



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

## **SUMATHI REDDY INSTITUTE OF TECHNOLOGY FOR WOMEN**

**SUMATHI REDDY INSTITUTE OF TECHNOLOGY FOR WOMEN,  
ANANTHASAGAR, HASANPARTHY, WARANGAL**

**506371**

**[www.sritw.edu.in](http://www.sritw.edu.in)**

**SSR SUBMITTED DATE: 15-11-2023**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**November 2023**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

Sumathi Reddy Institute of Technology for Women (SRITW) was established in 2009 under Sarvahitha Educational Society by the great educationalist Sri A. Varada Reddy Garu with a clear vision to empower women in the field of Science and Technology and transform them as Innovators, Leaders, and Entrepreneurs. Sarvahitha society was established in 1995. SRITW is located in Ananthasagar(V), Hasanparthy(M), Warangal district, Telangana. The Institution is situated on a 5.25 acre of land with a built-up area of 10081 Sq.mt. in a green campus, at 23 kms from Warangal.

SRITW is a self-financing institution approved by AICTE, New Delhi, and affiliated to JNTU, Hyderabad, Telangana. The institution offers five undergraduate programs: (i) Computer Science and Engineering (CSE), (ii) Electronics and Communication Engineering (ECE), (iii) CSE-Artificial Intelligence and Machine Learning (AI&ML), (iv) CSE-Data Science (DS), (v) CSE-Cyber Security (CS) with an intake of 480 students.

Sumathi Reddy Institute of Technology for Women is a comprehensive and student centric college offering undergraduate programs with state-of-the-art infrastructure, sophisticated labs, a conference room, sports facilities, smart classrooms, a campus connected hostel, Wi-Fi enabled campus, and a green campus abutting the National Highway. The campus is having fire safety equipment, surveillance with security cameras, and the total campus is guarded with several security staff.

SRITW is the one & only Women's Engineering College in India which established NewGen Innovation Entrepreneurship Development Centre (NewGen IEDC), Sanctioned by NSTEDB, DST, Govt of India, and further supported by EDII Ahmedabad, INDIA.

SRITW is the first women's engineering college in the region to host a Technology Business Incubator (TBI), which is sponsored by MSME, Govt. of India, under the ASPIRE Scheme.

B.Tech CSE and B.Tech ECE programmes are accredited upto 2026 by the NBA. SRITW is the Recipient of Dewang Mehta 'Education Leadership Award'. SRITW is committed to excellence in teaching, research and service and it has been striving towards excellence by fulfilling the norms and standards prescribed by AICTE and JNTUH.

In tune with the vision and mission of the Institution, the institute has been providing necessary facilities to the students and faculty to achieve their goals.

### **Vision**

To empower women in the field of Science & Technology and transform them as Innovators, leaders, and Entrepreneurs.

### **Mission**

**M1:** To create and nurture a unique learning environment for faculty and students by providing state of the art infrastructure.

**M2:** Foster a culture of innovation and entrepreneurial spirit among students and faculty.

**M3:** To promote industry interaction, avenue of research and employment opportunities.

## **1.2 Strength, Weakness, Opportunity and Challenges(SWOC)**

### **Institutional Strength**

- Committed, Qualified & Experienced Faculty
- NBA Accredited
- Committed Management
- Conducting tutorials and imparting additional topics beyond syllabus to sharpen study and test-taking skills apart from activities by T&P for communication, employability and interview skills.
- Excellent student admission record
- Good Academic results
- Outcome Based Education
- The college has a splendid infrastructure with outstanding facilities to fulfil the needs of the students in all aspects.
- Good record of Research & Publications
- The college has established the NewGen IEDC (New Generation Innovation and Entrepreneurship Development Center), sponsored by Dept. of Science and Technology.
- MoUs with leading industries & Industry-Institution interaction for betterment of academics and employability of students.
- Pollution free eco-friendly campus.
- Good percentage of retention of faculty due to Staff support services and incentives.
- Student Personal Counselling
- Conducting Social service activities, Cultural programs and Sports competitions
- Women Empowerment activities
- Round-the-clock security

### **Institutional Weakness**

- Due to the non-autonomous status, there is limited flexibility in the version of the curriculum and education independence.
- Difficulty in obtaining Institution- Industry Interaction for all students.
- Lack of Industry sponsored/supported laboratories.

### **Institutional Opportunity**

- Positive students feedback regarding the mixed methods approach to teaching and learning process.
- Women Engineering students, more committed towards reaching their goals.
- Highest placement record.

- Quality Education is given to the most needful rural based students.
- Alumni association is formed, and it is active in improving the standards of students.
- Young faculty members enthusiastic towards interdisciplinary research and academic excellence.

### **Institutional Challenge**

- To fulfil the gap between institutional and Industrial needs.
- Transformation of various trending technology and transformation.
- Academic Flexibility.
- Resource persons availability

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institution is affiliated to Jawaharlal Nehru Technological University, Hyderabad (JNTUH). Institute is following the guidelines issued by AICTE/UGC. SRITW also follows the regulation and curriculum as per JNTUH such as Foundation Courses, Core Courses, Elective Courses (Open electives and Professional electives), and Mandatory Courses. The curriculum incorporates cross-cutting issues relevant to Professional Ethics, Gender Sensitization, human values, environment, and sustainability across all branches of the various programs offered by the institution.

Every programme is planned in a semester pattern. The University sets the academic calendars for the affiliated colleges, and the University's rules serve as the basis for the college academic calendars. Teachers who have specialized in the subject are teaching it, and the curriculum is structured to achieve the Program Outcomes (POs) and Program Specific Outcomes (PSOs) using outcome-based education. All the subject teachers prepare lesson plans, lecture plan and complete course file for that subject. Teachers also prepare the lab manuals for successful conduction of laboratory classes. All the course files will be verified by the academic committee and respective Head of the Department. Continuous internal evaluation is done by conducting two mid-examinations of 25 marks each. The students are also encouraged to participate in various technical programs. The students must take the mandatory course, project work, fieldwork, and internship irrespective of their programme. The Institution has signed MOUs with various relevant organizations for the courses to handle the project work, fieldwork and internship training and offer various value-added certification programs.

The Institution has the practice of obtaining feedback taken from the various stakeholders for continuous improvement. Collected feedback is reviewed and necessary action taken will be done for corrective and preventive measures. that provide the opportunity for the students to become competent professionals by the completion of their program of study and excel in their career opportunities.

### **Teaching-learning and Evaluation**

- Students get enrolled as per state Government and Affiliating University Guidelines.
- Faculty–student ratio is maintained as per AICTE, New Delhi.
- Teachers and Students of all programs are aware of PO, PSO, CO.
- Faculty draft the teaching schedules as per DAC guidelines and academic calendar prescribed by

university for each semester. Faculty maintain a course file comprising of syllabus, course objectives, course outcomes, lecture notes, question papers, and assignments.

- Chalk & Talk, PPTs, NPTEL Videos, Seminars, Workshops, Presentations, Quizzes, Group Discussions, Debates and ICT resources are used as the instructional methods.
- Wi-Fi access is provided to access NPTEL video lectures, e-journals and e-books.
- Student centric methods are adopted by providing counselling, training for placement and soft skills. Guest lectures, field visits, internships and industrial tours are organised to acquire hands-on experience. Lecture notes and assignments are provided.
- Identifying the slow learners and their area of weakness. Imparting subject knowledge through remedial classes to enhance their skills.
- Mentors are allocated to monitor students progress and behaviour in classrooms
- A mechanism to deal with examination-related grievances with time-bound and efficiency is also implemented.
- Program outcomes and course outcomes are attained as per internal and external assessment.
- The institution evaluates the attainment of CO, PO, and PSO.
- Vision, Mission is published in various sources among stakeholders.

### **Research, Innovations and Extension**

- This criterion depicts the policies, practices, and outcomes of the institution, with reference to research and consultancy along with serving the community through extension of activities like NSS, UBA etc. which is also the social responsibility of the institute.
- The Institute has a R & D cell for promoting and directing research and consultancy activities.
- The institute supports publication of research papers in peer reviewed journals, UGC approved journals and conference proceedings; 25 journal publications, 371 conference research papers and 11 textbooks were published by faculty during the last five years.
- Financial assistance is provided to faculty to attend workshops, seminars, conferences and publish papers in reputed journals.
- As a part of Institute-Industry interaction, the institute has functional MOUs and collaboration with industries. Consequently, students go for internships and work on mini projects in various industries to enhance their practical experience.
- Guest Lectures, Workshops, Technical Seminars, Conferences and Training Sessions are organized on a regular basis to develop awareness and collaborate a research-oriented approach to learning in students.
- The Institute has received 96.6 lakhs as grant from various agencies during the last five years.
- NewGen IEDC, MSME centre, ASPIRE TBI were established to encourage the faculty and students towards Innovation and Entrepreneurship.
  
- The NSS wing of the institute carries outreach and extension activities to make the students feel socially responsible. Students and faculty members participate in activities such as Campus cleaning, Health check-up, Rice bucket Challenge, Village surveys, best out of Waste, Unnat Bharath Abhiyan (UBA) etc.
- Tree plantations and educational activities are conducted at adopted villages.

### **Infrastructure and Learning Resources**

- Institute has extra-ordinary infrastructure.

- Excellent Classrooms, Smart Class rooms, Central Library, Digital Library, Learning Resource Centre and Department Library.
- Well-furnished Administrative Office, HOD's Cabins, Conference Hall and staff rooms.
- Air-conditioned Seminar Hall, Group Discussion, Interview Rooms, NewGen IEDC, Placement Cell, Examination Cell etc.
- Well-equipped Laboratories with equipment and machines.
- Sick room, Yoga & Meditation room.
- Availability of indoor and outdoor sports facilities.
- Ambulance facility as well Resident Medical Consultant and Psychiatric Counsellor are available in the campus.
- Courier Service, Reprographics, Stationery store etc. are provided.
- Round the clock internet facility with 300 Mbps speed for all the computers and Wi-fi connectivity with 24 hours power backup.
- Installation of Grid connected solar panels are available.
- Adequate number of ICT enabled classrooms/Tutorial rooms for each department.
  
