



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SAGAR INSTITUTE OF RESEARCH AND TECHNOLOGY EXCELLENCE BHOPAL

**SIRTE CAMPUS AYODHYA BYPASS ROAD, NEAR ISRO, BHOPAL -462041
462041**

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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sagar Institute of Research & Technology-Excellence (SIRTE) is a premier self-financed private engineering institute located in Bhopal, the capital of Madhya Pradesh. Established in 2008 under the aegis of the Shri Agrawal Health & Education Society, SIRTE is committed to delivering quality education to undergraduate and postgraduate students in Engineering and Management. The institute is approved by AICTE and affiliated with Rajiv Gandhi Proudyogiki Vishwavidyalaya (RGPV), Bhopal, for Engineering programs, and Barkatullah University, Bhopal, for Management programs. Strategically situated on Ayodhya Bypass Road, SIRTE enjoys proximity to well-developed residential areas and is conveniently accessible—just 7 km from the Railway Station, 6.5 km from the Main Bus Stand, and 16 km from the Airport.

Resources, and Banking. The institute is renowned for its distinguished faculty, comprising experts dedicated to fostering knowledge and skill development through innovative teaching methodologies. To enhance students' skills, SIRTE regularly conducts value-added courses, summer/winter training programs, and comprehensive orientation and induction programs, which also instill moral and ethical values.

SIRTE maintains well equipped infrastructure with facilities, including hostels, a well-stocked library, and cutting-edge laboratories. The campus provides an environment conducive to both academic and personal growth, emphasizing holistic development through extracurricular activities.

The institute's well-established Training & Placement Cell organizes regular training sessions, ensuring students are industry-ready. The cell maintains strong ties with reputed companies, facilitating excellent placement opportunities. With a commitment to academic rigor, skill enhancement, and all-round development, SIRTE continues to shape future leaders in Engineering and Management.

Vision

To motivate and mould students into world class professionals who will excel in their fields and effectively meet challenges of the dynamic global scenario.

Mission

Working towards being the best by incorporating the principles of total quality management (TQM) and excellence. Adopting IT based knowledge management to meet global challenges.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Sagar Institute of Research and Technology-Excellence (SIRTE) established in 2008, is home to a vibrant academic community, with over 1,880 students and a growing network of approximately 3,600 alumni spread across the globe. The institute offers four undergraduate (UG) and four postgraduate (PG) programs, providing a value-based learning model designed to foster professional, intellectual, and personal development. SIRTE prides itself on its dynamic and visionary management, which continuously works towards excellence by leveraging strengths, addressing challenges, and identifying opportunities through a comprehensive SWOC analysis.

SIRTE adopts a robust outcome-based education framework, with well-defined Program Outcomes (POs), Course Outcomes (COs), and Program-Specific Outcomes (PSOs) for each program. This systematic approach ensures the holistic development of students.

The institute has a well-equipped Training and Placement Cell supported by highly skilled and dedicated trainers. Regular pre-placement training programs enhance students' employability and ensure their preparedness for professional challenges.

- **SIRTE is recognized under Section 2(f) of the UGC Act, 1956, underscoring its commitment to quality education and governance.**
- **The institute's faculty members are not only subject experts but also act as mentors who encourage active and engaged learning. Their innovative approaches and dedication have resulted in high academic performance and a supportive work environment.**
- **Institute has modern classrooms, well-equipped laboratories, and facilities for extracurricular activities, including playgrounds and sports courts, to support overall student growth.**
- **The institute follows an open and efficient governance system and focuses on protecting the environment and using resources sustainably.**
- **A well-organized Tutor-Guardian system ensures personalized academic and personal guidance.**
- **The Excellence Student Activity Center (ESAC) fosters student engagement and leadership.**
- **Annual Student Felicitation Programs celebrate achievements and inspire excellence.**
- **Institute takes pride in its high faculty retention rate and well-defined policies, which promote standards of excellence and innovation.**
- **Institute continues to empower students with transformative learning experiences and holistic growth opportunities, preparing them to succeed in an ever-changing global landscape.**

Institutional Weakness

At SIRTE, identifying weaknesses is an ongoing process that begins with reviewing our work practices. Understanding both our strengths and shortcomings is crucial for growth. We actively discuss institutional challenges with students, faculty, and staff to find solutions. While acknowledging weaknesses is not easy, it is a necessary step toward improvement and aligning with our vision and mission. By addressing these gaps, we aim to transform them into strengths.

Key areas for improvement include:

- **Fewer structured entrepreneurship promotion activities.**
- **Inadequate international collaborations.**
- **Limited consultancy services and research & development activities.**
- **Few consulting projects and insufficient funding for external research initiatives.**

- **Limited alumni engagement in the institute's overall development.**

Institutional Opportunity

Opportunities are favorable external factors that can help us grow and gain a competitive edge. While strengths and weaknesses are internal, opportunities arise from the external environment, offering potential for growth and success with effective planning and execution. With digital innovations and global access to information, we are better positioned to enhance learning and create career opportunities.

Key opportunities include:

- **Utilizing the research ecosystem to address significant societal challenges.**
- **Exploring new teaching methods using ICT for high-quality education.**
- **Strengthening industry connections to improve employability and student admissions to advanced programs.**
- **Generating revenue through consultancy services.**
- **Creating a regional entrepreneurial hub aligned with government initiatives.**
- **Bridging knowledge gaps across different sections of society by combining our skills and resources.**
- **Expanding sports facilities to become a sports destination with cutting-edge amenities for cricket, hockey, football, badminton, tennis, table tennis, pool, and snooker.**

These opportunities will provide us with a platform to grow, innovate, and make meaningful contributions to the real world.

Institutional Challenge

Identifying challenges is a key part of the SWOC analysis. Viewing these as "challenges" rather than "threats" reflects a positive mindset, focusing on creating unique strategies to overcome obstacles and achieve success.

Key challenges include:

- **Enhancing and maintaining the institution's reputation and brand image.**
- **Inspiring young minds to move beyond distractions and focus on creative, innovative, and imaginative thinking.**
- **Enrolling meritorious students from the region.**
- **Bridging the gap between academics and industry, especially with the emergence of new technologies.**
- **Keeping up with rapidly evolving technologies and upgrading infrastructure to stay relevant.**
- **Attracting highly qualified faculty who are committed to academic careers.**
- **Limited funding from national agencies, restricting cutting-edge research initiatives.**
- **Competing with other engineering institutions at the regional and national levels.**

- **Ensuring active alumni involvement in institutional growth and activities.**
- **Real challenge is to deal with the language problem of regional students .**

These challenges push us to innovate, adapt, and continuously strive for excellence.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Effective curriculum planning is a key to achieve academic excellence. At the Sagar Institute of Research & Technology-Excellence (SIRTE), we follow a well-structured approach towards implementing the curriculum designed by Rajiv Gandhi Proudyogiki Vishwavidyalaya, RGPV Bhopal (for B.Tech and M.Tech courses) and Barkatullah University, Bhopal (for MBA courses). Each course is developed with clearly defined Course Outcomes (COs), mapped to Program Outcomes (POs) and Program-Specific Outcomes (PSOs). Any gaps in PO attainment are traced back to COs, and necessary improvements are made. To enhance learning, we offer Value-Added Courses, Summer School/Winter School and programs on Professional Ethics, Gender Equality, Human Values, Environmental Sustainability, and many more. The Student Activity Center (SAC) complements academics by organizing activities that promote well-rounded growth. Celebrating national and international days helps instill moral, ethical, and social values in students. Women's Grievances Committee : A dedicated team, including female faculty members and a student representative, addresses women's grievances. Additional support is provided for slow learners to help them keep pace with their peers. SIRTE prioritizes environmental sustainability through the use of solar energy, an in-house waste management plant, and a rainwater harvesting system. Feedback on the curriculum is collected from students, alumni, and faculty members. An Academic Council/faculty members Committee ensures academic excellence for both students and staff. By integrating these elements, SIRTE ensures a comprehensive educational experience, preparing students for academic, professional, and personal success.

Teaching-learning and Evaluation

SIRTE focuses on providing effective teaching-learning experiences tailored to students with diverse backgrounds and skills. Admissions are conducted transparently, following AICTE, state government and DTE norms. The institute complies with reservation policies, admitting 16% SC, 20% ST & 14% OBC students from reserved categories as per state government regulations. The AICTE recommends student faculty ratio of 13.4. However the institute keeps a better ratio and currently it is 12:29:1. SIRTE boasts a mix of qualified, experienced, and skilled faculty members. The institute employs experiential, participatory, and problem-solving approaches to make learning engaging and student-centered. Students are encouraged to use ICT tools and open-source educational resources in the learning process. Industrial visits, study tours, tech fests, expert lectures, workshops, summer/winter schools and value-added courses are regularly organized to provide hands-on experience to our students. Co-curricular forums host various competitions and activities throughout the year, promoting learning beyond the classroom. The institute adheres to RGPV's policies for examination conduction, evaluation, and reforms. An examination committee of our institute ensures smooth and transparent operations. The academic calendar aligns with the RGPV's schedule and includes provisions for internal assessments. The average pass percentage during the assessment period is 94.8%. Students are introduced to Outcome-Based Education (OBE) during induction programs and guided by course teachers to evaluate Course Outcome (CO) attainment using both direct and indirect methods.

Through these initiatives, SIRTE ensures a dynamic, inclusive, and practical learning environment, empowering students to excel academically and professionally.

Research, Innovations and Extension

At Sagar Institute of Research & Technology-Excellence, we strongly believe that research, innovation, and community services are essential to our growth. We encourage our students and faculty to explore new research areas that meet modern societal needs and drive innovation. To support this, we have a well-structured research policy that provides the resources and environment needed for effective collaboration across various fields. Our faculty contribute significantly by writing books, publishing research papers, and developing patents and copyrights. Institute provides all possible financial assistance for its faculty members. We also support budding entrepreneurs through our Entrepreneurship Development Cell (EDC), helping students turn their ideas into businesses. Our research and innovation efforts have led to strong partnerships with industry and academia, resulting in joint projects and publications that benefit the institute and the community. Our faculty members actively write research proposals and secure funding from prestigious organizations. We offer research facilities to both staff and students, encouraging high-quality work within the institute. To enhance knowledge and skills, we organize seminars on Intellectual Property Rights (IPR), research methods, and entrepreneurship, which inspire our faculty members students to think creatively. In addition to academics, we are deeply involved in community activities. We organize blood donation drives, visits to old age homes, health awareness programs, and support for the underprivileged. These efforts have earned us awards and recognition. Our National Service Scheme (NSS) unit also leads several community-oriented initiatives every year. Through Memorandum of Understanding (MoUs) with industries, agencies, and organizations, we provide students with opportunities for study tours, field visits, training programs, and collaborative learning activities, enriching their overall educational experience.

Infrastructure and Learning Resources

SIRTE is located in the heart of Bhopal and provides excellent facilities to support teaching and learning. The campus includes 30 modern classrooms (each accommodating 60 students), 10 ICT-enabled classrooms (capacity of 60 each), 66 advanced laboratories, including computer labs and specialized course-related labs, and a language lab equipped with K-Van software. Additional facilities include two drawing halls (capacity of 60 each), a workshop, faculty Wi-Fi-enabled rooms, a placement cell, an Entrepreneurship Development Cell (EDC), and dedicated NCC and NSS cells. To ensure safety, the campus is equipped with over 124 strategically placed cameras, covering classrooms, faculty rooms, the auditorium, library, corridors, and outdoor areas. The library houses a collection of over 21,294 textbooks and reference books for students and faculty. It also offers modern facilities like reprography services and digital access to e-journals and e-books through platforms like DELNET, IEEE, and an online Library Management System. SIRTE features two multipurpose auditoriums: Vishveshwarya Auditorium (250+ capacity) and an open auditorium (400+ capacity), both equipped with Wi-Fi and audio-visual facilities. These venues host seminars, faculty development programs, conferences, and cultural events. For student accommodation, the campus includes separate boys' and girls' hostels with recreational spaces for activities like games and festival celebrations. The institute emphasizes IT support with a comprehensive IT policy updated annually. It provides 300 Mbps internet connectivity and maintains 350+ high-tech computers across various laboratories, ensuring a strong student-to-computer

ratio of 4.5:1. This advanced infrastructure creates an ideal environment for learning and development.

