The Budget is utilized to pay salary for faculty and non-teaching staff, AICTE fee, JNTUA fee, Printing and Stationery, Research & Development expenditure, Training & Placement expenditure, Library expenditure, Building maintenance, Laboratory consumables and maintenance charges, Conference, Seminar, Work-shop, FDP and Invited lectures expenditure, subscriptions, Building maintenance, Repairs and maintenance, Electricity charges, Internet charges, Security charges, Bank charges, Insurance, miscellaneous expenditure etc. Some funds are provided for social service activities as a part of social responsibility. The institution keeps track of the Budget. The budget utilization from the past years speaks out the efficient budgeting and optimal utilization in the institution.

File Description	Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) is established to maintain and enhance the quality of education. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the institution's performance. The quality assurance process concerns academics, administrations that are integral parts of the institutional policy. IQAC fosters several activities to make everyone aware of the quality assurance strategies and processes. Two IQAC initiatives that have contributed significantly to quality improvements are given in brief.

1. Industry-Academia Partnership (IAP)

Collaboration with industry for Industrial support in real-time based research projects to develop solutions for production-sourced problems. The objective for the Programme is to strengthen the core values in engineering higher education and research institutions to carry out research and knowledge-related activities through partnership with industry.

The identified outcomes of IAP are

- Strengthened collaboration in collaborative research and knowledge-sharing between Siddharth Institute of Engineering & Technology and Industry organizations.
- Enhanced industry input into engineering curriculum and educational practice within the institute to improve the practical engineering skills and enhance graduate employability.
- Enhanced capacity of engineering educators within the institute to teach course content and use novel pedagogical methods to upskill graduates.
- Building the mutually-beneficial models of cooperation between industry and academia
- Improved capacity of the institute to learn from their experiences in Industry-Academia Partnership and to be a role model of the practice.

2. IIT Mentorship

Concentrating on the Teaching and Learning Process and we have MOU with IIT Tirupati to mentor our faculty and a few of our final year UG and PG projects. The broad areas of various activities providing mentoring for the faculty members, students and researchers are presented below.

Faculty Members

Faculty members are mentored to improve the quality of teaching and education. It is explored by organizing specific measures as stated below.

- Allowing selected faculty members to attend some specific classroom lectures.
- Permitting interaction with UG/PG laboratory activities.
- Guiding value addition to academic curriculum and syllabus within the stipulated framework for improved learning.
- Authorizing access to attend academic and research-oriented programmes organized by the IIT, Tirupati.
- Organizing interactive programmes like workshops /seminars between the faculty of Siddharth Institute of Engineering & Technology and IIT Tirupati. In specific subject areas of mutual interest are in teaching and research.

UG/PG Students

Learning and professional qualities of the students are mentored to improve their competence and confidence. It may be addressed by certain analytically planned approaches as stated below.

- Allowing participation of students from Siddharth institute in various events organized by the students of IIT Tirupati.
- Supporting guidance to some selective final year UG project works.
- Participating as co-guide to the PG dissertation projects (research-based).
- Authorizing access to advanced laboratory facilities for UG/PG collaborative project works.
- Permitting some advanced expert lectures within classroom teaching of UG and PG.

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Teaching-learning is a continuous process that promotes skills knowledge and develops new proficiencies required to excel, which in turn requires students learning. Thus IQAC of SIETK takes the constant review of teaching-learning process structures & methodologies of operations and learning outcomes at periodic intervals. The tools used for assessment are feedback, mentorship, interactions etc. The following are two examples of IQAC's review process

Example 1

Learning Outcomes - Feedback on COs, POs & PSOs:

At the beginning of the program, the academic calendar is prepared for the entire year, containing various conclave dates, festival dates, cultural event dates etc. Faculty members prepare their session plans keeping in mind the relevance of blooms taxonomy for their course. The course delivery mechanism is designed to achieve the COs & PSOs and, ultimately the POs. IQAC of the institute, at the beginning of the course, ensures the quality of the course curriculum and justification of methodology used for delivering various objectives. Feedback about the effective course delivery is taken regularly, and the IQAC introduces necessary improvement measures. The committee also checks the suggestions given by students in the suggestion box, which is placed on the college campus to get first-hand reviews directly from the most important stakeholder of the program.

The next checkpoint of IQAC ends with term exams. Students' feedback regarding the achievement COs and POs are collected. IQAC keenly verifies the analysis of the feedback, HODs along with Director corrective actions are suggested for the next cycle of course.