- Centralised computer centre, Central library facility is provided.
- The college has contributed separate committees exclusively to maintain the infrastructure and maintenance of the campus.
- The institute has appointed housekeeping and security of the campus.

### **Student Support and Progression**

- Institute provides required guidance and organises activities through different cells essential for meaningful experiences, accomplishment in academics, success in career, community and thereby overall progression.
- Induction program is planned for the first year B.Tech students to engage them in academic, co-curricular and extracurricular activities.
- Professional Societies like IEEE, ISTE, CSI and various Club activities are launched for the students.
- Sports have been conducted regularly to bring out the inner skills. An average of sports and cultural activities and competitions are organized at the institutional level per year.
- 20 students are allotted to one mentor to guide them in achieving their goals and to assess their progress through counselling and career guidance.
- Every year, most of the students from various disciplines are placed in reputed organizations and many students have taken internships in well-established companies.
- Good number of students are progressing to higher education during the last five years.
- Alumni association functions effectively through Alumni Meet and Guest Lectures, to exhibit the latest trends in the chosen field.
- Remedial classes, Career Counselling and Personal Counselling are given to the required students. Soft skills and Language Lab is also provided to the students to enhance the communication, comprehensive and aptitude skills.
- The institution has a transparent mechanism to redress the issues like ragging cases.

### **Governance, Leadership and Management**

- SRITW is distinct from other Women's Engineering colleges across Telangana state as it is rich in

facilities, spacious and beautiful campus.

- Governance is the key activity that connects among the management, staff, students, and Community. The vision & mission statements along with institutional ethics of the institute are in line with the Society policies.
- The administration is carried out with various committees and bodies in framing and implementation of the policies with the active participation of Principal, HoDs, and faculty.
- They implement the resolutions taken in their meetings and by the governing body for better functioning of the institute.
- All stakeholders involve in professional development programs like conferences, FDPs, student development activities.
- Trainings in specialized areas are provided with required financial assistance to faculty to teach more effectively on emerging trends and technologies. Through a performance appraisal system, the administration pursues continuous professional advancement of the faculty.
- Service rules and welfare schemes for staff including promotion system are meticulously followed.
- The Institute organizes SRITHAM (cultural fest), Innovision (Technical Symposium), Seminars, Workshops for the overall development of students and to infuse leadership qualities among students and staff.
- Quality enhancement strategies like participation in Orientation Programs, Seminars, Refresher Courses, Faculty Development Programs, Paper Presentations in Conferences, encouraging Research etc. are implemented for faculty development.
- SRITW is a perfect destination for women to attain value-based socialistic and holistic education which is the need of the hour for contemporary society.
- SRITW has recently established IQAC to ensure quality assurance.

### **Institutional Values and Best Practices**

- In pursuit of a healthy society in institutions, gender equity promotion programs are conducted regularly.
- Guest speakers from prominent fields are invited to speak on the importance and contribution of women in the society.
- Psychology professor has been appointed for counselling the students and faculty.
- The institution organizes gender sensitization programs to create awareness about gender issues among the student community.
- Energy conservation through solar energy, use of LED bulbs, Rainwater harvesting pits are installed to reduce the usage of a well and bore waters from tanks.
- The run-off rainwater from the terrace of the college building is channelized to the greenery in the campus.
- Solid-waste, food waste and e-waste management.
- The approach of the institution towards greenery & eco-friendly campus
- Implementation of Innovative ideas in the institution for finishing school concept.
- Traditional festivals in addition to Teachers' Day, Women's Day, and Engineers' Day are conducted for the promotion of universal values

### **Institutional Distinctiveness**

- Entrepreneurship development activities are organized by Entrepreneurship Development Cell.
- Students give feedback about the faculty at the end of each semester. Feedback on academic facilities

and ambience is collected from students once in a year.

- Bus facility is provided to staff and students from every nook and corner of the city.
- Various personality development programs and health camps are conducted on regular basis.
- Institute provides career development services to students with respect to Employability, Higher Education.



## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	SUMATHI REDDY INSTITUTE OF TECHNOLOGY FOR WOMEN
Address	Sumathi Reddy Institute of Technology for Women, Ananthasagar, Hasanparthy, warangal
City	Warangal
State	Telangana
Pin	506371
Website	<a href="http://www.sritw.edu.in">www.sritw.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	I. Rajasri Reddy	0870-2818302	9121008084	-	principal.sritw@gmail.com
Professor	E. Sudarshan	0870-2818304	7799036041	-	medasare@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Telangana	Jawaharlal Nehru Technological University	<a href="#">View Document</a>

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	07-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sumathi Reddy Institute of Technology for Women, Ananthasagar, Hasanparthy, warangal	Urban	5.25	10081

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/Co course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Computer Science And Engineering	48	Intermediate	English	120	120
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	60	48
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning	48	Intermediate	English	180	173
UG	BTech,Computer Science And Engineering Data Science	48	Intermediate	English	60	57
UG	BTech,Computer Science And Engineering Cyber Security	48	Intermediate	English	60	52

### **Position Details of Faculty & Staff in the College**

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	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	8				3				74			
Recruited	5	3	0	8	2	1	0	3	39	35	0	74
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				15
Recruited	9	6	0	15
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
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				6
Recruited	2	4	0	6
Yet to Recruit				0

**Qualification Details of the Teaching Staff**

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	3	0	2	1	0	0	0	0	11
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	39	35	0	74
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	0	0	0	0	0
	Female	452	1	0	0	453
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	33	27	17	7
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	15	2	8	3
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	311	294	151	156
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	121	104	68	74
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		480	427	244	240

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The Vision of the National Education Policy, to provide high-quality education to develop human resources in our nation as global citizens, is well taken by the university. A discussion among the
---	---

	<p>faculty members was initiated on the key principles of NEP such as diversity for all curricula and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking, and creativity. In view of the NEP, the university has initiated new interdisciplinary centers integrating different departments in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses offered by other Departments. It can be said that the University is proactively working towards the implementation of the suggestions given in the NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic bank credits are a vital component of the NEP-2020 that academic institutions must implement. Integrating Higher Educational Institutions in a globalized space is critical and urgent as we move forward. We have already implemented for our students to take online courses through National schemes like SWAYAM, NPTEL, Coursera, Udemy, etc, and are considering credits earned against elective courses.</p>
<p>3. Skill development:</p>	<p>Compared to other nations, the outcome of the 12th five-year plan predicted that just 5% of Indian workers in the 19-24 age bracket got vocational education. The extension of vocational education in India is critical for hastening skill development. The NEP 2020 foreshadows a possibly explosive increase in skill development in the country through vocational education. All Higher Educational/ Educational Institutions were expected to provide vocational education as part of their curriculum. Over The next few years, vocational education will be gradually integrated into schools and universities. SRITW would walk on with an aim to ensure young students' empowerment and cater to the engineering demands, SRITW has a specific plan to follow: 1. In R18/R22 regulation skill courses are introduced in all branches of engineering, with a focus on social inclusion and inclusive education 2. To develop workplace-related skills and attitudes through internship and on-the-job training 3. To focus on the inclusion of good practices and innovations in</p>



	<p>teaching-learning 4. To collaborate with industries to impart practical skills and hands-on experience and design industry-relevant courses 5. To introduce new learning methods and digital tools, like Massive Open online courses (MOOC) and flipped classrooms for training and empowering teachers 6. Developing and implementing a holistic assessment and evaluation system. 7. To measure the achievements of learning outcomes through various tools and methods as defined by outcome-based education systems for 360-degree assessment and evaluation of students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Institute has adopted outcome-based education by the standards of the National Board of Accreditation. with clearly stated Programme Outcomes, Programme Specific Outcomes, and course outcomes. All courses are designed by the university with outcomes centered on cognitive abilities: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that students contribute proactively to the economic, environmental, and social well-being of the nation. The Course Outcomes (COs) are also aligned with the PO-PSO philosophy. All course syllabi have been designed with due consideration to economic and social needs at large to apply the spirit of NEP. Community participation and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects. Practicals and mini-projects focusing on community engagement are included in the curriculum. Professional Ethics &amp; Human Values is a value-based education course in the curriculum. Environmental Sciences is a course that looks at all areas of environmental sustainability. Thus, SRITW has various community outreach initiatives such as Student Club, and National Service Scheme (NSS) which cater extension activity to the community.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>Institute has adopted outcome-based education in accordance with the standards of the National Board Of Accreditation. with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed by the university</p>

	<p>with outcomes centred on cognitive abilities: Remembering, Understanding, Applying, Analyzing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsibility and ethics, as well as entrepreneurial skills so that students contribute proactively to the economic, environmental and social well-being of the nation. The Course Outcomes (COs) are also aligned with the PO-PSO philosophy. All course syllabus have been designed with due consideration to economic and social needs at large so as to apply the spirit of NEP. Community participation and service, environmental education, and value-based education are all part of an innovative curriculum that includes credit-based courses and projects. Practicals and mini-projects focusing on community engagement are included in the curriculum. Professional Ethics &amp; Human Values is a value-based education course in the curriculum. Environmental Sciences is a course that looks at all areas of environmental sustainability. Thus, SRITW has various community outreach initiatives such as Student Club, and National Service Scheme (NSS) which cater extension activity to the community.</p>
6. Distance education/online education:	<p>Due to Covid -19 pandemic, educational institutions in the country have increasingly been involved in using digital platforms for engaging in classes and conducting conferences and meetings. Keeping aside the negative impact of the lack of face-to-face learning, online education has broken the geographical barriers creating interaction between experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way for adopting a hybrid education mode combining online and offline resources. This can also be considered the new normal, which is envisaged in the New Education Policy. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Students are encouraged to do MOOC courses at SRITW which promotes online education. SRITW has successfully imparted all its course content delivery online during the Covid-19 pandemic with tools such as Zoom.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Electoral Literacy Club is set up with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution, essay writing, and other programs which create awareness regarding electoral procedures.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the ELC of the Institute are 1. Our students participate in Voter Awareness Campaigns aimed at educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, the electoral process, and related matters through hands-on experience.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The ELC takes initiatives that are socially relevant to electoral-related issues, especially awareness drives, creating content, and publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable, and ethical manner 2. To develop a culture of electoral participation and maximize informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activities to give experience-based learning of the democratic setup. We also conduct poster presentations, debates, mock parliaments, elocution,

essay writing, and other programs which create awareness regarding electoral procedures.