Student Support and Progression

SIRTE has a well-structured system to support and guide students throughout their academic journey. The institute welcomes students from diverse backgrounds across the state and prioritizes their well-being. Financial assistance is provided to students from SC/ST/OBC categories through government schemes, and need-cum-merit scholarships are available for economically weaker students. The institute organizes activities to enhance personal growth, such as career counseling, soft skill development, and orientation programs. Departments conduct workshops, value-added courses, and technical talks to improve students' technical and ICT skills. The Training and Placement Cell plays a key role in preparing students for higher education and job placements. It conducts training sessions and helps secure internships and final placements. Additionally, an Entrepreneurship Development Cell (EDC) has been set up to nurture entrepreneurial skills. SIRTE has a robust grievance redressal system. Complaints related to ragging are handled by the Anti-Ragging Committee, while SC/ST and OBC cells address specific concerns of these groups. The Student Grievance Committee and Internal Complaint Committee handle general grievances and issues related to women's safety. The campus is under continuous CCTV surveillance for added security. Students are encouraged to participate in sports and cultural events. The Student Activity Centre has seven clubs that regularly organize various activities, providing students with opportunities to engage and showcase their talents. Our students have won numerous university, state, and national-level awards for their achievements in sports and cultural competitions. The institute also has an active Alumni Association, registered under the Societies Registration Act, 1973. Alumni meets are organized regularly, and alumni actively contribute to students' technical growth through the "Hand Holding" series, where they interact with students and share valuable insights.

Governance, Leadership and Management

SIRTE operates with a clear vision and mission approved by its Board of Governance, which defines the institute's objectives. The organizational hierarchy ensures effective leadership, enabling smooth operations and achieving the vision. The institute follows a governance policy that outlines the structure, processes, and practices for overseeing and managing all its activities. SIRTE's Perspective Plan aligns with its vision and mission, focusing on both short-term and long-term goals. It covers areas like governance, leadership, management, and quality assurance, serving as a strategic guide for the institute's growth and sustainability. The institute offers performance reviews for teaching and non-teaching staff, career advancement opportunities, and welfare measures. These initiatives aim to foster a supportive learning and working environment that meets the diverse needs of the organization. SIRTE emphasizes stakeholder involvement to create a workplace known as the "Happiest Place to Work." As a self-financed institute, SIRTE mobilizes funds through academic, hostel, and transport fees. Academic fees are collected biannually to provide essential student amenities. In each academic year, a detailed budget is prepared, considering departmental needs. Department heads (HODs) submit their budget requirements to the Director, who reviews them and sets priorities for financial allocation in consultation with the HODs. Quality management is integral to the institute's education, research, administration, and feedback processes. The Internal Quality Assurance Cell (IQAC) plays a crucial role in fostering continuous improvement, ensuring that the institute's activities align with its vision. Through its efforts, SIRTE remains innovative and empowers students to excel in a rapidly changing world.

Institutional Values and Best Practices

SIRTE, I is known for its green and eco-friendly campus. The institute promotes a pedestrian-friendly environment with organized vehicle parking. Cultural and social activities such as *Sage Utsav*, *Techno Saga*, Republic Day, Independence Day, *Saraswati Puja*, *Holi Milan*, *Ganesh Puja*, *Durga Puja*, and *Deepawali Milan* are organized to instill cultural values among students and staff. Initiatives like tree plantations, blood donation drives, Yoga Day, Teacher's Day celebrations, and cloth distribution to the needy are undertaken to foster values, rights, responsibilities, and civic duties. SIRTE emphasizes gender equity and sensitivity through dedicated programs and prioritizes the safety and security of girl students. The institute is committed to sustainability, with practices like waste recycling, solar panel installations, rainwater harvesting, and a sewage treatment plant. Regular green, energy, and environmental audits further reinforce its eco-friendly approach. To ensure inclusivity, the campus features ramps, lifts, and disabled-friendly washrooms for a barrier-free environment. SIRTE stands out for its unique best practices:

Student Progression Index (SPI): A program designed to enhance students' professional skills from their first year to graduation. It includes targeted courses delivered by Training and Placement (T&P) trainers.

Student Activity Center (SAC): A platform that fosters problem-solving, leadership, and organizational skills among students. SAC coordinates events and resources, promoting holistic development.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SAGAR INSTITUTE OF RESEARCH AND TECHNOLOGY EXCELLENCE BHOPAL |
| Address | SIRTE CAMPUS AYODHYA BYPASS ROAD, NEAR ISRO, BHOPAL -462041 |
| City | BHOPAL |
| State | Madhya Pradesh |
| Pin | 462041 |
| Website | www.sirtebhopal.ac.in |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

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

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | | |
|-----------------------|--|-------------------------------|
| State | University name | Document |
| Madhya Pradesh | Barkatullah University | View Document |
| Madhya Pradesh | Rajiv Gandhi Proudyogiki Vishwavidyalaya | View Document |

| Details of UGC recognition | | |
|-----------------------------------|-------------|-------------------------------|
| Under Section | Date | View Document |
| 2f of UGC | 27-11-2020 | View Document |
| 12B of UGC | | |

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|--|--|---------------------------------------|---------------------------|----------------------------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 02-06-2023 | 12 | We have next year approval |

| 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 | SIRTE CAMPUS AYODHYA BYPASS ROAD, NEAR ISRO, BHOPAL -462041 | Urban | 5 | 19556.25 |

2.2 ACADEMIC INFORMATION

| Details of Programmes Offered by the College (Give Data for Current Academic year) | | | | | | |
|---|----------------------------------|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| Programme Level | Name of Programme/ Course | Duration in Months | Entry Qualification | Medium of Instruction | Sanctioned Strength | No.of Students Admitted |
| UG | BTech,Civil Engineering, | 48 | Higher Secondary | English | 30 | 1 |

| | | | | | | |
|----|--|----|------------------|---------|-----|-----|
| UG | BTech,Computer Science And Engineering, | 48 | Higher Secondary | English | 234 | 231 |
| UG | BTech,Mechanical Engineering, | 48 | Higher Secondary | English | 30 | 1 |
| UG | BTech,Artificial Intelligence And Data Science, | 48 | Higher Secondary | English | 78 | 77 |
| UG | BTech,Computer Science And Engineering Iot Cs Including Bct, | 48 | Higher Secondary | English | 78 | 66 |
| PG | Mtech,Civil Engineering, SE | 24 | Graduation | English | 22 | 20 |
| PG | Mtech,Civil Engineering, CTM | 24 | Graduation | English | 27 | 26 |
| PG | Mtech,Computer Science And Engineering,CSE | 24 | Graduation | English | 27 | 23 |
| PG | Mtech,Mechanical Engineering,PROD. | 24 | Graduation | English | 27 | 19 |
| PG | MBA,Master Of Business Administration,HR FIN MKT BANK | 24 | Graduation | English | 234 | 211 |

Position Details of Faculty & Staff in the College

| Teaching Faculty | | | | | | | | | | | | |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
| | Professor | | | | Associate Professor | | | | Assistant Professor | | | |
| | Male | Female | Others | Total | Male | Female | Others | Total | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | 14 | | | | 22 | | | | 84 | | | |
| Recruited | 8 | 6 | 0 | 14 | 13 | 9 | 0 | 22 | 50 | 34 | 0 | 84 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 14 | | | | 22 | | | | 101 | | | |
| Recruited | 4 | 5 | 0 | 9 | 8 | 4 | 0 | 12 | 61 | 40 | 0 | 101 |
| Yet to Recruit | 5 | | | | 10 | | | | 0 | | | |

| Non-Teaching Staff | | | | | | |
|---|-------------|--|---------------|--|---------------|--------------|
| | Male | | Female | | Others | Total |
| Sanctioned by the UGC /University State Government | | | | | | 30 |
| Recruited | 18 | | 12 | | 0 | 30 |
| Yet to Recruit | | | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | | | 30 |
| Recruited | 8 | | 22 | | 0 | 30 |
| Yet to Recruit | | | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 18 |
| Recruited | 10 | 8 | 0 | 18 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 15 |
| Recruited | 14 | 1 | 0 | 15 |
| Yet to Recruit | | | | 0 |

Qualification Details of the Teaching Staff

| Permanent Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | Male | Female | Others | Male | Female | Others | Male | Female | Others | |
| D.sc/D.Litt/LLD/DM/MCH | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Ph.D. | 4 | 5 | 0 | 8 | 4 | 0 | 0 | 0 | 0 | 21 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 0 | 0 | 0 | 61 | 40 | 0 | 101 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

| Temporary Teachers | | | | | | | | | | |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| Highest Qualification | Professor | | | Associate Professor | | | Assistant Professor | | | Total |
| | 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 |

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|------------------|--------|--|---------------------------------------|---------------------|-----------------------------|--------------|
| UG | Male | 177 | 128 | 0 | 0 | 305 |
| | Female | 68 | 27 | 0 | 0 | 95 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 132 | 33 | 0 | 0 | 165 |
| | Female | 87 | 29 | 0 | 0 | 116 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| Diploma | Male | 0 | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 | 0 |

Provide the Following Details of Students admitted to the College During the last four Academic Years

| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
|----------|--------|--------|--------|--------|--------|
| SC | Male | 16 | 22 | 9 | 31 |
| | Female | 11 | 8 | 12 | 10 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 1 | 2 | 3 | 3 |
| | Female | 2 | 0 | 2 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 80 | 96 | 61 | 122 |
| | Female | 47 | 39 | 30 | 24 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 362 | 251 | 226 | 294 |
| | Female | 162 | 100 | 103 | 78 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 681 | 518 | 446 | 563 |

Institutional preparedness for NEP

| | |
|--|---|
| <p>1. Multidisciplinary/interdisciplinary:</p> | <p>Vision of SIRTE is “to motivate and mould students into world class professionals who will excel in their fields and effectively meet challenges of the dynamic global scenario.” This vision of SIRTE aims to transcend traditional educational paradigms by fostering a culture of innovation, excellence, and holistic development. By embracing this vision of excellence, SIRTE aims to transform itself into a premier institution that not only produces top-notch professionals but also inspires individuals to make meaningful contributions to society, uphold ethical values, and strive for excellence in all endeavors. SIRTE recognizes the immense value in integrating humanities with STEM (Science, Technology,</p> |
|--|---|

Engineering, and Mathematics) education to foster a well-rounded learning experience that prepares students for the complexities of the modern world. Here's how SIRTE approaches the integration of humanities and science within its undergraduate (UG) and postgraduate (PG) programs. Through these initiatives, SIRTE aims to cultivate well-rounded graduates who possess not only technical expertise but also critical thinking, creativity, empathy, and cultural competence. By integrating humanities with STEM, SIRTE equips students with the interdisciplinary skills and knowledge needed to address complex challenges, drive innovation, and make meaningful contributions to society. SIRTE incorporates experiential learning opportunities and case studies into its curriculum to illustrate the intersection of humanities and STEM in practical contexts. This may include field trips, internships, industry projects, and community engagement initiatives that expose students to the social, ethical, and humanistic dimensions of their chosen fields. By engaging with real-world issues, students gain a deeper appreciation for the interconnectedness of knowledge and develop the empathy and cultural sensitivity needed to navigate diverse professional environments. SIRTE currently affiliated to Rajiv Gandhi Pradyogiki Vishwavidyalaya (RGPV). RGPV in its curriculum has implemented Choice Based Credit System (CBCS) for UG programs from the year 2015 and for PG programs from the year 2016. RGPV curriculum (UG and/or PG) includes courses which integrate crosscutting issues relevant to Professional Ethics, Human Values, Environment and Sustainability. UG students in 3rd and 4th year study the courses other than their domain as “open elective courses” to gain knowledge on technologies/concepts of other domains. SIRTE is committed to promoting a multidisciplinary and interdisciplinary approach in alignment with the National Education Policy (NEP) 2020. SIRTE organizes cross-disciplinary projects and competitions that encourage students to work together across different fields of study. For example, hackathons, design challenges, or innovation competitions that will involve various teams composed of students from engineering and humanities disciplines. These collaborative projects will provide opportunities for students to apply their

| | |
|---|--|
| | <p>knowledge in real-world contexts and develop interdisciplinary skills such as teamwork, communication, and problem-solving. SIRTE organizes seminars, workshops, and guest lectures that bring together faculty and students from diverse departments to explore interdisciplinary topics of interest. These events feature speakers from academia, industry, and government who can provide insights from multiple perspectives. By fostering interdisciplinary dialogue and exchange, SIRTE stimulates intellectual curiosity and promote cross-pollination of ideas among its academic community.</p> |
| <p>2. Academic bank of credits (ABC):</p> | <p>The Academic Bank of Credits (ABC), a key component of NEP 2020, is designed to provide students with greater flexibility in achieving their academic goals. Sagar Institute of Research & Technology – Excellence (SIRTE) is registered with the National Academic Depository and is affiliated with RGPV University, which offers credit-based courses. At our institute, we guide each student to sign up for the ABC portal and encourage them to enroll in and complete courses offered by the Ministry of Human Resource Development (MHRD) through platforms like SWAYAM and NPTEL for additional credits. Both our faculty members and students are actively earning these credits for self-development.</p> |
| <p>3. Skill development:</p> | <p>SIRT Excellence is has already started implementing to adopt several good practices pertaining to skill development in alignment with the goals set forth in the National Education Policy (NEP) 2020. SIRTE implement Integrated Skill Development Programs (ISDP) that embed skill development opportunities within the existing curriculum across various disciplines. This approach ensures that students not only acquire subject-specific knowledge but also develop essential skills demanded by the modern workforce. In response to the current scenario, our institution has introduced a variety of value-added courses focused on skill development. Additionally, we offer Summer School and Winter School certificate courses. We have established MoUs with industries to provide training opportunities for our students. Both online and offline capacity-building training programs and workshops are regularly organized. To enhance skill development, we have recruited dedicated trainers. Our training and</p> |

placement department implements a structured skill development program that spans from the first year to the final year, concentrating on language skills, aptitude, group discussions, and technical skills. Proficiency tests are conducted as needed. During each semester's induction programs, we conduct spiritual sessions led by Pandit Vijay Shankar Mehta and Shri Anubhavanand Ji, along with motivational sessions by Shri N. Raghuraman and Mr. Nanditesh Nilay. Faculty induction programs are a regular feature at our institute, complemented by various motivational and spiritual lectures for faculty members. Faculty is also encouraged to participate in development programs offered by AICTE, NPTEL, SWAYAM and other platforms. Additionally, workshops and industrial visits are organized to provide students with industrial exposure.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):