Example 2

Remedial Measures through Mentorship

The remedial measure includes conducting remedial courses for slow learners. From the first semester, students are identified and categorized as slow, moderate, and quick learners based on their academic performance and communication skills. Customized inputs are designed for different learning ability levels. IQAC ensures the effectiveness of mentoring and counseling system to have a close look at student performance.

To compete in the corporate world, students need to be effective communicators. Thus, IQAC pays a special attention to developing the communication skills of students. IQAC calls a meeting with mentors at regular intervals and guides them to take students to the next level. It is ensured through regular mentor-mentee meetings and analysis of mentorship reports thereof with mentors and IQAC chairman's presence.

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

6.5.3 Quality assurance initiatives of the institution include:

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

Response: All of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

Siddharth Institute of Engineering & Technology has initiated following measures to promote gender equity:

Siddharth institute of Engineering & Technology, Puttur takes pride in announcing that it consists of **38% of women** staff members out of total teaching and non-teaching staff members working in the Institution. It is a safe place for the girl students for education along with upholding of values. It has **29% of girl students** in the campus. The institute encourages women employees to progress on par with men. The institution is focused on empowering women students and staff. It organises awareness programs on gender sensitivity and equity, hygiene, etc. on a regular basis. It also celebrates women's day with great enthusiasm.

Siddharth Institute of Engineering & Technology, Puttur has established **Women Empowerment Cell** in the year 2010. From the day of its inception the Cell has been conducting various events, awareness programs to maintain gender equity in the institution. It provides various curricular and co-curricular activities to maintain gender equity in the institution. On the other hand it also organizes various events to educate the students on gender equity by conducting various seminars, group discussion sessions, debates and awareness programs. Girl students are encouraged to participate in all the events and also as members of various technical clubs. Toppers from all the departments are encouraged to share their experiences on various occasions such as Fresher's Day, Annual Day. Equal opportunity is given to the girl student toppers and boy student toppers to speak on the occasions. An **Internal Complaints Cell** exists in the institution to provide education for girl students on self-protection. The Institute has **Gender Champion Cell** in which students from both the genders are selected to keep watch on the gender sensitivity issues in the institution and report to the **Internal Complaints Cell**. Every year the toppers from girls and boys are awarded with best student of the department and one student is awarded with as best outgoing student and is gifted with laptop.

Specific facilities provided for women:

1. Safety and Security

- CC TV cameras are installed on the campus at the girls' hostel and in various locations to ensure the safety of the students.
- Pre-defined seat allocation in the buses for girl students and women employees to avoid any disturbances
- Display of Anti-Ragging helpline numbers at important places

2. Counselling

- Every semester Counselling hour is allocated mandatorily in the timetable. In this hour, the students

meet their respective Counsellors and discuss academic and non-academic issues, including personal on which Counsellors try to educate the students.

- For each counsellor, twenty students are allocated, and they meet as per the schedule and also apart from schedule hours, students can meet their mentors during office hours.
- Counsellors update the parents of the students allocated to them on their academic and non-academic activities and their progress.

3. Common rooms

- Common rooms are provided for girls and boys separately. In each block, common rooms are equipped for students.

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

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

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

Response: A. 4 or All of the above

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

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

- Solid waste management
- Liquid waste management
- Biomedical waste management
- E-waste management
- Waste recycling system

- **Hazardous chemicals and radioactive waste management**

Response:

Solid waste management: Solid waste is segregated as degradable and non-degradable and handed over to the concern authorities under MoU as a part of ITC – WOW and clean and green campus. The block safai workers in each floor collect, clean, segregate and compile the waste in the dustbins (Green and Blue) provided at each floor. The floor dustbins are emptied in containers/dustbins provided for each block and is taken to the Nagari Municipal Corporation (NMC). Sufficient quantity of bins are provided at wet waste prone areas like cafeteria, food processing along with daily collected vegetable waste, food waste is treated and converted into vermin compost and is used as manure further to develop garden and plants growth in the campus. Vermicomposting is a viable, cost effective & rapid technique for the efficient management of organic solid wastes.

Liquid waste management:

Siddharth Institution has well-constructed drainage system connecting with closed water tank and tank is cleaned regularly. In chemistry laboratory, organic solvents are collected in a special container, chemically compatible, securely fitted with a tight-fitting lid and labelled as hazardous waste and safety aspects before utilizing them. Corrosive liquids are appropriately diluted to a pH between 5.5 and 10.5 and then, these can go down the drain. The labs are well ventilated and spacious. 24-hour water supply is available in chemistry and environmental engineering lab and safety of the students is given more priority in planning a facility.