## Extended Profile

---

### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1586	1352	1104	1010	948
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 113

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	72	56	54	50

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
375.08	281.64	350.5	332.98	338.41

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

##### **1. Planning:**

- (i) The college adheres to the university's recommended curriculum and is affiliated with JNTUH, Hyderabad. The academic calendar is developed for each semester in accordance with the university's schedule. The allotment of subjects is done on the basis of the ability and experience of the faculty.
- (ii) Before the start of the semester, each faculty member is required to prepare an assigned course file that includes a lesson plan, course materials, and assignment question papers.
- (iii) Courses in similar domains are under general supervision. Curriculum gaps are identified through constructive stakeholders feedback.
- (iv) The HOD evaluates the course file during a general academic plan review at the beginning of the semester, making recommendations as needed. Refresher courses, workshops, and seminars are recommended for the staff to stay updated.

##### **2. Curriculum Delivery:**

The college formulates an active plan for effective delivery of the curriculum through lectures and lab sessions. For analytical courses, tutorial classes are set up to improve students' problem-solving abilities. To support its faculty in ensuring the effective delivery of the curriculum, the institution provides a sufficient number of books and other learning resources, including journals, magazines, and teaching models.

##### **3. Monitoring the implementation of curriculum delivery:**

The class coordinator carefully observes how the course material is delivered and gives feedback to the HOD. The principal looks after the way the classes are conducted on a daily basis.

##### **4. Monitoring the effectiveness of student learning:**

Tests are conducted after the completion of each unit to maintain continuous evaluation. Students will get back the corrected answer sheets along with any important suggestions for improvement. Adequate measures are taken after identifying advanced and slow learners. Special classes are organized for slow learners, and advanced students are urged to enroll in value-added courses.

##### **ACADEMIC CALENDAR:**

Preparation of College academic calendar as per JNTUH academic calendar

- The college strictly follows the academic schedule which is published by the university.
- Different committees in the college will plan their events, which are escalated to the in charge of college academic coordinator who prepares the academic schedule for the academic year.
- Principal, HODs, committee chairman, will review the schedule, and approve the academic calendar.
- Academic schedule will be displayed widely.

**COURSE FILE (should have the details of course file)**

The lesson plan specifies the number of periods, topics to be covered, and signatures of the HOD and Principal.

- Principals and HODs regularly evaluate the lecture dairy in accordance with lesson plan.

**TIME TABLE PREPARATION:**

Time tables are prepared that include time slots for class work, laboratories, projects, skill development clubs, seminars, counselling sessions, and the library.

**CONTINUOUS INTERNAL ASSESSMENT**

The Institute conducts two midterm examinations in a semester as per the instructions of JNTUH. An average of two mid marks is taken for internal evaluation, which is considered in external semester examinations. similar is the case for laboratory.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**1.2 Academic Flexibility****1.2.1**

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

**Response:** 39

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

**1.2.2**

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



**Response:** 54.37

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

2022-23	2021-22	2020-21	2019-20	2018-19
870	740	600	552	500

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 1.3 Curriculum Enrichment

#### 1.3.1

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

#### **Response:**

Sumathi Reddy Institute of Technology believes in encouraging a comprehensive value-based educational community. Maximum courses provided in the curriculum deliver the cross-cutting issues appropriate to Professional Ethics, Diversity and Inclusion, Human Values, Environment, and Sustainability combined the curriculum.

#### **Human Values and Ethics:**

“Real success requires respect for and faithfulness to the highest human values-honesty, integrity, self-discipline, dignity, compassion, humility, courage, personal responsibility, courtesy, and human service,” says Michael E. DeBaakey

Any educational programme aims to give successful and moral professionals who can address socio issues with innovative and better outputs. Therefore engineers must be combined with professional ethics and human values in the use of technology.

Conveying technical education alone doesn't give an overall personality. Hence, considering the importance of Social Values & Ethics and Universal Human Values, JNTUH, Hyderabad provides Social Values & Ethics and Universal Human Values course in the curriculum. As per the recent guidelines of AICTE, Universal Human Values (UHV) is offered as a part of the Student Induction Programme (SIP).

SRITW is offering these courses in all programmes.

1. Social Values & Ethics and Human Values include self-discipline expected by professionals.
2. The course concentrates on building the right judgments, applying their skills, and taking correct decisions in any situation in their professional and personal lives.
3. To meet the demands, the course optimistically affects the student's thinking ability.
4. UHV has been introduced to develop a strong link between students and the faculty to create global awareness about Universal Human Values and also motivated through extra-curricular activities.

### **Diversity:**

Diversity identifies how diversity relates to its core institutional operation and the distinctive circumstances of the institution. Campus leadership, including a diverse faculty, plays an important role in achieving inclusive institutions. For example, faculty members take curricular decisions, including their interactions with students, can develop inclusive climates.

Also, students report that it is important for them to see themselves reflected in the faculty and curriculum enrichment. The Women Grievance Cell is established in SRITW to empower women to handle challenges confidently.

### **Environment and sustainability:**

There are courses like Environmental Science in engineering programmes that provide various aspects of sustainability and environmental studies. Environment plays an important role in the life of human beings. Through this course, the students learn about

1. The importance of natural resources and conservation of soil in a suitable way.
2. Rural issues and urban issues about the environment were studied.
3. Different aspects of pollution like air, water, etc were studied.
4. Self-supporting green campus concerning water, energy and waste management, plantation, and harvesting the rainwater. The college encourages the students to participate in various NSS programs like Tree Plantation, Swachh Bharat, World Environment Day, etc. for better contribution.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

### **1.3.2**

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

**Response:** 36.89

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

Response: 585

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

**Response:** A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 83.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	427	244	240	255

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

2022-23	2021-22	2020-21	2019-20	2018-19
480	480	420	300	300

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 86.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	96	85	83

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

2022-23	2021-22	2020-21	2019-20	2018-19
168	168	147	105	105

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

**2.2 Student Teacher Ratio****2.2.1**

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

**Response:** 18.66

**2.3 Teaching- Learning Process****2.3.1**

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

**Response:**

At SRITW, the significance of student-centered techniques and the following three primary learning methods is recognized, and this feature is made a regular evaluation component.

**Participatory Learning:**

At SRITW, Active Learning Methods (ALMs) such as Workshops, Assignments, think-pair-share, one-minute paper, and so on assist students whose learning style is compatible with Participatory Learning. Every course has implemented these strategies, which require students to actively connect with faculty.

**Experiential Learning:**

ALMs such as Lab Taken to Class (LTC), simulations, animations, and so on cater to students who prefer Experiential Learning. Students begin lab work immediately after completing the relevant subjects in the classroom.

**Problem-Solving Methodologies:**

The tutorial components and case study-based learning for the majority of the core courses focus on enhancing problem-solving skills. The tutorial sessions provide an opportunity for the students for one-on-one interaction with the faculty and to come up with better solutions for the problems.

**ICT:**

One of the essential life skills in current times is digital literacy. It is imperative for teachers to adopt the latest ICT technologies for teaching. SRITW also has adopted ICT-enabled teaching methods in addition to conventional classroom teaching. The faculty use ICT-enabled learning tools such as PPT, Video clippings, Audio systems, and online sources, to impart advanced technologies and practical knowledge. The faculty use electronic resources from platforms like DELNET. and Digital Library for updating themselves with the state of art technologies. In the recent pandemic situation, the education sector is one of the affected fields. But ICT tools enabled teachers to continue academic activities

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
85	72	56	54	50

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.4.2

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

**Response:** 18.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	9	9	6

File Description	Document
Institution data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

Sumathi Reddy Institute of Technology for Women, Ananthasagar, adheres to academic standards and University requirements. The guidelines include internal and external evaluation processes as well as the minimal attendance standards for end-of-semester exams. There are two midterm exams used for internal evaluation. Each midterm question paper consists of both objective and descriptive questions. The subject experts produce a set of question papers for the test. The scripts are evaluated and checked by instructors and students within the specified time. Midterm marks are uploading to the University portal.

Both internal and external evaluations of the lab are conducted. Internal evaluation is based on regularity, record, and viva, including the internal test carrying 25 marks. The external examiner and concerned laboratory faculty will handle the final lab exam. Projects and seminars are also transparently evaluated. Using guidelines, the faculty assesses the student's presentation abilities during the seminars. Project Review Committee (PRC) at the departmental level constituted by HoD, senior faculty members, and concerned guides. Project reviews are carried out on a regular basis to monitor the student's performance.

Internal examination related complaints are handled completely transparently at the Sumathi Reddy Institute of Technology for Women. The dates of the internal exams are planned in accordance with the academic calendar and given to the students well in advance. The concern subject faculty evaluates the internal examination answer sheets. Students received the internal test papers and if there are any grievances concerned subject faculty re-evaluate the answer script in the class room on the day of paper distribution.

The following are the general grievances submitted by students regarding internal exams:

- Counting mistakes
- Answers attempted by students were not evaluated

Many of the problems that students bring to the attention of the faculty such as differences in evaluation or totaling are promptly remedied. Any student who is still dissatisfied with the evaluation and the distribution of marks can communicate with the relevant department head.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

#### **Response:**

The National Board of Accreditation for Engineering programmes defines the PO statements. for UG programmes explain the program's competency, which is generated from the core curriculum.

Course outcomes (COs) are the skills that a student acquires during the course. For all theory subjects, laboratories, and projects, the course outcomes are defined by the affiliating university.