At our Institute, we believe that all professionals should be deeply rooted in the rich Indian knowledge system and showcase the Indian way of doing things to the world. We embrace this philosophy through a variety of workshops, cultural, and social activities. Following the NEP guidelines, our Institute encourages all faculty members to teach subjects in both English and Hindi to enhance students' comprehension. Faculty members prepare video lectures in both languages, sharing their knowledge effectively with students. While we cannot offer extra credit marks due to our affiliation with Rajiv Gandhi Proudyogiki Vishwavidyalay, Bhopal, we promote cultural activities through eight student clubs under the Student Activity Centre, including the Sports Club, Tarang Club, Arjun Club, Dancing Club, Music Club, Art and Craft Club, and Photography Club. These clubs conduct regular activities to help students develop additional skills. We also offer internships in Indian knowledge systems as value-added courses. Vedic mathematics is a regular feature at our institution, and students are encouraged to choose project topics based on the Indian knowledge system, in line with NEP 2020. Exams are conducted in both English and Hindi, and students can respond in either language. Our sports complex includes facilities such as a badminton court, table tennis, gymnasium, and yoga room, which are available to everyone for regular use, including yoga and meditation sessions for health and fitness. Given that

| | |
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| | <p>Hindi is widely spoken in Madhya Pradesh, faculty and staff are encouraged to deliver bilingual lectures. Faculty members also participate in pedagogical training programs to enhance their teaching skills and support students in both languages. Our Institute actively promotes Indian music and dance through student activity centers, with many students participating in these programs. We have several student clubs and an NSS unit that conduct various activities based on ancient traditional knowledge. Regular pravachans by Pandit Shree Aubhavanand Ji & Pandit Shree Vijay Shankar Mehta are organized to impart Indian culture and traditions. We celebrate numerous festivals such as Diwali, Holi, Ganesh Utsav, and Navratri to remain rooted with our culture. Additionally, annual events like Sagar Utsav feature cultural programs including singing, dancing and Garba. Commemorative days like Teachers' Day, Yoga Day, and Women's Day are also celebrated at the Institute.</p> |
| <p>5. Focus on Outcome based education (OBE):</p> | <p>Sagar Institute of Research & Technology-Excellence (SIRTE) adheres to an Outcome-Based Education (OBE) system to provide the best education for all students. The institute has conducted numerous workshops on OBE and trained all faculty members accordingly. In every department, course outcomes (COs) for all subjects—including theory, labs, projects, and internships—are developed following Bloom's Taxonomy. All internal question papers are mapped to the course outcomes and Bloom's levels. Furthermore, each course outcome is aligned with the department's Program Specific Outcomes (PSOs) and Program Outcomes (POs). At the end of each semester, CO and PO attainment is assessed using both direct and indirect methods, based on our assessment tools. These COs, PSOs, and POs are published on the institute's website and shared with stakeholders. SIRTE employs a student-centric teaching-learning model. The institute utilizes a YouTube channel extensively for uploading teaching materials, including videos, notes, and assignments. Regular unit tests and quizzes are conducted to reinforce learning. Faculty members are trained to write COs using Bloom's Taxonomy, prepare question papers that map to Bloom's levels, and ensure CO coverage through various assessment methods. Lecture plans are designed to cover each</p> |

| | |
|--|---|
| | <p>subject's syllabus according to the institute's academic calendar. In line with the university curriculum, two mid-term examinations are conducted using the traditional pen-and-paper mode and assignments are completed in writing. These assessments evaluate the students' learning outcomes and abilities across all levels of Bloom's Taxonomy: Apply, Analyze, Evaluate, and Create.</p> |
| <p>6. Distance education/online education:</p> | <p>Our institution developed a comprehensive online education platform during the COVID-19 pandemic, starting from March 2020. Teachers began utilizing various online tools such as Google Classroom for assignment submissions and mid-semester exams, and Google Forms for conducting quizzes. Platforms like Zoom and Google Meet were employed for virtual classes. Additionally, online practical tools were explored by teachers to meet the specific needs of their subjects. To support this transition, we invested in infrastructure for online teaching and learning. The institute purchased software tools like Zoom and hardware such as cameras, microphones, and headphones to facilitate virtual classes. SIRTE ensured well-equipped facilities to maintain the quality of education in a virtual environment. This practice continues even post-COVID, with these tools being used for non-credit courses like value addition courses, summer schools, and winter schools. Faculty development programs focusing on Open and Distance Learning (ODL) are regularly conducted to enhance ICT teaching-learning facilities. Teachers are trained to develop PowerPoint presentations using LCDs and projectors. Our seminar and conference rooms are digitally equipped for guest lectures, expert talks, and various student competitions. Faculty members create online quizzes using Google Forms after the completion of each unit. We provide online access to IEEE and DELNET journals and continue using free online tools for simulations of technical concepts to enhance experiential learning. Each department has developed YouTube channels where lectures are uploaded, allowing students to access them at any time, even outside college hours. Online distribution of notes is also facilitated by faculty members upon student request.</p> |

Institutional Initiatives for Electoral Literacy

| | |
|---|--|
| <p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p> | <p>The Sagar Institute of Research and Technology - Excellence has taken proactive measures to encourage civic participation and enhance electoral literacy. Emphasizing the importance of voting as both a fundamental democratic right and a crucial responsibility, the institute launched the "Electoral Literacy Club" in August 2023, spearheaded by an enthusiastic team of students and faculty coordinators".</p> |
| <p>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?</p> | <p>The Electoral Literacy Club (ELC) includes 8 student coordinators and 1 faculty coordinator, appointed by SIRTE. Faculty Coordinator: Prof. Renu Kushwaha Student Coordinators: Divyanshi Kulshestra, Ashish Ranjan, Amit Kumar, Muskan Tiwari Objectives of the ELC: 1. Educate students about the significance of voting in a democracy, emphasizing their rights and responsibilities as voters. 2. Provide the academic community with the knowledge and inspiration to engage meaningfully in the electoral process. 3. Encourage citizens to vote ethically, avoiding influences like money, gifts, or any form of coercion. 4. Enable young people to take an active role in elections and broader civic activities.</p> |
| <p>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.</p> | <p>The "Electoral Literacy Club" at Sagar Institute of Research and Technology - Excellence focuses on promoting civic awareness and democratic engagement among students through a variety of creative initiatives. Awareness Programs: These initiatives simplify the electoral process by explaining voter registration and the electoral system, empowering students with the knowledge needed to become active citizens. Key Activities: 1. Expert Talks & Guest Lectures: Experts, including electoral officers, are invited to provide valuable insights and engage directly with students. 2. Voter Registration Drives: In-class voter registration campaigns make the process easy and accessible, ensuring students can actively participate in democracy. 3. Panel Discussions: Discussions on contemporary political and social topics encourage critical thinking, exploration of diverse viewpoints, and constructive dialogue. 4. Promotion of Ethical Voting: The club emphasizes integrity and responsibility in voting, guiding students to make ethical choices during elections. 5. Inclusive Participation: Efforts are made</p> |

| | |
|---|--|
| | <p>to remove voting barriers, increasing engagement among underprivileged groups in society. 6. Boosting Voter Registration and Turnout: Through its initiatives, the club aims to enhance voter registration and turnout among students, recognizing the vital role of informed youth in a strong democracy. Conclusion: The Electoral Literacy Club is dedicated to nurturing informed, responsible, and engaged citizens. Through innovative programs, it spreads awareness, motivates democratic participation, and advocates for ethical voting, laying the foundation for a more active and inclusive society and nation.</p> |
| <p>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.</p> | <p>The Voter Registration Campaign led by the Electoral Literacy Club highlights its unwavering dedication to promoting awareness about the importance of voting. This initiative underscores the role of civic duty and the trans-formative impact of individual participation in the democratic process. Through innovative and engaging strategies, the campaign successfully captured the attention of students and faculty, fostering a stronger sense of active citizenship. University students also took a solemn pledge to uphold democratic principles, affirming their commitment to essential values such as the right to vote, staying informed on important issues, and participating constructively in democracy. The pledge-taking ceremony, conducted simultaneously across all faculties and schools, reinforced the universality of these principles and the shared responsibility of the university community. Through such activities, the Electoral Literacy Club not only instills civic responsibility but also plays a pivotal role in nurturing responsible, informed, and engaged citizens.</p> |
| <p>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.</p> | <p>Currently, 80% of eligible students aged 18 and above are registered as voters in the Electoral Roll, while 20% of eligible students are yet to be enrolled. To address this, the institute has implemented a process to facilitate voter registration during admissions. Additionally, the Electoral Literacy Club organizes voter registration drives once every semester to further boost participation.</p> |

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 |
|---|---------|-------------------------------|---------|---------|
| 1624 | 1655 | 1682 | 1645 | 1714 |
| File Description | | Document | | |
| Upload Supporting Document | | View Document | | |
| Institutional data in prescribed format | | View Document | | |

2 Teachers

2.1

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

Response: 227

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

2.2

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 121 | 121 | 122 | 127 | 135 |

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 |
|---------|---------|---------|---------|---------|
| 311.7 | 283.61 | 239.46 | 293.57 | 342.63 |

| File Description | Document |
|----------------------------|-------------------------------|
| Upload Supporting Document | View Document |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

1. Effective Curriculum Delivery Process:

- The Institution aligns its curriculum delivery process with the prescribed curriculum of affiliated universities, Rajiv Gandhi Prodyogiki Vishwavidhyalaya (B.Tech & M.Tech) and Barkatullah University (M.B.A).
- An annual academic calendar is prepared by the Internal Quality Assurance Cell (IQAC) before the commencement of the academic year, ensuring adherence to significant activities such as semester duration, internal assessment tests, and final examinations.
- Subject allocation to teachers and preparation of timetables are carried out by respective Head of Department (HODs) and displayed on departmental notice boards.
- Professors maintain personal teacher's diaries for effective academic planning, implementation, and review of the curriculum.
- The institution conducts theory, tutorial, and lab classes according to the published timetable, supplemented with ICT tools for enhanced learning experiences.
- Various teaching methodologies including seminars, workshops, special lectures, group discussions, and projects are integrated into the curriculum delivery process.
- Faculty members are encouraged to participate in orientation/refresher courses, workshops, conferences, Faculty Development Programs (FDP), and seminars organized by other universities.

2. Course Delivery Methods:

- Lectures are utilized to convey information, theories, and equations related to engineering practices.
- Tutorials assist students in developing a deeper understanding of subjects.
- Laboratory experimental work supports theoretical concepts and enhances students' practical skills.
- Simulations and experimental exercises are employed to explain concepts in simulated environments.
- Role-playing activities and personality development classes are conducted to enhance students' experience, self-confidence, and employability skills.

3. Additional Curricular:

- Assignments are collected within pre-scheduled timelines to cover various subject areas of

Management.