Biomedical waste management:

Bio-chemical wastage is significantly less because of the healthy environment in the institution. The biomedical wastage produced due to medicines used in the dispensary when the necessity arises is collected in the dustbin and safely disposed of.

E-Waste Management: E-waste generated by electronics equipments such as floppy, memory chips, motherboard discs, cartridges, Printers, Fax and Photocopy machines are recycled properly and replaced buying a new machine buyback option is taken for technology upgradation. The e-waste generated from hardware which cannot be reused or recycled is being disposed of through vendors. Condemned batteries and computers are disposed by selling to the vendors and agencies.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged photographs of the facilities	View Document
Any other relevant information	View Document

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: A. Any 4 or All of the above

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

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

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

Response: A. Any 4 or all of the above

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

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

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

Response:

Siddharth Institute of Engineering and Technology strongly believes in unity in diversity, symbolizing uniformity in India. The students, teaching faculty members and administrative members are from different religions, languages and socioeconomic cultures. It vividly trusts that the college is the second home of all the students.

Faculty members greet and wish one another at different festivals, occasions and invite them to know one's tradition, culture. It enhances to have impeccable relation and maintain religious, social and communal harmony. Similarly, our students also celebrate different festivals with joy and enthusiasm, which help them to build social and religious harmony. The diversity in India is unique, being India is one of the populous countries in the world. India presents endless varieties of physical features and cultural patterns. It is the land of many languages, cultures and traditions.

To represent our Indian culture, the Institution celebrates the national festivals viz., Independence Day and Republic Day and other cultural festivals along with a "Traditional Day". Through these, students get

acquainted with the different cultures of our nation and help develop tolerance and harmony towards cultural, regional, linguistic, communal, social, economic and other diversities. This also creates an inclusive environment in the college and society. The Institution imbibes an inclusive environment for everyone with tolerance and harmony towards the cultural, regional, linguistic, communal, socioeconomic and other diversities. Different sports and cultural activities are organized on different occasions in the college to promote harmony and friendly relation towards one another. This establishes positive interaction among the people. The Institution is giving importance to maintain harmonious relations not only among the members of it but also with the other stakeholders of the nearby vicinity. It is the home for students from different regions and languages.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document
Any other relevant information	View Document

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

Response:

Human values and professional ethics play a very prominent role in the work life of teachers, students and the institution. Educational Institutions have a predominant role in shaping the society. It is very essential for every educational institution to inculcate values among the students in extending their duties and responsibilities. Teachers play a crucial role in moulding the students.

Siddharth Institute of Engineering and Technology specifically focuses on the development of human values and professional ethics among the students and also emphasizes its importance for the teaching and non-teaching employees of it. To inculcate these values, it organizes various programs for students in which they actively participate. Such programs include conducting blood donation camps, awareness programs on road safety, programs emphasizing the importance of casting vote in elections, educational programs for school children by using innovative teaching methods. Not only the students, employees of Siddharth Institute of Engineering & Technology participate in such programs in nearby rural areas and contribute towards the society in their purview. Teaching and non-teaching fraternity along with students contribute to their monetary and non-monetary services during the calamities. The institution gives importance in conducting programs and workshops also for the enhancement of human values and professional ethics. Siddharth Institute of Engineering conducts all its administrative and academic activities in transparent manner.

Siddharth Institute of Engineering and Technology has initiated efforts towards educating its students about the Constitutional obligations. It has incorporated in its curriculum courses such as Constitution of India, Human Values and Professional Ethics, Environmental Studies. These are few of the courses that help in sensitizing the students about their values, rights and also about duties and responsibilities towards the society. Employees and Students of Siddharth Institute of Engineering actively participate in different

events such as creating awareness about road safety, voting in elections, maintaining clean premises, etc. Students come forward to educate the people in the nearby rural areas about these events.

File Description	Document
• Details of activities that inculcate values; necessary to render students in to responsible citizens	View Document
Any other relevant information	View Document

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

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

Response: A. All of the above

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

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

Response:

National and International commemorative days, events and Festivals

India is a land of multi-ethnicity where people of different languages and cultures live together in peace

and harmony. India is worldwide known for its cultural diversity and colourful national festivals. The National festivals the Independence Day, Republic Day, etc., have a distinctive quality that sets them apart from other festivals. The institute recognizes and attests to the overriding importance of these red-letter days. The National Festivals are celebrated with enthusiasm. Every year the institute organizes national festivals and birth/death anniversaries of the great Indian personalities, social reformers and freedom fighters. These National festivals are celebrated to make the students aware of their contribution to the nation.