The program outcomes and course outcomes are widely propagated and publicized through various means such as display and/or communication specified hereunder.



- Website
- Curriculum /regulations books
- Classrooms
- Laboratories
- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Professional Body meetings
- Library

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, program/ISO coordinators also inform the students and create awareness and emphasize the need to attain the outcomes.

Program specific outcomes (PSOs) are the specific skill requirements and accomplishments to be fulfilled by the students at micro level and by the end of the program. The programme coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The Head of the Department and subject experts of the individual departments will discuss the same and approve it after endorsement by the Principal.

Program Outcomes (POs) are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporate many areas of inter-related knowledge, skills and personality traits that are to be acquired by the students during their graduation.

Course outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess and the depth of learning that is expected upon completion of a course. They are clearly specified and communicated.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

In Outcome Based Education, assessment is done through one or more than one processes, carried out by the institution that identifies, collects and prepares data to evaluate the achievement of program

outcomes, Program Specific Outcomes and course outcomes.

### **PO Assessment Tools:**

Assessment tools are categorized into direct and indirect methods to assess the Program Outcomes, Program Specific Outcomes and Course Outcomes.

**(A). Direct methods:** Display the students' knowledge and skills from their performance in the MID Examinations, Lab Examinations, end-semester examinations, presentations and classroom assignments etc. These methods provide a sampling of what students know and/or can do and provide strong evidence of students learning.

**(B). Indirect methods:** Preparations are gathered to know how well students are achieving/ achieved a learning outcome. The PAC assesses opinions, thoughts about the graduate knowledge and skills. As it is a complex process, the percentage of attainment is kept at low percentage.

### **Direct Component:**

Direct Assessment of POs for a course is obtained by mapping the average value of Course Outcomes attainment with the mapping of the target or expected POs for the particular course.

### **Indirect Component:**

**The indirect component of PO contribution is obtained from different surveys**

- Graduate Exit Survey
- Alumni Survey
- Employer Survey

**Graduate Exit Survey:** The Graduate Exit Survey is conducted at the end of the Program. The Objective of the Survey is to know the level of confidence of each PO/PSO that graduates possess by the end of the program.

**Alumni Survey:** A Survey is conducted on POs and PSOs. It contributes towards the weightage of POs and PSOs attainment. This survey is administered by an alumni coordinator with the passed-out students.

**Employer Survey:** Feedback is collected on POs & PSOs. It is an indirect assessment tool which contributes towards the weightage of POs and PSOs. Employee surveys are tools used by organizational leadership to gain feedback on and measure employee engagement, employee moral values and performance.

The weightages in the indirect assessment process are tabulated as given below.

<b>Name of the Survey</b>	<b>Weightage</b>
Graduate Exit Survey	10%
Alumni Survey	5%
Employer Survey	5%

**PO Attainment:**

Direct attainment level of a POs & PSOs is determined by taking average across all courses addressing that POs and/or PSOs.

Indirect attainment level of POs & PSOs is determined based on the student exit surveys, employer surveys, co-curricular activities, extracurricular activities etc.

For affiliated, non-autonomous colleges, it is assumed that while deciding on overall attainment level 80% weightage may be given to direct assessment and 20% weightage to indirect assessment through surveys from students(largely), employers (to some extent).

**Analyzing of Results:**

Levels of attainment are decided upon the percentage of students of the class who have more than Average mark allotted for the course outcome in the final Examination (CIE/SEE).

The attainment level is assigned as follows.

CO attainment	Level
$x \geq 60\%$	3
$50\% \leq x < 60\%$	2
$40\% \leq x < 50\%$	1
$x < 40\%$	0

**Table:** Attainment Levels

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

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

**Response:** 91.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
275	276	229	200	180

**2.6.3.2 Number of final year students who appeared for the university examination year-wise**

**during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
299	301	248	219	200

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.7 Student Satisfaction Survey****2.7.1****Online student satisfaction survey regarding teaching learning process****Response:**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 96.6

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	0	29.6	7	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

Sumathi Reddy Institute of Technology for Women (SRITW) implementing the Entrepreneur Eco-System Framework, which brings entrepreneurs, mentors, researchers, and academicians together to create an inspiring ecosystem to transform ideas into actions. The deep interaction between the theory and practice of entrepreneurship brings the best out of both, creating unique synergies. SRITW intends to be an active catalyst for the growth of the startup eco-system.

SRITW provides support to develop student ideas for innovative products, which helps society in the fields of Agriculture, Health care, Marketing, Automobile, Waste Management System, etc. The College provides an enriched environment of learning to all the women students. SRITW has got sanction of New Generation Entrepreneurship and Development Center (NewGen IEDC), ASPIRE-TBI, and MSME Incubation Center. In the above centers, we are conducting entrepreneurship activities like Weekly Innovation Challenge, Ideation Fest, Entrepreneurship Speaker Series, Tinker Camp, Innovation

## Workshops on Entrepreneurship, and Startup Visits

**New Generation Entrepreneurship and Development Center (NewGen IEDC)** was established at Sumathi Reddy Institute of Technology for Women, Warangal in 2018. IEDC-SRITW is funded by the Department of Science and Technology, New Delhi for five years with a total grant of Rs 2.8 Cr. IEDC Mission is “Develop Institutional mechanism to create Entrepreneurial culture in academic Institutions to foster growth of innovation and entrepreneurship amongst the faculty and students. The goal of IEDC is to bring out the software/hardware product which has market value, prepare a Business plan, and form a company. Through this, students learn the value, and cost of the product, along with vital marketing strategy, funding, and the process of registration of the company.

**ASPIRE-TBI:** ASPIRE stands for ‘A Scheme for Promotion of Innovation, Rural Industries and Entrepreneurship’. The Ministry of MSME, Government of India launched the ASPIRE scheme to set up a network of technology centers and incubation centers to accelerate entrepreneurship and also to promote startups for innovation in the agro-industry. The primary objective of ASPIRE Technology Business Incubator (TBI) is to create new jobs and reduce unemployment. To achieve its goal, an ecosystem that facilitates economic development from the grassroot level is to be created, starting from the district level by facilitating innovative business solutions for unmet social needs. Sustainable local solutions that have global relevance are the vision of the TBI.

**MSME:** MSME Innovative Scheme will be an amalgamation of the Incubation, Design, and IPR Schemes of the Ministry of MSME. MSME Innovative Scheme will be the combination of Incubation, Design, and IPR Schemes of the Ministry of MSME (Ministry of Micro, Small, and Medium Enterprises). This Ministry has been implementing this scheme since 2008 under the approved guidelines which permit the Govt. GoI financial assistance of 75 % to 85 % of the project cost up to the maximum of 8.00 Lakhs. This fund is routed through the Business Incubator (BIs). MSME Center provides an opportunity to innovators in developing and nurturing their new innovative ideas for the production of new innovative products which can be sent into the market for commercialization.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**3.2.2**

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

**Response:** 49

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

2022-23	2021-22	2020-21	2019-20	2018-19
7	6	10	9	17

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 3.3 Research Publications and Awards

#### 3.3.1

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

**Response:** 0.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	4	3	11	4

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

#### 3.3.2

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

**Response:** 3.38**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
57	127	6	188	4

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**3.4 Extension Activities****3.4.1**

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

**Response:**

SRITW have an NSS unit since 2012, to infuse social responsibilities including moral values among the students. These are often integrated with Curricula as extended opportunities, intended to help, serve, and learn. The Curriculum-Extension interface has an educational value, especially in rural India.

**EXTENSION ACTIVITIES CARRIED OUT BY THE NSS UNIT OF SRITW**

SRITW had adopted a nearby village to conduct Service Activities like

- Self Defence training for girl students
- Swachh Bharath
- World Water Day
- Tree plantation/ Haritha Haram
- Environment Day
- Yoga Day
- Girl Child Education
- Women's Health and Hygiene
- Awareness program on Save Electricity
- Awareness program on drug addiction.
- Awareness program on voting.

**IMPACT OF EXTENSION ACTIVITIES**



- Swachh Bharath impacted the level of cleanliness through solid and liquid waste management, Open defecation is gradually reducing.
- A major Tree plantation drive was organized to increase the green cover in turn benefitting all the living species.
- All awareness done on Girl Child Education has definitely helped change the parent's perspective about Women's role in society and parents are now willing to send their daughters for higher education and are willing to let them work in their respective areas of interest.
- The awareness created a sense of understanding the basic facts linked to the menstrual cycle and how to manage it with dignity and without discomfort or fear. The proper usage of clean menstrual materials and their proper disposal is now being noticed by the villagers.
- One of the major impacts of Self Defense Training activity has been instilling a sense of fearlessness and enhancing mental strength among girls. They are beginning to feel more confident and secure having learned techniques to defend themselves in times of crisis.

The Save Electricity Campaign ensured the people understood its importance and they started ensuring no street lights or household electrical lights are used during the daytime and when possible, all electronic items are used only when necessary.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

The institution imparts Professional Ethics and Human Values as part of the academics, besides that awareness is spread through Social responsibility is passed on through the National Service Scheme (NSS) and its activities. The college sensitizes the faculty and the students on institutional social responsibilities. NSS units of the institute regularly conduct camps in the nearby villages in order to create an insight into the societal needs in the minds of the students. This motivates the students to participate in social outreach programs which would benefit students in nearby villages. A sample of such programs conducted includes

- Eradication of Child Labour
- Health and Hygiene
- Computer Literacy Programs
- Girl Child Education

The students participated in programs like energy conservation; environmental awareness etc. in the nearby villages. Awareness about the Anti-ragging program was conducted in association with the Police Department. Blood donation camp strengthens the sense of empathy and compassion among donors and also instils in them a sense of commitment and ethical responsibility. A blood donation camp was

organized as part of the NSS activity. Many faculty and students came forward to donate blood. Apart from the above, the significance of clean surroundings, hygiene, sanitation in the neighbourhood, and garbage disposal has also sensitized the community at large. All these initiatives created a holistic environment.