- Live projects provide practical knowledge in management subject areas.
- Remedial classes are scheduled based on internal exam results to support poor performers.
- E-learning resources such as NPTEL videos and YouTube lectures are identified for self-learning purposes.

4. Adherence to Academic Calendar for Continuous Internal Evaluation (CIE):

- Sagar Institute of Research & Technology Excellence, Bhopal, ensures strict adherence to the academic calendar set for the conduct of Continuous Internal Evaluation (CIE), as prescribed by Rajiv Gandhi Proudyogiki Vishwavidyalaya (B. Tech, M. Tech) and Barkatullah University (M.B.A), Bhopal.

5. Committees for Effective Curriculum Implementation:

- College-level and departmental-level committees are established to facilitate the effective implementation of curriculum delivery.
- College-level committees provide broad guidelines and frameworks to cater to the requirements of different courses, while departmental-level committees focus on specific course execution.
- Committees, including the Internal Quality Assurance Cell (IQAC), academic, timetable, and workload committees, collaborate to improve performance and maintain records of attendance, mark lists, and student progress for future reference.

6. Planning, Teaching, and Evaluation Processes:

- External experts are invited to evaluate projects and practical's for unbiased assessment, ensuring quality and objectivity.
- Course files maintained by faculty members include comprehensive information such as the Institute and Department's Vision and Mission, Program Educational Objectives (PEOs) and Program Outcomes (POs), Course Objectives and Course Outcomes (COs), syllabi, academic calendar, lecture plans, assignment sheets, previous exam question papers, reference materials, and research articles relevant to the subject.

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

1.2 Academic Flexibility

1.2.1

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

Response: 36

| File Description | Document |
|---|-------------------------------|
| List of students and the attendance sheet for the above mentioned programs | View Document |
| Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes | View Document |
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Other Upload Files

| | |
|---|-------------------------------|
| 1 | View Document |
|---|-------------------------------|

1.2.2

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: 55.04

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 |
|---------|---------|---------|---------|---------|
| 1441 | 918 | 719 | 661 | 840 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

1. Curriculum Enrichment and Integration of Crosscutting Issues:

- Sagar Institute of Research & Technology Excellence, Bhopal recognizes the importance of curriculum enrichment as a dynamic process to provide meaningful education. Enrichment activities extend students' education beyond their main course of study.
- Gender, environmental sustainability, human values, and professional ethics are integral issues considered for positive integration into the curriculum to instill holistic values in students.

2. Committees Addressing Student Welfare and Ethical Practices:

- The institution has established various committees to address student welfare and ensure ethical practices:
 - Women Grievances Committee, comprising female faculty members, actively addresses any issues related to sexual harassment of women students and maintains a disciplined environment.
 - The Anti-Ragging Committee, formed as per UGC, AICTE, and university guidelines, handles ragging-related issues confidentially, promoting a safe and harassment-free environment.
 - The Discipline Committee, overseen by a director and faculty member, plays a significant role in maintaining departmental discipline.

3. Promotion of Human Values and Professional Ethics:

- The institution conducts programs on human rights awareness, blood donation, cleanliness drives, health awareness, and tree plantation to instill a sense of responsibility and social awareness among students.
- Departments actively encourage human values and professional ethics activities through corporate social responsibility (CSR) initiatives and community development task groups.
- CSR activities include volunteering at old age homes, NGOs, health camps, environmental awareness programs, and gender issue workshops, monitored by faculty members to inspire moral and social values among students.

4. Integration of Environmental Awareness and Sustainability:

- Various activities such as seminars, workshops, guest lectures, industry visits, and field excursions sensitize students about environmental and sustainability issues.
- Annual celebrations of Environment Day, Earth Day, and Water Day actively involve students, while periodic workshops and seminars further enhance understanding and awareness of environmental sustainability.
- These key indicators demonstrate Sagar Institute of Research & Technology Excellence, Bhopal's commitment to integrating crosscutting issues such as gender, ethics, human values, and environmental sustainability into its curriculum and fostering a culture of social responsibility among its students.

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

1.3.2

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

Response: 100

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

Response: 1624

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

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 96.25

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 |
|---------|---------|---------|---------|---------|
| 518 | 446 | 563 | 523 | 491 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 552 | 552 | 552 | 492 | 492 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 61.89

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 |
| 167 | 117 | 191 | 168 | 174 |

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 |
| 276 | 276 | 276 | 246 | 246 |

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 13.42

2.3 Teaching- Learning Process

2.3.1

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

Response:

Student centric methods, 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

The institute has a strong commitment to student-centered learning methods such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences. Teachers use and employs a variety of active learning methods to engage students in the teaching-learning process. In addition for overall development of students, Institute also conducts cultural, technical activities and events. Problem solving learning is encouraged through project and assignments. Here's a summary of the methods adopted by the college for experiential learning, participative learning and problem solving methodologies.

- Conduct workshops for Students
- Conduct VAC for Students
- Role playing activity Activities in which Students take on different roles or scenarios to simulate real-life situations, enhancing their understanding.
- Content beyond the syllabus is taught in theory and lab lectures and all the relevant document attached in faculty Course file.
- Student projects
- Industrial visit
- Major and Minor Project
- Involvement of student in Various Technical activities where they gain experience with working on real-life models, such as Hackathons, Vigyan Mela.
- Student participation in college technical and cultural event

The emergence of various learning resources has made the process of learning easy for learners. This is possible only because of ICT. All faculty members are digitally literate and comprehend how to use ICT tools effectively. They are using the following tools:

- Smart classrooms
- Desktop, Laptops, and LCD projectors
- Power point presentation
- Video Lectures
- Webinars on recent topics
- Delnet, E-material, IIT virtual lab
- Online classes: The online learning environments are designed to train students in open problem-solving activity. All the faculty are taking online classes through, Zoom app, FB Live, YouTube lectures, PPTs etc.

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

2.4 Teacher Profile and Quality

2.4.1

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

Response: 103.13

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 |
|---------|---------|---------|---------|---------|
| 118 | 117 | 122 | 119 | 131 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

2.4.2

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

Response: 17.57

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 |
|---------|---------|---------|---------|---------|
| 28 | 26 | 23 | 18 | 15 |

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Institute has appointed a senior and experienced faculty member as Centre Superintendent of Examination (COE). The Examination Core Committee also known as examination task group. A Centralized exam cell system is followed. The head of the examination cell is Director of the institute. An examination committee, comprising Dy. Director, and HOD of all the departments, Exam superintendent and assistant Examination superintendent is constituted to handle the issues regarding evaluation process.

- Staff meetings are conducted periodically to review the internal assessment process
- Institute notifies assessment process and related documentation on the notice board. This includes distribution of result of internal exam and schedule of internal examination and university examination.
- The Institute conducts the internal examination as part of evaluation of student continuously. For all years' students two mid semester examination are conducted in the similar manner as per the university norms. Once the examinations are conducted, the answer sheets of students are evaluated by faculty members. The results are displayed on the notice board after the evaluation of answer sheet and also conveyed to the parents.
- All the students are informed about the examination for the year through the academic calendar issued by the institution.
- The college follows strictly the guidelines and rules issued by the affiliating university while conducting internals examinations.
- Seating plan and table marking is followed in internal exams and it is displayed on the notice board along with the internal exam time table. After preparing the Result it is shown to the students and also displayed on notice board, if any grievances are there it can be resolved immediately by examination cell. as well as maintaining an efficient grievance redressal system.
- The college should establish clear and comprehensive guidelines for both internal and external assessments, outlining the criteria for evaluation, grading rules, and assessment procedures. Based on the

internal examinations conducted by the college, the attendance of the student and the assignments submitted, internal marks are allotted. If a student has a grievance related to the assessment of internal examinations, they may submit it to the Internal Grievance Cell. The Examination Cell will resolve the issue within a one-week timeframe, and the resolution will be displayed on the notice board.

- Students should attain a minimum of 75 percentage attendance in each theory paper, then only he/she can appear for the End semester. End semester examination is conducted by the University in all subjects-based courses offered in the semester. The end semester examination is of three hours duration. In addition, external viva voce of practical based subjects is also conducted. Once the university examination results are declared, the credit details of each subject are available in the university website. If a student is not satisfied with the result, the University informs the student to apply for the revaluation process through the University portal. A special fee is collected for the same by the University. If a student fails to clear any paper, he/she can appear again during the next semester.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs) and Course Outcomes (COs) serve as the foundation for continuous enhancement of the learning quality. The Program Outcomes and course outcome finalized by the IQAC team and reviewed after stipulated time period to see if any modifications are needed as the scheme of the University is also modified from time to time. Program Outcomes and course outcome are Published in:

- Website of Institution (<http://www.sirtebhopal.ac.in>)
- HOD's Room
- PO's and CO's are communicated to faculty members by HODs.
- Department corridors
- Library
- HOD room
- Faculty rooms
- Subject Course files
- The COs are communicated to students through faculty announcements to the students during the beginning of each semester and from time to time during the entire semester. Every course teacher discusses expected course outcomes with the students at the beginning of the course, through the question papers, assignments and midsem test papers.

- Institute organize orientation program for the first-year students in which program outcome are explained and All departments organize Induction program for the senior semester's students in which program outcome and courses outcome are explained
- The Program outcomes are measurable and expressed clearly the knowledge, Problem analysis, Design/development of solutions, conduct investigations of complex problems, Modern tool usage, society, Environment and sustainability, Ethics, Individual & team work, Communication, Project management and Life-long learning that students are expected to acquire after completing their program of study.
- The Program Outcomes are displayed on the website and efforts are made to attain all the POs to the maximum extent with university syllabus and additional activities. Program outcome and course outcome will help the students to have an insight about the expectations of the course.
- The Program outcomes are clearly reflected in our vision and mission statement of the institute. The Program outcomes are clearly made aware to the faculty members during the induction and through staff / departmental meetings. Students are made aware of the program outcomes during the Induction / orientation program, throughout the duration of the course by the faculty members.
- Course outcomes are prepared such that they should be student-centered, measurable, concise, meaningful, achievable and outcome-based.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Response:

Direct Assessment method for Attainment of COs:

- The college follows the direct method of assessment for measuring course outcomes and program outcomes that eventually upgrade the education quality of the institute. In the Outcome Based Education (OBE), assessment is done through one or more than one processes, carried out by the institution, that identify, collect, and prepare data to evaluate the achievement of course outcomes (COs).
- Direct Assessment Method shows the students knowledge and skills from their performance in the internal evaluation such as mid semester tests, assignments, practical examination and university theory examination. These methods provide a sampling of what students know, thus

providing strong evidence of student learning against measurable course outcomes. The knowledge and skills described by the course outcomes are mapped to specific problems on internal exams/ assignment/group task. Throughout the semester the faculty records the performance of each student on each course outcome. At the end of the semester direct assessment of CO is computed combining the student performance on internal as well as university examination. Students finally get grades from university results.

For Internal and External Assessment

Direct assessment of CO is computed combining the student performance on internal as well as university examination. Students finally get grades from university results. Threshold value for UG course is 35% and for PG course in M.Tech it is 40% and in MBA it is 50%.The Direct Assessment is based on threshold value and gives following results:

For Internal Assessment & University (External) Assessment If students scoring marks more than threshold value in internal

assessment tools are

50% to 59% then CO attainment level will be 1

60% to 74% then CO attainment level will be 2

75% and more then CO attainment level will be 3

Attainment of Program Outcome:

- The Program Outcomes (POs) are accomplished through curriculum.
- Course Outcomes (COs) are defined for each course and they are mapped to POs

CO-PO Attainment

Teaching Learning Process cycle consists of four phases Planning Phase, Action Phase and Measure and Analysis phase.

- In the Planning phase the course Outcome, Method of assessment and schedule of assessment is decided.
- In Action phase, where content is delivered and the question paper is mapped with defined Cos

- In Measure and Analysis phase, based on the marks obtained by the students, the Cos-POs attainment are measured, analyzed and taken appropriate actions.

The Programme outcomes, course outcome attainment are measured on the basis of direct and indirect attainment achieved. The attainment is calculated from

1. Internal tests (Unit tests) and Mid-sem 1 and 2 conducted internally by the college
2. Continuous assessment is done through various assignments
3. A correlation is established between Cos & POs on the scale of 1 to 3.
4. Finally end semester examination is conducted by the University.