On the eve of National festivals, various curricula such as essay writing, elocution and painting competitions are conducted for the students. On the day of celebrations, winners are awarded certificates of appreciation. Various commemorative days such as birth anniversaries of national leaders such as Dr. B R Ambedkar, Dr. Sarvepalli Radhakrishnan etc. are celebrated in the Institution, and on these days the Institution reminisces their contributions to the nation.

As an establishment of technological education, the Institution celebrates Engineers' Day with tremendous enthusiasm. On this day world-renowned engineer, Dr. Mokshagundam Visvesvaraya's efforts to develop the modern-day nation are recalled. Students are advised to learn from the lives of great personalities and practice in day to day life.

In order to educate the students about the conservation of the environment, World Environment Day and World Earth Day are celebrated. Students participate with energy and eagerness to plant trees and clean the environment. On some occasions, students are made to pledge to protect the environment in their life.

Siddharth Institute of Engineering & Technology is conscious of the health of students and teaching and non-teaching faculty members. The Institution organizes Sports Day, Yoga Day in order to encourage its members to maintain their health.

File Description	Document
Geotagged photographs of some of the events	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

1. Title of the Practice: Additional Skill Acquisition Programme (ASAP).

The Institution receives students majorly from the rural areas and agricultural families. They join the Institution with the prospect of getting the job immediately after the completion of their program. The Institution faces a considerable challenge along with the students as the industry looks not only at the student's academic performance but also the communication skills. The college took the challenge and has started providing special training to the students and the Training & Placement classes in the curriculum.

Objectives:

The primary objective of introducing the Additional Skill Acquisition Programme (ASAP) is to make the students acquire employability skills to be industry-ready. The students must also be ready to contribute to society. For the past three years, the students have been trained according to the requirements of the market. Objectives to initiate the practice are:

- Prepare the student with learning aptitude to acquire new skills in the industry
- Preparing the students to be self-confident and face the challenges of future
- Making the students ready to be employable in the global markets
- To enhance the students' knowledge base to learn diversified skills according to the dynamic environment

To be accessible to the industry of the global market, the students must be sound in academic knowledge. After ensuring their academic performance, students are provided with the required training.

The Context:

It has been observed in the country in recent times that the employability skills of the students in the technological field are damagingly low. The industry is looking for industry-ready students for their tasks. The challenge here is making the student industry-ready with diverse skills and enhancing the quality of the skills. The partnership between industry and academics is not happening at the required rate. Industry requirements and academic accomplishments are not matching at equal levels. The students require additional skills to bridge this gap.

The Practice:

The Institute has signed an MOU with "QSpiders", a special training organization, in order to provide skill-based training to the students. It works in alignment with the Training and Placement department of the Institution. The trainers from the "QSpiders" provide training on Soft skills and technical skills. Training and Placement department also consists of various specialist trainers for providing training in Aptitude, Quantitative techniques and Communication Skills. They help students in coordination with trainers from "QSpiders" to clear multiple rounds of interviews. Because of this, the technical skills required for the students are made part of the curriculum in the 2nd and 3rd years of engineering programs.

Evidence of Success:

The increasing percentage of students getting placed in various organizations is evidence of success. The majority of the students are getting jobs in organizations like Capgemini, Tata Consultancy Services, First Source, Mindtree, and Wipro are examples of our success.

2. Title of the Practice: Student Mentoring System**Goal**

The principal objective of introducing the 'Student Mentoring System' is to monitor the academic, co-

curricular and extra-curricular performance of the students and accordingly mentor the students to utilise all the resources available in the institution for holistic development of the students.

The system encompasses continual monitoring of students' performance, identifying strengths, shortcomings, behaviours and attitudes, and offering emotional support and specific suggestions to improve the students in all respects. The system also aims at implanting good habits, behaviours and human values among the students.

The Context

The institution is situated near a small town called Puttur in Andhra Pradesh State and most of the students of the institution are from a rural background. Some of the students are even first generation literates in their families. Almost 40 to 50% of the students are from economically weaker sections who receive scholarship from the Government under 'Fee Reimbursement Scheme'. Given such a background, many of the students literally have no proper guidance at home.