Women empowerment programs created awareness among the girl students to exercise their rights. All this leads to informed, balanced and responsible citizenship. All the faculty members and students practiced yoga on the occasion of Yoga Day celebrations. Various activities were conducted and multiple sensitive topics of social, political & economic significance were discussed in order to create a better understanding among students & contribute to the balanced development of their personalities. The NSS unit functions under the guidance of a Faculty NSS Program Officer. The NSS wing of the college focuses on providing access and opportunities to underprivileged children in health and education

### 3.4.3

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

**Response:** 45

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	9	4	9	10

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.5 Collaboration

### 3.5.1

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

**Response:** 25

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

#### Response:

Sumathi Reddy Institute of Technology For Women has a beautiful landscape, aesthetic architecture, eco-friendly environment, spacious classrooms, well-equipped laboratories, and good infrastructure spread over 5.25 acres.

#### Classrooms

The Institute has well-furnished, spacious, and well-ventilated classrooms which are also well illuminated. Classrooms are maintained as per norms for proper visibility and audibility. The classrooms are equipped with adequate furniture, blackboard, projectors, fans, lights, and power backup. 95% of the classrooms are provided with LCD projectors and LAN / Wi-Fi connectivity.

#### Laboratories

The Institution has domain-centric laboratories as per the regulations of AICTE and Jawaharlal Nehru Technological University, Hyderabad. Adequate and well-maintained equipment to conduct experiments is provided. Sufficient safety measures have been incorporated and are displayed at strategic locations in the laboratories.

#### Seminar Halls

The college has a seminar hall and one conference hall in the academic blocks to conduct seminars, conferences, guest lectures, and workshops for students and faculty.

#### Training and Placement Cell

The T&P Cell is involved in the placement of students through various training modules.

#### Computing Equipment

The institution has 428 computers. Every department has separate computer labs for conducting

programming & simulation experiments to enhance the skills of the students.

### **Library**

SRITW recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The central library has a floor area of 495 Sq. Mtr. The digital library has 30 systems with internet facility. It enables student's remote access to ejournals. The library has a collection of 1750 titles, 14385 volumes, and also 46 printed Journals & Magazines

### **Transport Facility**

SRITW has a transport facility for students and faculty members. Our buses cover all the areas.

### **Medical facility**

A healthcare center provides a first-aid facility and has a tie-up with a nearby hospital for any medical emergencies. An ambulance is available 24/7 to meet emergencies in the campus.

### **Canteen facility**

A canteen facility is also provided for students & staff which has adequate seating capacity.

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

The Department of Physical Education conducts sports for the staff and students in Cricket,

Football, Volleyball, Athletics, Throw Ball, Tennikoit, Badminton, and also in Indoor games like Caroms, and Chess. Our students have excelled and won prizes in various intra-college, inter-college, and university competitions.

### **Cultural Activities**

A basket of clubs is made available to the students to choose from, which hones their talents and encourages them to pursue their hobbies. The arts and crafts, agriculture, sports, dance, entrepreneurship, coding, yoga, and fitness club develops and exhibits the student's creative side.

### **Hostel Facilities:**

The hostel has a big dining hall with a large capacity. CCTV Cameras are installed for security purposes and a Wi-Fi facility is also provided

<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

**4.1.2**

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

**Response:** 43.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
74.85	80.12	218.77	155.72	195.64

**File Description****Document**

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

**4.2 Library as a Learning Resource****4.2.1**

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

**Response:**

**Introduction:**

The Learning Resource Center of Sumathi Reddy Institute of Technology for Women has sufficient area to cater the needs of the students and staff. The library is open to all students and staff during working hours and beyond. Reference books can be studied only in the learning resource center.

The learning resource center is user-friendly to all students and faculty members. It has a vast collection of over 14,943 volumes, and 1750 titles. The total seating capacity of the library is 100. The learning resource center was automated in the year 2019 with SOUL Software, Version 3.0.

The Online Public Access Catalogue (OPAC) is an online database of materials held by the library to search by author, title, subject and publisher. The library is equipped with the state- of-the-art facilities where the students and the faculty members can make use of the available resources. The Digital library is equipped with computers and a high speed internet facility. The plinth area of the

Library is 495 Sq.mtrs.

**Working hours:**

The Library works on all days of the year except a few holidays of national & social importance.

- Weekdays : 9.00 a.m. to 7.00 p.m.

**Membership:**

The enrolment of Membership will be extended to all the bonafide students of UG and Faculty, Administrative officers & Supporting Staff of the college. The prescribed Membership forms can be had from the circulation counter.

**Collection:**

- Total Book Stack : 14943
- Total Book Titles : 1750

**Reference section:**

**Text Books**

A copy of each of the prescribed latest textbooks and other recommended books are kept in the Text Book collection and these are to be referred on the Library premises only.

**Reference Books**

The section contains reference books such as Encyclopedias, Dictionaries, Directories, Handbooks, Bibliographies, Data Books, and B.Tech. Dissertations (only in CD/DVD form) etc., these are to be referred within the Library premises, but are not for lending.

**Information technology (it) application:**

**Bar-code member id card:**

Each bonafide user will be provided with a Bar-Coded member ID card for the duration of course. The Member ID Card is not transferable for the issue of books.

**Digital library:**

The learning resource center has college campus LAN connectivity through the computer center and is connected to a web server. 30 systems providing network facility are installed for browsing e-Resources only.

**DELNET**

Learning resource center is a member of DELNET (Developing Library Network) New Delhi.

DELNET connectivity is provided in the library as well as in the campus through LAN for searching Full Text, Bibliographic databases, abstracts of various technical subjects, etc. of the other institutions.

### National Digital Library (NDL):

Our Institution has registered for institutional registration in NDL India to access more than 80 Lakh Digital resources at no cost.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

#### Response:

The computer labs in Sumathi Reddy Institute of Technology for Women are fully equipped with latest configuration and the students are privileged to have unlimited access. The laboratories are equipped with structured fiber optic and UTP cabling network and other relevant software.

The institution has state-of-the-art computer laboratories with **408** computers (HP SYSTEMS) with internet connection. All the systems in the college campus are provided with LAN facility and Wi-Fi with a speed of 300 Mbps, which will help the students to access internet seamlessly. Wi-Fi connectivity is provided in the administrative and academic areas also. Different blocks of the college are connected through **TP-LINK** access points. Wi-Fi secured campus for all departments, staff rooms and offices are provided along with internet facilities for the convenience of students, teachers and office staff.

IT related needs of the campus such as Hardware, Networking and infrastructure facilities are created taking in to consideration the requirements of all the stakeholders. Computer laboratories are equipped with state-of-the-art technology and are available to all the staff and students. LCD Projector, Printers and Scanners are available for staff to effectively fulfil their academic requirement. Adequate number of class rooms & seminar halls are equipped with LCD projectors and are used to deliver video clips and PPT presentations as on required basis.

A Library Management Software was installed at the library to keep track of the books and e-journals (DELNET) using the digital library.

Training & Placement activities are facilitated to its level best by training the students from First



Year onwards using the available IT infrastructure and thereby improving skills, so that each student is ready to attempt the interviews and achieve their goals. We are committed to preparing our students for professional success. Our approach to training and placement begins early, with students receiving training from their very first year. Our IT infrastructure is the backbone of this preparation. It equips students with the skills and knowledge needed to excel in interviews and achieve their career goals. We understand that preparing students for the professional world involves not just theoretical knowledge but practical skills and real-world experience.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

#### 4.3.2

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

**Response:** 3.89

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

Response: 408

File Description	Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 4.4 Maintenance of Campus Infrastructure

#### 4.4.1

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

**Response:** 45.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
247.87	159.21	109.66	140.74	102.43

  

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 73.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1174	1012	800	754	658

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 5.1.3

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

**Response:** 70.88

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

2022-23	2021-22	2020-21	2019-20	2018-19
882	863	867	820	821

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 70.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
248	196	171	153	140

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

2022-23	2021-22	2020-21	2019-20	2018-19
300	303	252	222	206

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

**5.2.2**

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

**Response:** 38.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
07	28	45	43	20

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.3 Student Participation and Activities****5.3.1**

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

**Response:** 0

**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at**

*national/international level (award for a team event should be counted as one) year wise during the last five years*

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

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.3.2

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

**Response:** 33.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
40	38	12	37	39

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The concept of the Alumni association evolved for the needs of both ends, i.e., academicians and professionals, to build a bridge between college life and career life so that the fresher graduates are made proactive to face the current challenges of the competitive professional world. Both ends work hand in hand to help each other achieve the goal. The institution formed an Alumni association.

## **Formation of Body**

The Alumni Association of Sumathi Reddy Institute of Technology for Women was formed in the presence of the Principal Dr.I.Rajasri Reddy, Mr. M. Rajith Kumar, Assistant Professor Coordinator of the Alumni Committee, HODs, Mr.Venu Gopala Swamy, A.O., and other faculty members of all departments, as well as many enthusiastic students of the college.

## **Mission**

- To reunite in the alma mater from where students grew and flew off.
- To build a bridge between college life and career life, to introduce present students to the professional world, and to make them proactive in facing the challenges that may emerge in their career path.
- To provide job opportunities to freshmen through references to enhance their skills.
- Conduct orientation and training programs for students on various topics.
- To create awareness among students about the scope of their subject in their professional world.

## **Plan of Action**

- Conduct periodic meetings of the committee to develop a plan of action.
- Conducting training sessions on industry practices and professional approaches by industry professionals and alumni.
- Felicitation to achievers.

## **Objectives of the Alumni**

- To provide a Forum for members of the Society to interact.
- To achieve a high degree of belongingness to the College and society.
- To enroll the members from time to time and keep them abreast of the activities of the Society and the College.
- To provide adequate avenues for drawing upon the knowledge and expertise of the alumni for furthering the cause of the College to attain a good position and influence in the academic, social, and business world.
- To foster communication amongst the alumni and to promote relations through interactive meetings and get-togethers.
- To collect, publish, and disseminate information that is relevant to all the members of the Society.
- To play a significant role in the placement of our students in reputed organizations.
- To encourage a spirit of loyalty, friendship, service, and benevolence among members of the Society.