- The flowchart specifying the details of CO PO attainment is as attached

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

2.6.3

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

Response: 93.58

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 |
|---------|---------|---------|---------|---------|
| 380 | 382 | 327 | 373 | 404 |

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 |
|---------|---------|---------|---------|---------|
| 440 | 416 | 327 | 373 | 438 |

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

2.7 Student Satisfaction Survey

| <p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.82</p> | |
|---|-------------------------------|
| File Description | Document |
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 6.76

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

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.91 | 0.62 | 0 | 2.23 | 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:

The Institution has established a dynamic ecosystem for innovation, epitomized by the Entrepreneur Development Cell (EDC). Through the EDC, students are mentored and motivated to venture into entrepreneurship, with strategic collaborations such as the MOUs. For Example institute has signed six 'Memorandum of Understanding' in the previous two years related to Robotics, Drone Technology and Programming Languages to promote Internships, Workshops, Value Addition Courses, Skill Enhancement support and Development Program. Under the banner of these MoU's each department organise Sage Summer School and Sage Winter School (an initiate or a bench mark of the institute to provide training/internship to in house or outside students). Institute organise many workshop, FDP and seminars time to time to create awareness about IPR among the faculty members and students. Many renowned National speakers in the field of IPR were invited for the same. Institute has remarkable contribution in the field of design patents, students have also participated for the same.

The Institution strongly emphasizes encouraging student participation in diverse technical events. Institute provide an opportunity to all the students to implement their scientific and technical innovation through a platform of TechnoSAGA (A yearly Technical inter collegiate Event organised by the Institute). Institute has taken an institutional membership of Vigyan Bharti. It is people's movement dedicated to promote belongingness within Indians as the realm of science. It organises many scientific events on National Levels within all over the India. These kind of activities provides opportunity the students for presenting their innovation in the filled of Science and Technology and to get an exposure.

Additionally, students from all departments have the opportunity to refine their entrepreneurial skills through workshops conducted by reputable institutions like Rajiv Gandhi Proudhyogiki Vishwavidyalaya, Bhopal. Projects like "DRISHTI," focused on leveraging computer vision to aid visually impaired individuals, underscore our commitment to using technology for social good. The achievements of student teams like "Arsenal's," representing the Computer Science and Engineering Department in competitions such as the "Indian Engineering Project Consultancy," demonstrate our Institution's dedication to nurturing talent and promoting innovation.

Additionally, the Institution boasts well-equipped laboratories tailored to meet the research needs of students, fostering a conducive environment for academic exploration. Access to essential infrastructure, including internet connectivity and specialized software and hardware, is readily available in all departmental facilities and libraries. Each student is provided with individual computer resources to facilitate their on-campus projects upon request. A dedicated faculty ensures guidance and support for student research endeavors. The institute's well-stocked library, supplemented by a digital repository, offers access to many resources, including participation in national and international journals. Furthermore, high-speed internet connectivity and ample desktop resources are provided across all departments and labs, empowering faculty and students to pursue academic and research beyond standard hours. The Research and Development (R&D) cell is a valuable resource, offering guidance to faculty and students. Additionally, departments conduct seminars, workshops, and guest lectures featuring eminent researchers and academics, fostering a culture of research and innovation among students and faculty.

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

3.2.2

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

Response: 41

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 |
| 22 | 10 | 7 | 1 | 1 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 0.29

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 |
| 10 | 16 | 21 | 15 | 04 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Link to re-directing to journal source-cite website in case of digital journals | View Document |
| Links to the papers published in journals listed in UGC CARE list or | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2

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

Response: 0.15

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 |
|---------|---------|---------|---------|---------|
| 4 | 11 | 13 | 3 | 2 |

| File Description | Document |
|--|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities

3.4.1

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

Response:

The institution consistently urges engineering students to actively engage in extension activities to foster awareness about social and socio-technical concerns. Acknowledging engineers as the cornerstone of our nation underscores the importance of comprehensively comprehending societal dynamics. Through diverse initiatives like blood donation drives, visits to elderly care facilities, Nitya Seva, eye camps, health awareness programs, and outreach efforts in underprivileged areas as part of corporate social responsibility, the institution cultivates a profound sense of social consciousness among its students.

Institute has a unit of National Service Scheme (NSS). The purpose of NSS is to develop the personalities of students through the social service, to develop a sense of social and civic responsibility within students. NSS utilise the knowledge in finding practical solutions to individual and community problems. It develops competence required for group-living and sharing of responsibilities. Under the banner of NSS such activities like Gao Chalein Hum, Swachhta Abhiyan, Unnat Abhiyaan, Nukkad

Natak, Van yatra, Digital India, Disaster Management Programs, Rashtriya Ekta Diwas Programs, distribution of sanitary pads to girls and women in rural areas, Voters Awareness, HIV/AIDS Awareness, traffic police awareness campaigns and tree plantation drives serve as catalysts for students to grasp the societal imperatives.

Student Activity Centre (Annexure – I)

The Sagar Group of Institutions is dedicated to nurturing students holistically, combining academic excellence with a robust focus on extra-curricular and co-curricular engagement. In pursuit of this goal, we established the Student Activity Centre (SAC) in 2015. Under its auspices, a diverse array of clubs operates, each hosting a spectrum of activities. These activities serve as platforms for fostering students' holistic development, enhancing their personalities, and honing their leadership acumen.

Corporate Social Responsibility (Annexure-II)

Although academic pursuits form the core of SGI's mission, the array of clubs within the SAC (Student Activity Centre) serve as the linchpins in developing our students' characters. From literary to cultural domains, these clubs nurture well-rounded personalities. While some clubs like Personality Development and Team of Innovators focus on intellectual enrichment, others such as Art & Crafts and Photography offer leisure and artistic expression outlets. Engaging in Corporate Social Responsibility initiatives, our students actively contribute to societal and environmental causes through regular visits to old age homes and distributing food to hospitals and underprivileged communities. Additionally, the clubs host many events, providing students with diverse opportunities to partake in recreational and creative activities, enriching their college experience.

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

3.4.2

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

Response:

Extension activities are pivotal in driving societal development and receiving awards and recognition from government or government-recognized bodies serves as a tangible validation of their impact and significance. These accolades not only honor the efforts of individuals or organizations but also serve as inspiration for others to engage actively in community-focused initiatives.

SIRT-Excellence works under the umbrella of the SAGE Group, the largest group in the central India.

The object of our group is to “Bringing Happiness to the Society”. The SAGE Group has many verticals including Agrawal Construction, Agrawal Powers, Schools, Universities, Hostipals, Media and last but the most important and integrated part is True Sage Foundation (TSF). TSF works for Corporate Social Responsibilities (CSR). We as a unit has received many awrds and recognition. We have also adapted a village under the banner of TSF. It provides free education to needy childrens, celebrates festivals in oldage homes, distribute food and clothes regularly.

Recognition from the Ministry of Education further underscored the significance of educational outreach programs, as evidenced by the “Top Private University in Central India" award by Honourable Vice-president of India. This acknowledgment of efforts to bridge academic gaps and provide quality education in underserved areas catalyzed by the expansion of educational initiatives and improved literacy rates.

One notable recognition for extension activities is award received for “Pollution Control and Save Environment” by Chief Minister of MP. This award was given for the significant contribution towards the development of new, or the innovative modification of existing, technologies or adoption and use of clean technologies and practices that substantially reduce or prevent environmental pollution. Through tree plantation drives, waste management programs, and environmental awareness campaigns, extension activities demonstrated a commitment to preserving the planet and mitigating climate change.

Executive Director of the SAGE Group received “Times Achievers Young Entrepreneur Award” by Union Minister, GOI for the significant contribution towards the development of entrepreneurship. ED of the SAGE Group bestowed with “Visionary Educationist of India” award by Ministry for Higher Education, Govt. of MP. It is a recognition for the quality and diversity of the educational establishments across India which demonstrate exemplary values and best practices in learning and teaching.

Moreover, government-recognized bodies acknowledged the impact of healthcare extension activities, as evidenced by Award of Most Promising & Trusted Hospital of Central India – Apollo SAGE Hospital by FICCI by Chief Minister of MP. This recognition of efforts to provide healthcare services to underserved communities emphasized the vital role played in public health improvement.

In conclusion, the array of awards and recognitions for extension activities reflects a steadfast commitment to social development. These accolades honor past achievements and inspire ongoing dedication to creating positive change in society. The journey of recognition serves as a testament to the transformative power of extension activities in building a more inclusive, sustainable, and thriving community.

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

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums

including NSS/NCC with involvement of community during the last five years.

Response: 19

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 |
|---------|---------|---------|---------|---------|
| 06 | 3 | 4 | 3 | 3 |

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

3.5 Collaboration

3.5.1

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

Response: 2

| File Description | Document |
|--|-------------------------------|
| Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc. | View Document |
| List of year wise activities and exchange should be provided | View Document |
| List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The vision of Sagar Institute of Research & Technology - Excellence is 'To motivate and mould students into world class professionals who will excel in their fields and effectively meet challenges of the dynamic global scenario'. Established in 2008, our institution stands among the premier educational establishments in Madhya Pradesh, encompassing a sprawling 5-acre campus replete with state-of-the-art facilities. Committed to fostering academic excellence; our institution offers a diverse range of undergraduate and postgraduate programs, ensuring a comprehensive educational experience. Our affiliation with the esteemed Rajiv Gandhi Proudyogiki Vishwavidyalaya underscores our dedication to academic rigor and excellence. Central to our educational philosophy is the belief in providing students with the finest infrastructure conducive to learning. Our classrooms and laboratories adhere strictly to AICTE guidelines, ensuring optimal environments for academic pursuits. Equipped with cutting-edge equipment and licensed software, our laboratories are meticulously maintained to meet the rigorous demands of the RGPV curriculum.

In addition to core coursework, students are encouraged to engage in project work and case studies, fostering a culture of innovation and research. Under the expert supervision of faculty members and dedicated lab instructors, students are empowered to explore emerging fields and push the boundaries of knowledge. Our commitment to technological advancement extends to our library, which serves as a hub of intellectual exploration. Fully automated and stocked with over 25,627 volumes spanning 2,519 titles, our library provides students with a serene environment conducive to focused study and research. Recognizing the importance of holistic development, our institution places a strong emphasis on sports and extracurricular activities. From outdoor sports like badminton and volleyball to indoor games such as table tennis and chess, we provide ample opportunities for students to stay physically active and enhance their skills.

Expert trainers are on hand to guide students in honing their athletic abilities, fostering a spirit of sportsmanship and teamwork. Through participation in intercollegiate and intra-institutional events, students have the chance to showcase their talents and represent our institution with pride. Cultural enrichment is equally valued at our institution, with students encouraged to participate in a myriad of extracurricular activities. Our annual cultural fest, Sagar Utsav, serves as a platform for students to express their creativity and showcase their talents through dance competitions, rock band performances, and more. Technosaga, our technical event, provides students with opportunities to demonstrate their prowess in various domains through events such as model-making and paper presentations. Additionally,

our Student Activity Centre serves as a hub for cultural, sports, and technical activities, fostering a vibrant campus community.

At Sagar Institute of Research & Technology - Excellence, we are committed to nurturing well-rounded individuals equipped with the skills and knowledge to thrive in a dynamic global environment. Through academic excellence, technological innovation, and holistic development initiatives, we strive to empower our students to become leaders in their respective fields.

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

4.1.2

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

Response: 3.83

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 |
|---------|---------|---------|---------|---------|
| 33.33 | 22.54 | 0.0 | 0.00 | 0.47 |

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

The heart of any academic institution is its library, a sanctuary of knowledge where students and faculty alike seek enlightenment. Embracing the digital age, our library stands as a beacon of modernity, leveraging the Integrated Library Management System (ILMS) to streamline operations and enhance accessibility.

Spanning a generous 400 square meters, our library is meticulously organized to cater to the diverse academic pursuits of our students. With 25,627 books covering undergraduate, postgraduate, engineering, and science disciplines, alongside 2,519 volumes dedicated to management studies, our collection is a testament to our commitment to comprehensive learning.

Within these walls, students find not only a wealth of printed resources but also a dedicated team of staff members poised to assist in navigating this sea of knowledge. Through meticulous indexing and categorization, our library ensures that every title is easily located, facilitating swift retrieval and seamless browsing. Moreover, our ILMS software serves as a digital repository, housing essential details such as author names, publication information, and categorization by program and subject for effortless access.

In addition to our vast collection of printed materials, our library boasts a rich multimedia repository, including recorded videos of NPTEL courses aimed at enhancing teacher training and elevating the quality of education imparted to our students. Equipped with five systems boasting 300 Mbps bandwidth, these resources are readily accessible, enriching both teaching and learning experiences.

To further augment our digital arsenal, our library actively engages with databases like DELNET, granting access to a staggering 5000 e-journals and 116,440 e-books across various disciplines. This digital landscape not only expands the horizons of research but also fosters an environment conducive to academic exploration and innovation.