In addition, owing to the financial backgrounds and needs of their families, most parents are busy with their occupations, jobs, etc. thus unable to dedicate sufficient time to mentor their children.

Further, many students see their teachers as their role models. The students may not appreciate their parents' advice/suggestions but almost always appreciate the kind words of a teacher, especially when personal care is offered.

In view of the above, the institution has come up with "Student Mentoring System" to guide the students.

The Practice

As part of "Student Mentoring System", about 20 students are assigned with a faculty as their mentor. The mentors are briefed by the senior faculty and/or Heads of the Departments before commencement of the academic year regarding the 'mentoring system'.

Preparation by Mentors

The mentors ascertain/understand the following particulars of a student to be able to assist the student effectively:

- **Family background:** Details of members of the student's immediate family, their qualifications and occupations
- **Financial status of the family**
- **Student's background:** Student's past academic performance, co-curricular and extra-curricular interests, achievements in the past, hobbies, specialities, strengths, weaknesses, goals for future, etc.

A 'Student Record' is maintained by the institution for all the students to record students' personal particulars, details of attendance and academic performance at the institution.

Mentoring Process

- Every class will have one 'counselling hour' every week to facilitate a quick 1:1 interaction between the faculty and the student.
- Prior to 1:1 session with the student, the faculty ascertain the details of attendance, performance in examinations/tests and behaviour in the classroom from the respective class teachers.
- Details of attendance and performance are discussed during the 1:1 interaction. Suggestions / comments, if any, are noted in the 'Student Record' book.
- The students' opinion on the institution, challenges being faced by the students are also discussed during the interaction.
- Good behaviour and performance are appreciated and improvements, if any, are suggested by the mentors.
- Good and top performers are further encouraged to aim at university ranks, higher studies and jobs at multi-national companies.
- Students are encouraged to participate in various co-curricular and extra-curricular activities organised by individual departments as well as the institution. The importance of participating in such activities for personal and professional development is emphasised during the counselling sessions.
- If some students are identified as slow learners, remedial classes are arranged for them in consultation with the Head of the Department.
- If the student's attendance and / or performance continues to be unsatisfactory, the same is escalated to the student's parents by phone. Parents are requested to offer necessary help to their wards.
- If the counsellor feels that a student needs additional help from senior faculty, the same is escalated to the Head of the Department and then, if necessary, to the Principal also. The Head of the Department and the Principal also mentor the students when required.

Constraints / Limitations:

Many students are from poor / illiterate families that depend on the Government's Scholarship for studies. Some of the students take part-time jobs in the evenings to support their families. Given such situations, some of the students are unable to spend enough time on their academics and/or personal development.

As mentioned earlier, there are many first generation literates in their respective families. Their parents have no idea of the education system, rules and regulations. If their wards are continuing to be non-performers, the parents are unable to help them.

Further, with the stringent academic schedule, the institution is unable to dedicate more time for individual mentoring of the students.

Evidence of Success

As the students progress in their academics, the mentors have always seen improvement in terms of their attire, personal disposition, academic performance, language and communication skills.

Many students improved their performance consistently as a result of mentoring. More specifically, many students have improved very well in their third and final years of study (undergraduates). The institution's pass percentage has always been more than the university average and much higher than that of other

institutions in and around the same town.

The toppers in the respective classes have always been encouraged to step up their preparation and that resulted in winning AP Government Prathibha Awards awarded for the students.

In spite of difficult employment market conditions, the students of the institution have got good number of job opportunities in campus placements.

The results clearly indicate that the ‘Student Mentoring System’ is the need of the hour and that it immensely benefits the students. They improve not only in academics but also in co-curricular & extra-curricular activities, language skills etc. due to persistent efforts of respective mentors.

Problems Encountered and Resources Required

While many students respond positively to the mentoring process and take concrete steps to improve their performance as students, there have been others who have continued to be underperformers due to disbelief, reluctance, inaction, etc. In certain cases, even parents were unable to encourage / influence the students to perform better.

It is also observed that a few students join the course due to parent/family pressure and against their own will. It has been quite a challenge to mentor such students.

The mentors persistently strive to make a difference in the lives of such students in spite of continuous reluctance and inaction on the part of students.