## **Objectives concerning financial grants and other facilities for the needy students/alumni of the College:**

- To highlight the achievements of the members of the Society as well as the current students of the College.
- To enhance the membership of the Society continuously.



<b>File Description</b>	<b>Document</b>
Provide Link for Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

Sumathi Reddy Institute of Technology for Women has a well-defined Vision and Mission that address the needs of all its stakeholders. The Management and the College are committed to imparting quality and value-based education and intend to produce quality professionals by inculcating human values, ethics, and compassion through quality education.

#### **Vision:**

To empower women in the field of Science & Technology and transform them as Innovators, Leaders and Entrepreneurs.

#### **Mission:**

1. To create and nurture a unique learning environment for faculty and students by providing state of the art infrastructure.
2. Foster a culture of innovation and entrepreneurial spirit among students and faculty.
3. To promote industry interaction, avenue of research and employment opportunities.

**Participative Management:** The management of the institute believes in a participatory decision-making process and encourages all the staff and students to participate in the decision-making process. Management is committed to imparting Quality Education by providing all the required physical resources, financial resources, and human resources, apart from a congenial campus environment. Constantly the Management is supporting the institute by providing updated equipment, furniture, and other physical amenities for the growth of the institute.

**Participation of Faculty in decision-making:** In organizational order, faculty are the key members/pillars of the academic institute. The preparation and Implementation of plans and policies are done at this level. The needs and day-to-day problems are handled by the principal. Any subsequent requirements that are required at a higher level of input and direction will be addressed by management.

#### **Decentralization**

The institution maintains a trend toward a decentralized governance system. Decentralization and Participatory management are used at various levels in the institute. The secretary and Correspondent play an important role in keeping the smooth administration of the college. The principal conducts meetings with HoDs and takes proper suggestions, and final decisions will be implemented.

HoDs are involved in organizing seminars, workshops, distributing workload, assigning faculty for various academic roles, etc. HoDs will take feedback from students once in a semester to observe the performance of each faculty member and encourage staff to self-appraisal which helps them improve their academic performance and set new goals. HoDs participate in the meetings headed by the principal to discuss various academic needs for the continuous improvement of the institute.

Faculty are encouraged to develop their leadership qualities by various curricular and co-curricular academic activities. Faculty are encouraged through incentives for their research work, publications, certifications and NPTEL courses. Students with the best academic performance are felicitated. Motivation will be given to all the students to actively participate in different types of activities. Different committees like Grievance redresses cell, Anti Ragging cell, NSS, UBA, Entrepreneur Development Cell etc are used for decentralization and participative management.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### **Response:**

The institutional strategic plan, when effectively deployed, plays a critical role in shaping its overall performance and success. It serves as a strategic blueprint that outlines the college's long-term objectives, mission, and vision. When this perspective plan is seamlessly integrated into the daily operations of the institution, it greatly contributes to the effectiveness and efficiency of its institutional bodies, making the college more responsive to the ever-evolving demands of engineering education.

Our policies within are instrumental in defining the principles and guidelines that govern its academic and administrative activities. An effectively deployed perspective plan ensures that policies are coherent and aligned with the college's long-term goals. Academic policies, for instance, define the curriculum, assessment methods, and research guidelines, placements and MoUs. while administrative policies regulate the functioning of various departments and units. When policies are thoughtfully crafted to reflect the institution's values and priorities, they provide a solid foundation for academic and administrative decision-making, ensuring consistency and fairness.

The administrative setup involves defining the structure and hierarchy of various departments and units. An efficient administrative structure not only outlines roles and responsibilities but also promotes streamlined communication and coordination. It plays a vital role in maintaining academic and

administrative processes that are responsive and adaptable to the demands of engineering education.

Appointment procedures and service rules are crucial in managing the college's workforce. Effective recruitment and appointment procedures are essential for attracting and retaining qualified faculty and staff who can contribute to the institution's success. Service rules, on the other hand, set expectations and standards for employee conduct and performance. When these appointment and service rules are transparent and align with best practices, the college can build and maintain a highly motivated and productive workforce.

The administrative setup is optimized for responsiveness, ensuring that resources are allocated efficiently and that decision-making processes are streamlined. Appointment procedures and service rules are in line with best practices, attracting top faculty and staff and ensuring a dynamic and motivated workforce that contributes to the college's growth and reputation.

The efficient functioning of institutional bodies is not static but continually evolving. Institutions must remain agile and responsive to changing trends in technology, research, and pedagogy. This demands on going evaluation and adaptation of policies, administrative setups, appointment procedures, and service rules. Our institution invest in continuous improvement and align these elements with their perspective plan are better equipped to excel in delivering cutting-edge education and producing graduates who can meet the ever-growing demands of the engineering profession.

In conclusion, the effective deployment of the institutional perspective plan and the efficiency and effectiveness of institutional bodies are interconnected factors in the success. The alignment of these components ensures that the institution remains competitive, responsive to emerging challenges, and focused on achieving its long-term educational goals. It is through this alignment our institution can thrive in today's rapidly changing educational landscape, delivering high-quality engineering education and research while maintaining their relevance and sustainability.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide Link for Additional information	<a href="#">View Document</a>

## 6.2.2

*Institution implements e-governance in its operations*

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

**Response:** A. All of the above

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

#### **Welfare Measures**

Sumathi Reddy Institute of Technology for Women provides Employee Welfare as a mandatory part of the organization. Welfare measures of an organization will keep up the confidence of the employees and help the organization retain the employees for a long time. It also improves the quality of their performance, as they feel comfortable, committed and wholeheartedly work for the organization.

The Institution provides effective welfare measures to both teaching and non-teaching staff. All statutory welfare measures are implemented. Various monetary and non-monetary measures towards personal and professional growth are being followed to the satisfaction of the employees, given the fact that it is a not-for-profit institution.

The welfare measures available in the institution for the teaching and non-teaching staff are three Fold:

Statutory Welfare measures as per Government norms:

- EPF and ESI facility to the Non-teaching staff.
- Group Insurance for all the staff members.
- Medical, Maternity leave and benefits are sanctioned for the required Staff (Teaching & Nonteaching).

Monetary and Non-monetary welfare support measures/initiatives:

- Marriage leaves & Maternity leaves are sanctioned along with salary for the faculty.
- Adjustable timing benefits are extended to Faculty who are nursing mothers.
- Moral and emotional support to Faculty and Staff who are going through personal or professional crises in life.
- Research support (M.Phil. or PhD) through time allowances and usage of library facilities and infrastructure.
- Funding Registration fees and Travel expenses for Faculty attending Conferences and Workshops.
- Health camp is organized for all the faculty once in a year.

**Performance Appraisal system for teaching staff:**

- 1.The Institute has a Performance appraisal system that covers general and periodic appraisal process that assess an individual employee's performance and productivity to certain preestablished criteria and organizational objectives.
- 2.Other aspects of individual employees are considered as well, such as organizational behavior, accomplishments, potential for future improvement, strengths and weaknesses, etc.
- 3.This is aimed at employing a comprehensive performance management system to manage and align all of the organization's resources to achieve the highest possible performance organization.

**The functioning status of the appraisal system for teaching staff**

- 1.360 - degree feedback on faculty members on the teaching-learning process.
- 2.Self-appraisal, peer review, and student feedback.
- 3.Review of the performance of faculty members every semester. Based on the appraisal, annual increments, career advancement, etc will be given to the faculty.
- 4.Every year faculty members prepare the Academic Performance Indication in the prescribed form which is forwarded by the concerned HOD with his/her remark to the principal
- 5.All the appraisals are consolidated, categorized into good, average, and poor performers
- 6.Poor performers are counselled to improve.
- 7.Average performers are given guidance to improve.
- 8.Good performers are appreciated.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

**6.3.2****Percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response:** 53.63**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
85	32	45	5	3

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

### 6.3.3

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

**Response:** 47.12

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

2022-23	2021-22	2020-21	2019-20	2018-19
34	37	29	41	31

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	10	09	08	08

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Annual reports highlighting the programmes undertaken by the teachers	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

#### **Response:**

Sumathi Reddy Institute conducts regular internal and external financial audits. Internal audits, managed by institute employees, assess and improve financial processes. External audits, conducted by an outside firm, ensure transparency. Internal auditors submit reports to the Audit Committee, which, in turn, reports to management. The institute is dedicated to designing systematic financial evaluations, developing risk management policies, and ensuring effective policy implementation.

Periodic internal audits at the institute, carried out by designated officials, precede external audits after closing accounts. The internal audit process includes regularizing accounts, obtaining confirmations for credit balances, collecting necessary documentation, and reconciling unit-wise balances with control accounts and bank reconciliations.

External audits, conducted by independent statutory auditors post-financial year, assure shareholders of the institution's financial statement accuracy. They scrutinize student fees, expenses, Provident Fund, taxes, assets, and liabilities through comprehensive verification.

Based on the consolidated reports, our Institution submits the annual returns every year to Income tax authorities and the other relevant authorities concerned.

#### **Institutional strategies for mobilisation of funds:**

- Admissions are made as per Telangana Government Higher Education norms.
- Fees amount is collected from each student as per the norms laid by the Fees Fixation Committee of State Government.
- The amount towards fee collection is deposited in public sector banks as short-term fixed deposits. The amount of fees and the interest earned from the deposits are utilized for the development of the college and recurring expenses like salaries, electricity maintenance, vehicle



fuel, infrastructural maintenance etc.