Recognizing the financial constraints faced by students, our library operates a book bank scheme, empowering students to borrow up to five books for the duration of the semester. Leveraging barcode technology and a meticulous reference ID system, book transactions are seamlessly recorded, ensuring accountability and facilitating efficient circulation.

Moreover, our commitment to technological integration extends beyond mere bookkeeping. Through digitized issuance and return processes, students can borrow two books for duration of 15 days on a rotational basis, maximizing resource utilization while minimizing administrative overhead.

At the core of our library's operations lies our ILMS software, meticulously tailored to meet the unique needs of our institution. With features ranging from cataloging and circulation to patron management and analytics, this system serves as the backbone of our library, empowering us to deliver unparalleled service and support to our academic community.

In summary, our library stands as a testament to the transformative power of technology in education. Through the seamless integration of ILMS, coupled with a rich multimedia repository and a commitment to accessibility, we strive to empower our students and faculty with the tools they need to thrive in an ever-evolving academic landscape.

| | |
|-----------------------|-------------|
| Name of ILMS software | Open Biblio |
| Nature of automation | Fully |
| Version | 0.6.1 |
| Year of automation | 2008 |

Top of Form

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The emergence of various learning resources has revolutionized the educational landscape, offering learners unprecedented ease and flexibility in their pursuit of knowledge. This remarkable transformation owes its success primarily to Information Technology (IT), which has emerged as the cornerstone of modern education. By harnessing the power of IT, educators can leverage a plethora of digital tools and platforms to enrich the teaching-learning experience, making it more dynamic, engaging, and effective. Research conducted worldwide unequivocally demonstrates the positive impact of IT on student learning outcomes and pedagogical methodologies. By integrating IT into educational practices, institutions can not only enhance the quality of education but also streamline administrative processes, facilitate assessment, and promote professional development among learners and educators alike. This transformative potential underscores the pivotal role of IT in reshaping every facet of the educational ecosystem. Traditionally, learners have relied on printed textbooks as their primary source of learning

material. However, in today's digital age, where technology permeates every aspect of our lives, contemporary learners exhibit a distinct preference for digital devices and online resources. This paradigm shift in learning preferences underscores the indispensability of IT in modern pedagogy, necessitating institutions to adapt and embrace digital tools to cater to the evolving needs of learners. Recognizing the importance of IT in fostering a conducive learning environment, our institute has made significant investments in IT infrastructure and resources to empower students and faculty members alike. Equipped with state-of-the-art computing and networking facilities, each department, library, and administrative office is seamlessly integrated into a technologically advanced ecosystem. Our classrooms are outfitted with multimedia teaching aids, including LCD projectors and internet-enabled devices, facilitating interactive and immersive learning experiences for students. Furthermore, our institution has embraced online learning platforms to complement traditional classroom instruction, providing students with flexible and accessible learning opportunities. Through platforms such as Zoom, Facebook Live, Google Classrooms, and YouTube lectures, faculty members deliver engaging and interactive lessons, catering to the diverse learning preferences of students. These online learning environments are meticulously designed to foster collaborative problem-solving and independent inquiry, empowering students to become active participants in their own learning journey.

In conclusion, the pervasive influence of IT in education has revolutionized the way we teach and learn. By embracing technology-driven pedagogies and leveraging digital resources, institutions can create an inclusive and dynamic learning environment that empowers students to thrive in the digital age. As we continue to harness the transformative potential of IT, we remain committed to fostering a culture of innovation, collaboration, and lifelong learning, ensuring that every student can realize their full potential and achieve academic excellence.

- Top of Form

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

4.3.2

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

Response: 4.51

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

Response: 360

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 1.07

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 |
|---------|---------|---------|---------|---------|
| 8.91 | 3.49 | 0.22 | 1.14 | 1.93 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted) | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.3

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 |
|---------|---------|---------|---------|---------|
| 1435 | 1429 | 1160 | 1177 | 1230 |

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 46.43

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 |
|---------|---------|---------|---------|---------|
| 957 | 928 | 663 | 674 | 641 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 74.17

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 |
|---------|---------|---------|---------|---------|
| 307 | 293 | 229 | 257 | 298 |

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 |
|---------|---------|---------|---------|---------|
| 380 | 382 | 327 | 373 | 404 |

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

5.2.2

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

Response: 0.83

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 |
|---------|---------|---------|---------|---------|
| 2 | 0 | 0 | 0 | 2 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 11

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 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 1 | 3 | 1 |

File Description

Document

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 5.6

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 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 7 | 4 | 4 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

Sagar Institute of Research and Technology-Excellence, Bhopal, was established in 2008. The first batch was passed out in 2012. An informal Alumni Association of Sagar Institute of Research and Technology-Excellence, was formed in 2016. The students formed the association with a view to maintain their warm bond with their campus.

In 2016, the college decided to initiate with first Alumni Meet which was organized and successfully conducted on 24/12/2016 at Institute Campus, SIRTE, Bhopal followed by Alumni Meet 2018 at NCR, Pune and Indore. Recently, SIRTE organized an Online Alumni Meet in June 2020.

The Objectives of the Association

- To provide a forum to establish a link between the alumni, staff and students of the institute.
- To enable the alumni to participate in activities that would contribute to the general development of the institute and the society.
- To help the alumni with their technical and relocation problems.
- To try to find employment opportunities to students and fellow alumni members in need.
- To institute prizes and scholarships, and render financial aid to needy and deserving students of the institute.
- To contribute towards the welfare of the alumni.
- To keep the alumni abreast of scientific and technological developments of national and global importance.
- To give scholarships to meritorious students.
- To arrange seminars and debates for technical guidance to students for knowledge and career advancement.
- To invest and deal with the funds of the association.
- To promote entrepreneurship & innovation among the students.
- To help institute for effective liaison to industry.

In 2020, College decided to register Alumni Association formally, and the process completed in October 2020 with Registered Association Document No. 01/01/01/37129/20 by the name “SAGAR INSTITUTE OF RESEARCH & TECHNOLOGY-EXCELLENCE ALUMNI ASSOCIATION. It is registered under Madhya Pradesh Society Registration Act 1973.

Registered Members of Association are as follows:

- 1.Mr. Divyansh Singh (President)
- 2.Mr. Himanshu Bajpai (Vice-President)
- 3.Ms. Anushree Chourasia (Secretary)
- 4.Ms. Niharika Gupta (Treasurer)
- 5.Mr Eakansh Mahato (Joint Secretary)
- 6.Ms Pragya Magarde (Member)
- 7.Mr Risabh Chaourasiya (Member)

Contribution:

Since the association is registered recently in October 2020, so the alumni contribution is approximately Rupees 100000.00 (1 Lakh) only. Many students have been recommended and placed by the alumni to the companies in which they work.

Expert lectures and talks are being organized Online as well as Offline on latest technological advancements and industry requirements by our Alumni.

We have completed our formal registration process and shall commence the formal functioning of our Alumni Association Chapter at our campus.

Brief Summary of Alumni Activities

| S.No. | Heads | Activity |
|-------|---|----------|
| 1 | Total Alumni meet in last 55 years | |
| 2 | Hand Holding (Alumni Talks) in last 5 years | 4 |
| 3 | Alumni Contributions | 1 |

The registered alumni cell of SIRTE has been playing a great role in reconnecting with our alumni. The current students have also benefitted from their experiences and journey in their career. Our strong alumni base has been one of the mantras of success of the institute in our zone.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

In order to run an institute, good governance is essential. Sagar Institute of Research & Technology - Excellence has excellent leadership and management that perfectly synchronizes its operations with the goals and objectives of the organization. Sagar Institute of Research & Technology - Excellence leadership and governance promote institutional operations such the decentralization process, institutional growth, and the implementation of NEP. The institute's director creates a number of functional committees during the decentralization process, including those for anti ragging, women's grievance, grievance redressal, libraries, SC/ST, T&P, Printing and more. The short- and long-term Institutional Perspective Plans are carried out by Sagar Institute of Research & Technology - Excellence governance and functional bodies to fulfill the institute's goal and vision.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Introduction:

An institute's long-term and short-term goals, objectives, and development and growth strategies are usually described in a perspective plan. A perspective plan is a strategic tool that helps direct an institute's growth and development, ultimately improving quality, relevance, and sustainability. The well-defined appointment process, well-organized administrative setup, policies, and service rules all demonstrate SIRTE's strategic plan, which underpins its dedication to providing

unmatched educational standards.

Perspective Plan:

Transparency, Equity, Quality, Integrity, Commitment, and Professionalism are all guaranteed by SIRTE's perspective plan, which is customized to its vision, mission, and context. Governance, Leadership and Management, Quality Assurance, Teaching, Learning, and Evaluation Process, Research, Development, Innovations & Professional Practices, Human Resource Management, Technical & Internal Support System, Students Support & Progression, Infrastructure, Learning Resources, Facilities, Engagement with Alumni, Industry & Society, Diversity, Outreach & Extension, and Continuous Improvement are all part of the institute's long-term and short-term perspective plan.

Working of the Institutional Bodies :

SIRTE has a number of functional bodies that, in accordance with institute policies, strive to enhance academic performance and the institute's overall development. Functional SIRTE bodies include the Board of Governance, IQAC, and the Governing Body, which meets every two years to create policies under the chairman's direction and see to it that they are carried out. In terms of administration, the Chairman is in charge of day-to-day operations with the help of important administrative staff members like the Director and Registrar.

Administrative Structure :

In accordance with company policies, the administrative structure of SIRT usually consists of a number of departments, offices, and administrative bodies in charge of overseeing various facets of the organization's operations. The Director or Deputy Director, Deans, HODs, and other senior administrators make up the administrative team, which is in charge of supervising daily operations and putting policies and decisions into action in accordance with the institution's overall plan.

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

6.2.2

Institution implements e-governance in its operations

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

| Response: A. All of the above | |
|--|-------------------------------|
| File Description | Document |
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Institutional expenditure statements for the budget heads of e-governance implementation ERP Document | View Document |
| Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Introduction

An institution's welfare policies encompass a range of programs designed to support the overall development and well-being of its employees and faculty. These regulations aim to meet the various needs of the institute while fostering a working and learning environment. SIRT is dedicated to the creation of the "Happiest Place to Work" by involving all stakeholders in its workplace's growth and development.

Performance Reviews:

For assessing the work or contributions of faculty and staff, SIRTE performance reviews are crucial procedures. Every year, performance is reviewed. Based on their qualifications, services, and performance review results, faculty members receive promotions or pay increases. Based on a predetermined appraisal system pertinent to the role, responsibilities, and job performance of the employee, performance evaluations are conducted. Each year, all faculty and staff members must complete self-assessment forms; their completion determines whether they receive a promotion.

Welfare measures for both teaching and non-teaching staff are:

1. Medical facility: Requisite premiums for Medclaim policies for regular and contract employees up to a total policy amount of Rs. 1,00,000 for staff and faculty members and Rs. 2,00,000 for directors, deputy directors, deans, and heads of departments will be reimbursed upon presentation of a photocopy

of the pertinent receipt claim; this reimbursement must be made within the relevant policy period.

2. . All employees are entitled to free use of the college's transportation services.

3. . Salary Advances: In emergency situations, every employee may also receive a need-based advance on top of their pay. For non-teaching employees only, the Employee Provident Fund (EPF) is available.

4. . Accommodations for Staff and Faculty: The SIRTE campus and some of its unit offices offer family and single-type "Staff quarters" to help recruit quality staff from all over the nation. Outstation employees may apply for this facility if space is available.

5. . Athletic Competitions: Athletic competitions are arranged for students, instructors, and support personnel. Our sports complex also has courts for table tennis, basketball, badminton, and other sports.

6. . Teachers are granted a variety of leave options, including: Study Leave, Semester Break , SPL , Casual Leaves (CL) ,Maternity Leave etc.

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

6.3.2

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

Response: 1.28

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 |
|---------|---------|---------|---------|---------|
| 03 | 0 | 03 | 02 | 00 |

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

6.3.3

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

Response: 42.25

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 |
|---------|---------|---------|---------|---------|
| 73 | 51 | 81 | 78 | 66 |

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 |
|---------|---------|---------|---------|---------|
| 40 | 40 | 40 | 40 | 40 |

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Introduction:

The efficient operation and growth of a self-finance institution depend heavily on the mobilization and use of funds. The Rajiv Gandhi Pradyogiki Vishwavidyalaya Bhopal is the self-financing technical educational institution that operates as Sagar Institute of Research and Technology Bhopal. The state government does not provide any kind of funding for this institution. Financial management requires accountability and transparency to guarantee that money is spent wisely and for the intended purposes. As the economy, regulations, and educational trends change, SIRTE Institute adjusts appropriate fund utilization strategies accordingly.