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

7.3 Institutional Distinctiveness

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

Response:

Institutional Distinctiveness: **“Earn While Learn”**

Earn While Learn is a program aimed at assisting the students to attain self-reliance while they are in the phase of quest for higher education. It is very beneficial to students to earn income to realize financial independence in their educational career. This increases the self-assurance among the students. The students of various streams not only financially support their studies but also gain practical experience which would stand by them in their later career. This helps the students to gain first-hand experience of the corporate world and thereby develop their self-confidence and personality.

Siddharth Institute of Engineering & Technology gets admissions basically from rural areas. Majority of the students are from rural areas and economically weaker sections. With an objective to give students economic independence, hands-on experience, develop them for future jobs, and to encourage them for diversification of activities beyond the syllabus, 'Earn while learn' program was introduced. Our consistent effort is to set a benchmark for greatness and make education a mission to help the various requirements of the students who are the primary stakeholders. Our Institution targets empowering the students who wish to do their little in economic independence in their educational career. Siddharth Institute of Engineering and Technology has a tie-up with organizations which provide employment to the students of the Institution while still they are in educational career. The organizations that are giving employment to the students are:

- **HICORE software consulting staffing**
- **dnd GLOBAL Technology & Solutions**

The Institution receives applications in the beginning of the academic year to participate in this program. Students are required to maintain consistent academic progress to continue in the program. This resulted in the decrease of dropouts as the students are earning while learning and learning is with consistent progress. Attributable to the spread of, "Earn While Learn", larger part of the students is getting intrigued by the Institution. There has been a considerable progress in the student admissions for the past few years 855 in 2019-20 to 1250 in 2021-22. The Institution has witnessed appreciable growth in the placement rate of the students and along with increased remuneration. Every year the average annual package of compensation received by the understudies is expanding. The Institution is committed to provide training to the students for their future interviews and also for learning work assignments. Majority of the students participate in the recruitment drives and get placed in the companies. Special sessions are conducted to the students to attend recruitment drives. This boosts the confidence among the students. The Institution is striving to remain distinct through excellence in education and practice and attain its vision. Siddharth Institute of Engineering & Technology takes pride in its faculty members in moulding the students. Students from rural areas are properly mentored, trained and moulded as future citizens to contribute to the betterment of the nation.

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

5. CONCLUSION

Additional Information :

Salient points of Siddharth Institute of Engineering & Technology, Puttur

- Following Choice based credit system(CBCS) and Outcome based education
- Accredited by NAAC with 'A' grade with CGPA 3.07 (Cycle-I)
- Five UG programs Accredited by NBA (3rd cycle)
- Autonomous status conferred by UGC, New Delhi
- Institute has got the status of 2(f) and 12 (B) of UGC act, 1956.
- ISO 9001:2015 certified institution
- World class infrastructure and state-of-the-art laboratories
- Strong industry and academic partnership
- Better than 1: 15 Faculty student ratio on average for the last Five years
- Well established incubation center
- Well equipped Auditorium with 4000 capacity with centralized A.C.
- Add-on courses to fill the gap in the curriculum
- Monitoring, Measuring and Managing different aspects of the institution on a pro-active basis to create a world-class learning environment.
- Regular upgradation of physical infrastructure and advanced educational aids to meet the ever changing learning needs of the students.
- Conforming to the regulatory requirements of AICTE and Government of Andhra Pradesh.
- Continuous improvement in teaching and learning practices through innovation and implementation of Best Practices, there by contributing to the intellectual growth of the students
- Imparting relevant employability training to improve the skills of the students.
- Encouraging and empowering the students towards entrepreneurship by fostering innovative thinking among them.
- Periodic analysis of student feedback to asses their involvement and satisfaction levels in academic.
- Providing an ecosystem of "Techno-Commercial Education"
- Comfortable and hygienic hostels for boys and girls

Concluding Remarks :

Siddharth Institute of Engineering & Technology (SIETK), Puttur, since 2001, have been committed to making education relevant, up-to-date and futuristic. We are committed and encourage everybody to "Dare to Dream and Strive to Achieve".

SIETK is committed to impart futuristic, relevant and empowering education & training leading to various professional degrees and aim at transforming the novice students into global industry-ready professionals and ethical global citizens. The institute encourage the staff to be up-to-date and relevant by engaging them in teaching, training and research so that they impart global quality education to the student community. The institutions firmly believe that Quality and Excellence are the hallmarks of Success. We firmly believe that there is no limit to what one can achieve if appropriately trained and hence take every necessary step to transform the young lads into global professionals.

NAAC