- Alumni association fund is also utilized towards recurring expenses.
- Institute has applied for grants from AICTE, DST, and other organizations under MODROBS, to purchase the latest laboratory equipment, updated version of the software and others.
- Grants and sponsorships received from various organizations including Professional Bodies to conduct Symposiums, Seminars, National and International Conferences and other similar activities.
- The innovation activities like students' project work and research activities of students and faculty are supported by the Institute. Institute also supports Green infrastructure development in the college atmosphere and for waste management activities.
- The College also gets various sponsorships from industries, private firms, and individuals for the development of laboratories and library in the form of models, equipment, books etc.
- The college is functioning under Sarvahitha Educational Society. The Corpus fund of the Society is also allocated to the college.

### **Optimal utilization of resources:**

An annual budget guides optimal financial resource allocation in our institute, aligning with departmental estimates and finance committee reviews. Allocated funds cover staff salaries, equipment, consumables, library resources, advertising, and various fees. The finance committee audits income and expenditure, offering recommendations for efficient fund mobilization. Specialized committees analyze needs, forwarding proposals to the analysis committee, which, after scrutiny, involves the finance committee for a clear opinion. A portion of funds supports sports, yoga, and personality development programs, fostering a healthy balance. Additionally, funds contribute to green infrastructure, waste management, utilities, and social service activities as part of our social responsibility initiatives.

## **6.5 Internal Quality Assurance System**

### **6.5.1**

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

#### **Response:**

SRITW has constituted the Internal Quality Assurance Cell (IQAC) in July 2022 to continuously upgrade the quality of the institute in all aspects.

#### **Objectives:**

- To ensure continuous improvement in all activities of the Institute.
- Ensuring quality and integrity in the Institute.
- Develop a strategic action plan to improve the academic and administrative performance of the institute.

- Implementing various measures for upgrading the quality of the institute and promoting best practices.

## **Strategies and Processes:**

### **1. Institutional Academic Audit and outcome enhancement**

An academic audit is conducted annually with internal experts to measure the results of academic-related activities.

They are as follows:

- To start observing the admission percentage of first-year students and the academic performance of students for all semesters;
- Achievements of Course Outcomes (COs) for all courses offered
- Efforts taken to encourage students to prepare for higher education through GRE/TOEFL/GATE, and competitive examinations are studied.

### **Other essential factors assessed in quantity and quality are:**

- Performance of Training and Placement Department in conducting training programmes
- Number of current final year students
- Secured placement
- Higher studies and
- Started entrepreneurship.
  - Workshops and guest lectures conducted by experts and industrial visits arranged for students
  - Achievements and awards of students in curricular, co-curricular, and extracurricular activities.
  - Faculty development programmes/ research, publications, and consultancy projects
- Details of research projects sponsored
- MoUs signed and Conducted activities
- Patents secured.
  - Annual budget proposal and study on purchase of equipment and its utilization for lab development.
  - Guest lectures, industrial training, and internships of students arranged with the support of alumni.

Auditors submit their reports to each department, recording their observations, strengths, weaknesses/scopes, and suggest measures for further improvement.

### **2. National Programme on Technology Enable Learning (NPTEL) Courses**

Technology is evolving rapidly, so students need to learn a lot beyond the prescribed curriculum. In this context, students and staff are motivated to pursue NPTEL courses conducted by the Indian Institute of Technology and they get admission to their courses. Interested, attend online classes and take the final exam conducted by the NPTEL unit. The advantage is that the three credits earned through the 8-week

course can be transferred to curricular credits earned and a professional elective or open elective can be left instead.

### 3. Infrastructure

In the last five years, the organization has increased the total number of computers from 300 to 408. The campus offers 300 Mbps internet bandwidth with two BSNL fiber net connections. The college has subscribed to DELNET to increase the number of volumes in the Central Library every year and to make more books available.

### 4. Teaching learning process and student feedback

All faculty members at the institute are required to keep course files for each course. The course file contains lesson plans, course outcomes, and attainments, as well as details on various teaching techniques, including ICT-based Teaching using PowerPoint presentations, group discussions, motivating movies, etc. A review of the Semester end result analysis for the grades of students and CO-PO attainment is carried out. The internal answer scripts of randomly selected courses are audited by HoDs, IQAC coordinator, and Principal for the appropriate evaluation of faculty performance. Feedback is collected at the middle and the end of the semester to assess the teaching proficiency of the faculty

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

#### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** A. Any 4 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

SRITW is committed to educating and following the idea of gender equity among the students as their prime duty and part of constitutional obligation. Successive governments have taken a lot of initiatives by implementing welfare schemes to ensure gender equality in the field of Higher Education. Every year governments provide various scholarships for the betterment of girl students. Our college constitutes a Women Empowerment Cell, an anti-ragging cell to create awareness among the students to assert their rights and to educate them about women's empowerment. These cells on various occasions conduct various programs and activities for the students to popularize the idea of gender sensitization and empowerment. We display posters and other circulars from the government consisting of warnings and information about stringent measures against women's harassment and ragging.

Women's grievance redressal cell has been taking special care of the girl students and trying to support them in terms of imparting confidence among them while they face any type of problems within the campus or outside the campus. Our principal and concerned heads of the Cells even take their parents into confidence while taking any kind of problems faced by the girls. We conduct orientation programs for the newly admitted students on gender sensitization and this is one of the primary agenda included in the program to educate the students on these issues. Another major objective of such activities is to expose the students to interpersonal relationships, equality and fraternity among the students.

In addition to this our N.S.S unit has been engaging the students in various activities to imbibe qualities of leadership, social service to cherish the values of equality, social justice and tolerance. The student counselling center has been working under the guidance of senior women faculty to take up informal counselling of students to keep them psychologically strong and confident enough to overcome any types of depression they face in life. We have a student welfare officer where the students are given representation to voice their problems and are given proper suggestions and solutions.

We have maintained a complaint box in the College in case they are hesitant to come up openly. Through these means, the College is able to take necessary measures to maintain cleanliness on the campus including the washrooms. The discipline committee of the College looks after disciplinary matters, from all kinds of harassment and ensuring their privacy.

SRITW has been successful in caring for its diverse students and staff population harmoniously in its efforts to steadily achieve its vision and mission. This is also evident from regular feedback from all its stakeholders.

#### **File Description**

#### **Document**

Provide Link for Additional information

[View Document](#)

**7.1.2**

**The Institution has facilities and initiatives for**

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

**Response:** A. 4 or All of the above

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>
Bills for the purchase of equipment's for the facilities created under this metric	<a href="#">View Document</a>

**7.1.3**

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

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

**Response:** A. All of the above

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

#### 7.1.4

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

#### Response:

The institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other. Commemorative days like Women's day, Yoga day, along with many regional festivals like Dussehra and Sankranthi are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. Institute has a code of ethics for students and a separate code of ethics for teachers and other employees which have to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

Equal opportunities are provided to the students to participate in various activities conducted irrespective of their caste, creed, religion, and region. The institution has an NSS wing to inculcate a sense of unity, discipline, and harmony. The activities undertaken by the NSS unit in our institution mitigate the socioeconomic diversities and progress them towards leading a tolerant and harmonious living.

SRITW celebrates national and international commemorative days and events to treasure the moments and instil a sense of meaning and significance in the lives of students and staff.

Some of the days celebrated in the institute are:

**Republic Day:** 26 January is celebrated as Republic day on which the constitution of India came into effect.

**Women's Day:** 8 March is celebrated as Women's day to bringing attention to issues such as gender equality, women's rights and their achievements.

**Independence Day:** 15 August is celebrating Independence Day on every year. The day has great importance as it marks the remembrance of our freedom fighters to make the nation free from the slavery

of the British.

**National Sports Day:** 29 August is celebrating as the National Sports Day is observed every year to spread awareness about the importance of sports and games in the life of every individual.

**Teachers Day:** 05 September is celebrating as Teacher's Day to acknowledge the challenges, hardships, and special roles that teachers play in our lives.

**Engineers Day:** 15 September is celebrated as Engineer's Day to feel proud of the engineers of our country and to celebrate their achievements in each and every field of science and technology.

File Description	Document
Provide Link for Additional information	<a href="#">View Document</a>

## 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:**

**Title of the practice 1:** Environment consciousness and sustainability (Green, Greener and Greenest)

#### 1. Objectives:

We have identified the following objectives, which are in tune with the practice:

- To promote awareness of environmental issues among students, staff, and society.
- To achieve better sustainability on the campus and improve the quality of life for all the stakeholders.
- To conserve water resources through rainwater harvesting.
- Establishment of an efficient way for waste management systems.
- Energy optimization for enhancing energy utilization.
- Transformation of the campus into a pollution-free and environmentally friendly zone.

**2. Context:** The SRITW campus near Warangal prioritizes eco-friendly practices in response to the global climate crisis. With its lush, green surroundings, the institution advocates for high environmental standards. It actively promotes awareness, environmental policy and local participation in conservation efforts to address environmental threats.

**3. Practice:** The campus implements various initiatives to promote environmental consciousness and sustainability. A green campus campaign fosters eco-friendly practices and garden maintenance. Waste management includes segregation, composting, and responsible disposal. Rainwater harvesting and wastewater management systems are in place. The college emphasizes energy-saving, with a 250KW solar plant and LED bulbs installed. Student engagement includes tree-planting campaigns and environmental events. Environmental education is integrated into the curriculum, emphasizing energy



conservation. Stickers remind to turn off equipment. SRITW is dedicated to environmental conservation through diverse efforts, collaborations, and awareness programs, fostering a profound understanding of nature and sustainability.

**4. Evidence of success:** The green campus campaign and eco-friendly practices have transformed the campus into an eco-conscious environment, evident in a streamlined waste management system and solar power generation. The institution fosters environmental awareness among students, staff, and the local community through regular cleanliness initiatives and conservation efforts. NSS field trips and the compulsory inclusion of environmental science in the curriculum contribute to heightened sustainability awareness. The culture shift is evident in reduced electricity, paper, and water consumption, along with proper waste disposal habits. Overall, the success lies in nurturing a holistic understanding of environmental responsibility and sustainability within the institution.