Effective financial planning, budgeting, and monitoring systems :

The budget for each academic year is created well in advance, taking into account the needs of each department. Every department creates its budget according to its needs, which include supplies for the upcoming academic year, research and development within the department, computers, printers, software, equipment, books for faculty and student activities, and consumables. Following the department's preparation of the budget allocation, HODs are sent to the director's office for additional action. In addition to allocating funds for various uses and making sure that the best use of the available funds is made, the Director and the Head of Departments determine priorities and discuss requirements. The director also talks with the finance committee about these budgets, and following that, they prepare a final copy of the budget with any necessary corrections or changes. The Governing Body reviews and approves the final version of the institute's budget. Following

any necessary revisions, the Governing Body reviews and approves the budget. Every so often, the Governing Body reviews the budget, keeps an eye on annual spending, and offers input on how best to use finances. In addition to settling advances and passing bills, the Institute has a standardized process for authorizing funds for a variety of activities.

1. Infrastructure Development
2. Administrative and Operation cost
3. College Running and Maintenance
4. Counselling Expenses
5. Lab Expenses
6. Research and Development
7. Staff Salary/Remuneration Expenses
8. Staff and Students Welfare Expenses
9. Transportation Expenses
10. Institute Expenses

Financial Audit:

SIRTE financial audits are performed by a chartered accountant. The auditors are independent contractors with the requisite training and experience in auditing. Under the direction and control of the Finance Committee, account information is gathered annually and external audits are conducted in accordance with rules and regulations. All things considered, the institute's financial sustainability and well-being are maintained, accountability is encouraged, and governance is improved through financial audits.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures &

methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

Response:

In order to maintain the quality of education, it began by identifying and proposing innovative ways to use teaching aids, creating appropriate infrastructure, and making recommendations for new courses. IQAC comprises both internal and external members to provide a global perspective for the Institute's advancement. The cell is essential to preserving and improving the high caliber of the organization and recommends suitable actions. The Institute's teaching and research activities are planned, directed, carried out, and evaluated by the twice-yearly IQAC meetings. The head of departments, the administrative officer, and the registrar regularly monitor and mentor academic and administrative activities through subcommittees. These subcommittees deal with the institute's various activities and carry out the IQAC guidelines. Through quality enhancement programs and the reinforcement of best practices, the IQAC seeks to promote a culture of quality. Implementing conscious initiatives has resulted in notable quality improvements. defining roles and conducting strategic planning in important areas.

1. Academic Outcomes
2. Technical training for students
3. Development of students' soft skills
4. Analysis of feedback
5. Programs for faculty development
6. Development and research
7. Engagement with Industry
8. education based on results
9. development of infrastructure

Heads of departments regularly monitor and mentor administrative and academic activities. Periodically, academic inspections are conducted to evaluate academic quality. Those inspected include:

1. Examination of scholarly procedures
2. Academic practice detection and reform mechanisms
3. Review of departmental facilities
4. Encourage the departments to adopt new and creative ways. Faculty members' personal growth.

The information gathered by department heads is used by IQAC to adjust its decisions in order to improve quality. Academic and administrative auditing is a regular feature that offers faculty-driven growth that never stops. Encourage cooperation among programs and disciplines. Make every department available for external scrutiny.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equity and sensitization are essential for creating an inclusive and equal society. At SIRT Excellence, these principles are deeply woven into both academic and extracurricular activities. By integrating gender equity concepts into our curriculum and programs, we aim to foster a culture of respect, understanding, and equality among students and faculty. Here's how SIRT Excellence incorporates these values into its various initiatives.

Each year, **Women's Day** at SIRT Excellence becomes a platform to celebrate the achievements of women and raise awareness about gender equality. Events like picnics, workshops, and cultural performances help both faculty and students understand the challenges women face and the importance of inclusivity. These celebrations inspire the SIRT community to honor and support gender diversity.

SIRT Excellence integrates self-defense workshops into its extracurricular programs to teach students, particularly women, how to assert their rights and protect themselves from violence. These workshops include lessons on consent, personal boundaries, and assertiveness, helping students build confidence and resilience. By fostering a sense of autonomy and empowerment, self-defense training enables individuals to navigate various social situations with confidence.

At SIRT Excellence, we take a **holistic approach** to mental health by focusing on resilience, emotional balance, and coping mechanisms. Programs like expert lectures, seminars, and workshops on mental health help students and faculty understand the importance of psychological well-being.

SIRT Excellence organizes workshops on **self-hygiene** and **health awareness**, especially for women, to educate them about essential practices for maintaining good health. Camps focusing on women's health, yoga sessions, and blood donation drives further emphasize the importance of physical well-being in achieving a balanced life.

SIRT Excellence conducts **digital literacy programs** for women, equipping them with the skills needed to confidently use technology. These initiatives help bridge the digital divide and empower women to pursue opportunities in education, careers, and personal growth.

SIRT Excellence hosts **yoga programs** to promote physical and mental health. Yoga sessions not only provide physical benefits but also help participants achieve emotional stability and mindfulness. This focus on wellness complements our efforts to create a harmonious and inclusive environment.

The institution organizes **workshops and seminars** on topics like gender sensitization, mental well-being, and empowerment. These events encourage open dialogue, critical thinking, and awareness, helping students and faculty challenge stereotypes and embrace inclusivity.

Addressing gender bias in teaching practices and educational content is a priority at SIRT Excellence. By promoting critical thinking and fostering a deeper understanding of gender equity, the institution empowers students to become advocates for equality. The combination of these efforts—celebrating Women's Day, offering self-defense training, addressing mental and physical well-being, and conducting awareness programs—creates a comprehensive approach to gender equity and inclusivity. SIRT Excellence is committed to nurturing a generation of students and faculty who actively support and practice gender equality. Through these initiatives, SIRT Excellence not only educates but also inspires its community to build a more equitable society where every individual has the opportunity to succeed and thrive, regardless of gender. By cultivating these values, we are shaping a future of respect, inclusivity, and shared progress.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

SIRT-Excellence towards providing an Inclusive Environment, Fostering Tolerance, and Promoting Harmony Across Cultural, Regional, Linguistic, Communal, Socio-Economic, and other Diversities

The institutional efforts at Sagar Institute of Research and Technology Excellence (SIRTE) towards providing an inclusive environment, fostering tolerance, and promoting harmony across cultural, regional, linguistic, communal, socio-economic, and other diversities are multifaceted and deeply ingrained in our ethos.

SIRTE organizes a plethora of cultural activities throughout the year, including Sagar Utsav, Techno Saga, Saraswati Puja, Holi Milan, Ganesh Puja, Durga Puja, Diwali Milan, and Vishwakarma Puja. These events serve as platforms for the inculcation of cultural values and the celebration of diversity among our staff members and students. It is heartening to witness students from diverse backgrounds enthusiastically participating in these festivals, transcending ethnic, religious, sectarian, caste, state, and other identities. Faculty members of different faiths actively engage in festivities such as Holi and Diwali, fostering a sense of inclusivity and mutual respect.

Sagar Utsav: Sagar Utsav stands as a signature festival event at SIRTE, serving as a mega carnival that brings students together for fun and entertainment. This event transcends barriers and welcomes students from across the city to witness and participate in various activities. The Fun Zone, featuring competitions like Solo and Group Dance, face painting, and live band performances, serves as the focal attraction, allowing students to showcase their talents and immerse themselves in the joyous atmosphere. The food fest and game zone further enhance the excitement, creating opportunities for interaction and camaraderie among participants.

Techno Saga: Techno Saga, an event aimed at eradicating stage fear and promoting overall individual growth, has garnered acclaim both regionally and globally. This paper presentation competition, exclusively for first-year B.Tech students, provides a platform for students to showcase their technical prowess and communication skills. With participation from numerous institutions, including inter-college competitions, Techno Saga encourages collaboration and healthy competition, transcending geographical boundaries.

Through these initiatives, SIRTE emphasizes the importance of embracing diversity, fostering tolerance, and promoting harmony. By providing inclusive platforms for cultural exchange and intellectual discourse, we endeavor to nurture a community that respects and celebrates differences while striving for excellence together.

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

7.2 Best Practices

7.2.1

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

Response:

Best Practice- 01

Title: Nurturing Student Excellence: Sustaining the Student Progressive Index at SIRT Excellence

Objective:

SIRT Excellence aims to support the overall development of students, helping them succeed both personally and professionally during their academic journey. By focusing on individual strengths and weaknesses, improving skills, building industry connections, and tracking academic achievements, the Student Progressive Index (SPI) framework prepares students to excel in their careers and beyond graduation.

Context:

In today's competitive world, academic knowledge alone is not enough to ensure professional success. SIRT Excellence recognizes the need to develop students in multiple areas, including skills, knowledge, and practical experience. To address this, the SPI framework guides students from their first semester to graduation, helping them build resilience, adaptability, and confidence. It integrates learning, personal growth, and career preparation to create well-rounded individuals ready to face real-world challenges.

Practice:**1. SWOT Analysis:**

When students enroll, a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) is conducted to identify their areas of improvement and potential. Based on this, personalized strategies are created to help them grow.

2. Dream Company Engagement:

SIRT Excellence collaborates with top companies to connect students with their dream employers. Through workshops, guest lectures, and internships, students gain exposure to their desired fields and build valuable professional networks.

3. Skill Enhancement Programs:

Skill programs are customized for each student based on their SWOT analysis. These programs focus on improving technical skills, soft skills, and leadership abilities. By addressing specific needs, SIRT Excellence helps students gain confidence and the tools needed to succeed in their careers.

4. Academic Success Records:

The SPI framework keeps detailed records of students' academic progress and achievements. This data helps track their growth, identify areas for improvement, and celebrate milestones.

Evidence of Success:

- Student performance and feedback show significant improvements in academic results and satisfaction after the SPI framework was introduced.
- Students are actively participating in extracurricular activities, internships, and industry projects. This hands-on experience prepares them for real-world challenges and builds practical skills.
- Collaborations with reputed companies have increased placement rates, with many students securing jobs in their desired organizations. These industry connections give students better opportunities to network and achieve their career goals.

Challenges Faced:

Despite the success of the SPI framework, some challenges remain:

- **Resource Constraints:** Limited funding and staff made it difficult to scale programs and provide personalized support to all students.

- **Keeping Up with Industry Trends:** The rapidly changing industry landscape required constant updates to skills and curriculum.

Conclusion:

The SPI framework at SIRT Excellence plays a key role in preparing students for personal and professional success. By offering tailored support, skill development programs, and strong industry connections, the institution ensures students are ready for the challenges of the modern workplace. While there are challenges, SIRT Excellence remains committed to continuous improvement and innovation. By adapting to industry trends, enhancing practices, and gathering feedback, the institution strives to provide students with the skills and experiences they need to thrive ensuring success in a rapidly changing world.

Best Practice-02

Title: Excellence Student Activity Council (ESAC): Empowering Holistic Development

Objective The Excellence Student Activity Council (ESAC) at SIRT Excellence works to help students grow in all aspects of life. It encourages the development of important skills and creativity through various activities. ESAC gives students opportunities to explore their interests, build strong interpersonal skills, and develop leadership qualities..

Context SIRT Excellence believes that education is more than just achieving good grades. The Excellence Student Activity Council (ESAC) was created to organize student-led activities and clubs in a structured way. ESAC includes different clubs that focus on academics, performing arts, sports, and career development. These clubs are:

- Academic Booster Club (Utkarsh Club)
- Personality Development Club (Arjun Club)
- Dance & Dramatics Club (Manchan Club)
- Music Club (Tarang Club)
- Sports Club (Shikhar Club)
- Photography Club (Chalchitra Club)
- Art & Craft Club (Kalpana Club)
- Industry Interface Training & Placement Club (IIT & PC)

Together, these clubs create an exciting campus environment that promotes teamwork, creativity, and lifelong learning. Each club focuses on helping students grow in different ways:

- **Academic Booster Club (Utkarsh Club):** This club organizes workshops, seminars, poster

competitions, and academic events to help students perform well in studies. Guest-lectures inspire students and encourage intellectual growth.