**5. Problems encountered and resources required:** While carrying out this practice, the following problems are encountered by the college:

- Encouraging sustainable behaviours and practices among campus occupants can be a challenge.
- The green campus initiative is a rather expensive practice. It needs expert advice on the investment of resources.
- Sufficient manpower is needed to maintain them.
- Lack of environmental awareness leads to problems in our environment such as loss of biodiversity, pollution, global warming, etc.
- Green Campus initiatives are challenging, so they require determination and long-term assurance from all the stakeholders.

**Title of the Practice 2:** Enhancing placements and student skills through comprehensive employability programs.

### **1. Objectives of the Practice:**

- To bridge the gap between employability and competence.
- To augment communication and professionalism.
- To enhance the skill - set required for professional and personal harmony.
- To improve students' technical skills and engage themselves in the current scenario.
- To reduce the rate of unemployment and contribute to the nation's economic growth.

**2. Context:** Comprehensive employability programs bridge the academic-industry gap, crucial in today's competitive job market. Educational institutions prioritize job-ready graduates, focusing on technical and soft skills development. Beyond academics, these programs refine graduates' communication, teamwork, problem-solving, adaptability, and work ethic skills, essential for employability. Collaboration with industries ensures practical alignment through workshops, internships, and skill-based courses. The programs empower students for successful job market entry, fostering personal and professional growth. In a dynamic global economy, they transform education into practical application, molding adaptable, innovative, and impactful future professionals with a holistic approach.

**3. The Practice:** The institution prioritizes skill development through well-structured training programs

for all branches, starting from the initial semesters. English language and communication skills courses run in I, II, and V semesters, addressing pronunciation in the phonetics lab and enhancing overall communication. Interactive Communication Skills Lab fosters group discussions, debates, and presentations, while the reading lab focuses on comprehension techniques. The initial semesters include comprehensive C and Python programming training with hands-on sessions for practical learning. Collaboration with organizations like ICT Academy and TASK aims to bridge the industry-competency gap, enhancing students' employability by aligning with industry trends.

The following skill development programs are conducted for the students with proper planning:

**Soft Skills Training:** Activities enhance students' communication and presentation skills for academic and professional contexts, emphasizing real-world situations and workplace environments.

- Public speaking
- Personality development
- Building Conversation
- Team Building
- Time Management

**Language and communication Skills Training:** It is intended to increase the following abilities in the students:

- Listening skills
- Mind Mapping
- Presentation skills
- Contextual Communication
- Clarity and concision
- Emotional Intelligence

**Technical Skill Training:** It is focused on training the students in advanced techniques, such as

- .NET Full-Stack
- Web designing
- Block Chain Technology
- Python Essentials
- Internet Of Things
- RPA and TABLEAU

**4. Evidence of Success:** Through collaborative efforts, the institution and students have excelled in on-campus recruitment, enhancing both quality and quantity of recruits. Over the past five years, consistent high performance has secured positions in reputable companies, with an annual increase in the average pay package, attesting to the success of the placement program.

2018-2019: 128 students secured jobs and the highest pay package of Rs. 4 lakhs.

2019-2020: 125 students secured jobs and the highest pay package of Rs. 6.5 lakhs.

2020-2021: 139 students secured jobs and the highest pay package of Rs. 6.5lakhs.

2021-2022: 182 students secured jobs and the highest pay package of Rs. 10lakhs.

2022-2023: 246 students secured jobs and the highest pay package of Rs. 12.47lakhs.

### 5. Problems encountered and resources required:

The following are the problems encountered:

- Influence of mother tongue in the communication process for rural background students.
- Students may find it overwhelming to balance the additional workload of workshops, assignments, and skill-building activities alongside their regular coursework.
- Due to the socio-economic background of the students, their confidence level and stage fear are at their apex.

File Description	Document
Best practices as hosted on the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 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:

New Generation Innovation and Entrepreneurship Development Centre (NewGen IEDC) is the programme launched by National Science and Technology Entrepreneurship Development Board (NSTEDB), Department of Science & Technology (DST), Government of India. NewGen IEDC aims to inculcate the spirit of innovation and entrepreneurship amongst the young students, encourage and support start-up creation through guidance, mentorship and support.

SRITW is one of the 26 institutes selected as center under NewGen IEDC, which got sanctioned by government of INDIA and established on 13/11/2018. Its mission is to promote knowledge based and technology driven startups by harnessing young minds and their innovation potential in academic environment. In this Institution, SRITW, NewGen IEDC would create a vibrant entrepreneurial culture amongst the students. NewGen IEDC will strive hard to convert Job - Seekers to Job Generators through the entrepreneurial route.

SRITW is the only women engineering college in Telangana to have NewGen IEDC and receive

a grant of 2.8 Crores from Department of Science and Technology (DST). Prominent personalities from the industry take sessions with the students on a regular basis to acquaint them with contemporary best practices existing in the industry. Thereby produce globally employable graduates with adequately equipped entrepreneurial skills.

NewGen IEDC-SRITW organizes a series of events like Weekly Innovation Challenge, Project Expo, Start-up Awareness Drive, Tinker Camp, Ideation fest, Ideation fest, Innovision every year to instill the spirit of entrepreneurship among the students.

#### **Objectives of NewGen IEDC:**

1. To channelize the knowledge and energy of youth towards becoming active partners in the economic development process.
2. To catalyze and promote development of knowledge-based and innovation-driven enterprises and promote employment opportunities amongst youth, especially students.
3. To inculcate a culture of innovation driven entrepreneurship.
4. To act as an institutional mechanism for providing various services including information on all aspects of enterprise building to budding entrepreneurs.

#### **Functions of NewGen IEDC:**

1. To motivate, support and mentor students for identification, development and commercialization of their innovative ideas.
2. To initiate targeted number of innovative student projects each year for new product development.
3. To organize Business Plan Competitions/Innovation Camps/ Hackathons with active involvement of industry and alumni.
4. To guide and assist prospective entrepreneurs on various aspects such as preparing project reports, obtaining project approvals, loans and facilities from agencies of support system, technologies information, etc.
5. To arrange interaction with entrepreneurs, bankers, professionals, potential customers and create a mentorship scheme for student innovators
6. To facilitate creation of entrepreneur's club / E-Cells in the college to foster culture of entrepreneurship amongst students.

#### **Salient features of NewGen IEDC:**

1. It is a five-year programme to be implemented in an educational institution.
2. A maximum of twenty new projects per Institution would be supported in a year.
3. The projects should be students' projects with a high degree of innovation and commercial viability to lead to possible start-up by students.
4. As far as possible, the projects should be multi-disciplinary in nature and to be executed by teams consisting of students drawn from various levels.

SRITW has produced more than 65 innovative projects, of which 30 products are commercialized and 7 products converted to start-ups. 8 are in progress.

The details of the performance of the institution in one area distinctive as its vision, priority and trust.

Our institution is providing excellent and quality teaching to our students. This would help them to shape their own character and career suitable to the development of the nation. To provide life skills, value based higher education with sound moral values.

**Vision:**

To empower women in the field of Science & Technology and transform them as Innovators, Leaders and Entrepreneurs.

- Sumathi Reddy Institute of Technology for Women is one of the prime education institutions in the urban area of Warangal with quality education.
- Hasanparthy is one of the villages in Warangal urban district. It was deprived from the higher education institutions. It was observed keenly by Sri A. Varada Reddy Gaaru, who is a renowned personality in educational field and hence decided to provide higher education to rural, urban and backward students, in particular.

**Mission:**

- To create and nurture a unique learning environment for faculty and students by providing state of the art infrastructure.
- Foster a culture of innovation and entrepreneurial spirit among students and faculty.
- To promote industry interaction, avenue of research and employment opportunities.

A good number of alumni have become a part of both private and public sectors and reached to a greater height.

File Description	Document
Appropriate web in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

---

### **Additional Information :**

Institute provides required guidance and organises activities through different cells essential for meaningful experiences, accomplishment in academics, success in career, community, and thereby overall progression. Induction program is planned for the first year B.Tech students to engage them in academic, co-curricular and extracurricular activities. Professional Societies like IEEE, ISTE, CSI and various Club activities are launched for the students. 20 students are allotted to one mentor to guide them in achieving their goals and to assess their progress through counselling and career guidance. Good number of students placed in reputed organizations and many students have taken internships in well-established companies. Alumni association functions effectively through Alumni Meet and Guest Lectures, to exhibit the latest trends in the chosen field. Remedial classes, Career Counselling and Personal Counselling are given to the required students. Soft skills and Language Lab is also provided to the students to enhance the communication, comprehensive and aptitude skills. A comprehensive monitoring and evaluation framework will be established to assess progress toward achieving the strategic goals. Regular assessments and reports will be generated to ensure transparency and accountability. Through careful planning, dedicated effort, and a commitment to excellence, the college will position itself as a leader in engineering education and research on both national and international fronts.

### **Concluding Remarks :**

The Institution is affiliated to Jawaharlal Nehru Technological University, Hyderabad and approved by AICTE. SRITW is offering 5 undergraduate programs. Every programme is planned in a semester pattern. Curriculum is structured to achieve the Program Outcomes (POs) and Program Specific Outcomes (PSOs) using outcome-based education. Students get enrolled as per state Government and Affiliating University Guidelines. SRITW is distinct from other Women's Engineering colleges across Telangana state as it is rich in facilities, spacious and beautiful campus. NewGen IEDC, MSME centre, ASPIRE TBI were established to encourage the faculty and students towards Innovation and Entrepreneurship. Student centric methods are adopted by providing counselling, training for placement and soft skills. Guest lectures, field visits, internships and industrial tours are organised to acquire hands-on experience. Mentors are allocated to monitor students' progress and behaviour in classrooms. Various personality development programs and health camps are conducted on regular basis. Institute provides career development services to students with respect to Employability, Higher Education. SRITW aims to transform itself into a premier institution known for its highest academic results, NBA accreditation, top-tier placements, impactful research contributions, successful funding proposals, and meaningful industry partnerships. Through careful planning, dedicated effort, and a commitment to excellence, the college will position itself as a leader in engineering education, research, and industry collaboration, making a significant impact on the engineering landscape.