- **Personality Development Club (Arjun Club):** This club helps students improve soft skills, communication, and leadership. It conducts workshops on teamwork, interviews, and personal development to prepare students for professional life.
- **Dance & Dramatics Club (Manchan Club) and Music Club (Tarang Club):** These clubs give students a chance to show their creativity through performances, competitions, and training sessions in dance, drama, and music.
- **Photography Club (Chalchitra Club):** This club allows students to explore photography through workshops, photo walks, and exhibitions.
- **Sports Club (Shikhar Club):** This club focuses on fitness and teamwork by organizing sports tournaments and recreational activities.
- **Art & Craft Club (Kalpana Club):** This club encourages creativity through painting, pottery, and exhibitions where students can display their work.
- **Industry Interface Training & Placement Club (IIT & PC):** This club prepares students for jobs by organizing skill-building sessions, mock interviews, resume-building workshops, and internships.

All clubs are run by students with support from faculty mentors who ensure the activities meet the council's goals.

Evidence of Success ESAC has helped students gain confidence, develop skills, and achieve success. Students in academic clubs have performed better in exams and won inter-college competitions. Feedback from alumni and recruiters shows that ESAC helps students become well-rounded individuals' ready to face the real world.

Problems Encountered and Resources Required Despite its success, ESAC faces some challenges. Limited funding makes it difficult to organize large events or provide specialized equipment and trainers. Scheduling events with students, faculty, and external speakers is also a challenge. Sometimes, students cannot participate regularly due to their academic workload.

Even with challenges, ESAC remains committed towards students' overall growth and creating a dynamic campus culture at SIRT Excellence.

| File Description | Document |
|---|-------------------------------|
| Best practices as hosted on the Institutional website | View Document |
| Any other relevant information | View Document |

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Celebrating Academic Brilliance: A Tradition at SIRT Excellence

At SIRT Excellence, celebrating academic achievement is not just an event but a cherished tradition. The institute takes immense pride in honoring students who exemplify commitment, perseverance, and excellence. The felicitation ceremony, an annual highlight, recognizes students for their 100% monthly attendance, toppers of Mid-Semester I & II examinations in each semester, RGPV result toppers, and *Student of the Year* award for academic excellence.

This tradition not only celebrates success but also embodies the values and vision of SIRT Excellence, which places academic excellence and holistic development at the core of its educational philosophy.

An Ingrained Legacy of Recognition

Since its inception, SIRT Excellence has upheld the tradition of acknowledging and encouraging academic brilliance. The felicitation is a reflection of the institute's unwavering commitment of nurturing talent and fostering a culture of dedication and hard work. It also strengthens the bond between students, faculty, and the institute, creating an environment of inspiration and healthy competition.

Celebrating Dedication: 100% Monthly Attendance

One of the key highlights of the institute is the recognition of students with 100% monthly attendance. At SIRT Excellence, attendance is not merely a requirement; it is a testament to the discipline and dedication of students who prioritize their education. These students embody consistency and responsibility, attributes that are crucial for success in both academic and professional endeavors. Certificates of appreciation are awarded to these individuals, honoring their unwavering commitment to their studies.

Acknowledging Mid-Semester exam Toppers

Another proud tradition of SIRT Excellence is recognizing the toppers of Mid-Semester I & II examinations. These students have demonstrated outstanding academic performance, setting benchmarks for their peers and exemplifying the institute's commitment to excellence. The toppers, hailing from various semesters and disciplines, receive certificates as symbols of their hard work and perseverance. Their achievements reflect the institute's rigorous academic standards and the students' ability to excel in a competitive environment.

RGPV Toppers: Institute Pride

The institution also honors students who excels in RGPV university examinations. These toppers not only achieved academic distinction but also brought laurels to the institute, reinforcing its reputation for academic excellence. Special recognition is deserved by these students, that highlights their exceptional performance. Their success is a testament to the quality of education and mentor-ship provided by the institute, as well as the students' ability to rise above challenges.

Student of the Year Award

The highlight of the institute is the *Student of the Year* award. This prestigious honor is awarded for a student who excels not only academically but also in leadership, extracurricular activities, and overall contribution to the institute's community throughout his journey of all 8 semester of his degree.

The recipient of this award epitomizes the values of SIRT Excellence: dedication, discipline, and a commitment to excellence. This recognition goes beyond academic performance, celebrating the holistic development of the individual.

This awardee is presented with a grand trophy and certificate amidst resounding applause. Winner shares his journey, attributing his success of hard work, resilience, and the unwavering support of the institute, their peers, and their families motivating their juniors.

Inspiring the Future

These felicitations at SIRT Excellence is more than a celebration; it is a tradition that inspires the entire student body to aim higher. The recognition of academic brilliance serves as a powerful motivator, encouraging students to strive for excellence in their respective fields.

A Tradition That Shapes Leaders

The tradition of felicitation at SIRT Excellence is not just about rewarding achievements; it is about shaping the leaders of tomorrow. The institutes' emphasis on recognizing academic excellence, attendance, and holistic development prepares students for success in their professional and personal lives. By celebrating their accomplishments, SIRT Excellence instills confidence, discipline, and a sense of purpose in its students. This tradition ensures that every student feels valued and motivated to contribute meaningfully to society.

Looking Ahead

SIRT Excellence remains steadfast in its mission to foster a culture of excellence. The felicitation ceremony is just one of the many initiatives undertaken to nurture talent and provide students with a platform to shine. The institute plans to introduce programs, workshops, and mentorship opportunities to further enhance the learning experience and ensure that every student has the chance to achieve their full potential.

Conclusion: A Legacy of Excellence

The felicitation at SIRT Excellence is a celebration of tradition, values, and aspirations. It honors the

efforts of students who have excelled and inspires others to follow in their footsteps.

Memories of these felicitations in the form of photographs of awardees, faculty, and dignitaries creates the feeling of pride and joy for the SIRT Excellence family . This tradition of honoring achievement is not just a moment but a legacy that continues to inspire and shape the future leaders, innovators, and achievers of

our society. With every felicitation ceremony, SIRT Excellence reaffirms its commitment of nurturing excellence and creating a brighter future for all its students.

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

5. CONCLUSION

Additional Information :

Recognizing and Motivating Excellence

At Sagar Institute of Research & Technology-Excellence (SIRTE), motivation and appreciation are key to encouraging growth and excellence. The management actively supports teachers, and staff by recognizing their hard work and achievements in different ways. These efforts create a positive and supportive atmosphere at the institute.

One of the main initiatives is the "**Performer of the Week**" award, which highlights exceptional work in academics, co-curricular, and extracurricular activities. This weekly recognition motivates everyone to keep improving and sets a high standard for others. It shows SIRTE's dedication to acknowledging consistent efforts and rewarding success.

The "**Athmamanthan Award**" is another special recognition given to individuals who show outstanding leadership, creativity, and innovation. This monthly award is meant to encourage self-reflection and personal growth. Teachers who introduce creative teaching methods or lead impactful projects, along with students and staff, are recognized for their meaningful contributions.

The "**Sagein Award of the Year**" is the highest honor at SIRTE. This annual award celebrates the achievements of students, faculty, and staff who represent the institute's values and vision. It recognizes excellence in academics, research, innovation, and community service. The winners are honored at a grand event, inspiring the SIRTE family to aim higher.

Apart from these awards, SIRTE organizes regular events to appreciate the efforts of top-performing teachers and staff members. These gestures build morale and create a sense of pride among all members of the institute. Also helps teachers and staff grows holistically, SIRTE arranges motivational sessions, leadership workshops, and personality development programs. Guest lectures by industry experts spiritual gurus and achievers further add to the inspiration and learning experience.

Through these initiatives, SIRTE ensures that every contribution is valued and every achievement is celebrated. The management strongly believes that recognition not only boosts confidence but also inspires innovation and commitment among the entire SIRTE community. This culture of appreciation helps to make the institute a vibrant place to learn, teach, and grow.

Concluding Remarks :

Sagar Institute of Research & Technology-Excellence (SIRTE) is dedicated to quality education, overall development, and innovation, making it a leading institution in engineering and management studies. Since its start in 2008, SIRTE has worked toward its goal of preparing students to become world-class professionals ready to face global challenges. The institute's success is built on its strong infrastructure, modern teaching methods, and focus on outcome-based education.

SIRTE stands out for its excellent facilities, talented faculty, and student-centered teaching approach, which

supports both academic and personal growth. With its well-organized Training and Placement Cell and extra courses to enhance skills, the institute ensures students are ready for jobs and professional success. SIRTE also shows its commitment to values like environmental care, gender equality, and community service, aligning with modern social values and the National Education Policy (NEP) 2020.

While the institute has achieved much, it continues to focus on improving in areas like international partnerships, promoting entrepreneurship, and connecting academics with industry needs. These efforts will help SIRTE grow even more and create a larger impact.

By adopting interdisciplinary and multidisciplinary learning as per NEP 2020, SIRTE has positioned itself as a forward-thinking institution. Innovative teaching, the use of technology, and promoting Indian traditions ensure students get a well-rounded education. Skill development programs and outcome-based education give students an edge in today's fast-changing world.

SIRTE's governance is open and inclusive, supporting a culture of constant improvement through systems like the Internal Quality Assurance Cell (IQAC). Its careful planning of finances and resources ensures long-term growth and the ability to meet new educational needs.

SIRTE unwavering focus on excellence, adaptability, and values-driven education establishes it as a leading institution dedicated to transforming students into competent, ethical, and innovative professionals. In short, SIRTE focus on excellence, adaptability, and values-driven education makes it a top institution. By building on its strengths and addressing its challenges, SIRTE is ready to continue growing and making a meaningful difference in education, society, and the professional world.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|---|---------|---------|---------|---------|---------|------|-----|------|------|------|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|
| 1.2.1 | <p>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)</p> <p>Answer before DVV Verification : 47 Answer After DVV Verification :36</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1592</td> <td>819</td> <td>1054</td> <td>1065</td> <td>1221</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>1441</td> <td>918</td> <td>719</td> <td>661</td> <td>840</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1592 | 819 | 1054 | 1065 | 1221 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 1441 | 918 | 719 | 661 | 840 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1592 | 819 | 1054 | 1065 | 1221 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 1441 | 918 | 719 | 661 | 840 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 3174 Answer after DVV Verification: 1624</p> | | | | | | | | | | | | | | | | | | | | |
| 1.4.1 | <p><i>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</i></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website Answer After DVV Verification: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.2 | <p><i>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</i></p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</p> | | | | | | | | | | | | | | | | | | | | |

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167 | 117 | 191 | 168 | 174 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 167 | 117 | 191 | 168 | 174 |

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

Answer before DVV Verification:

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

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)

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)

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.91 | 0.62 | 0 | 2.23 | 0 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 3.91 | 0.62 | 0 | 2.23 | 0 |

3.2.2

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 23 | 10 | 7 | 1 | 1 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 22 | 10 | 7 | 1 | 1 |

| 3.3.1 | <p>Number of research papers published per teacher in the Journals notified on UGC care list during the last five years</p> <p>3.3.1.1. Number of research papers in the Journals notified on UGC CARE list year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>19</td> <td>31</td> <td>28</td> <td>21</td> <td>26</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>16</td> <td>21</td> <td>15</td> <td>04</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 19 | 31 | 28 | 21 | 26 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 10 | 16 | 21 | 15 | 04 |
|---------|--|---------|---------|---------|---------|---------|----|----|----|----|----|---------|---------|---------|---------|---------|----|----|----|----|----|
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 19 | 31 | 28 | 21 | 26 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 10 | 16 | 21 | 15 | 04 | | | | | | | | | | | | | | | | | |
| 3.3.2 | <p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1014 1046 1149"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>26</td> <td>21</td> <td>5</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1227 1046 1361"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>11</td> <td>13</td> <td>3</td> <td>2</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 11 | 26 | 21 | 5 | 7 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 4 | 11 | 13 | 3 | 2 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 11 | 26 | 21 | 5 | 7 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 4 | 11 | 13 | 3 | 2 | | | | | | | | | | | | | | | | | |
| 3.4.3 | <p><i>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.</i></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1680 1046 1814"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>6</td> <td>9</td> <td>5</td> <td>7</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1892 1046 2027"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>06</td> <td>3</td> <td>4</td> <td>3</td> <td>3</td> </tr> </tbody> </table> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 11 | 6 | 9 | 5 | 7 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 06 | 3 | 4 | 3 | 3 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 11 | 6 | 9 | 5 | 7 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 06 | 3 | 4 | 3 | 3 | | | | | | | | | | | | | | | | | |

| 3.5.1 | <p><i>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.</i></p> <p>Answer before DVV Verification : Answer After DVV Verification :2 Remark : as per date o MoU , objective and activities conducted</p> | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|-------|-------|-------|-------|-------|---------|---------|---------|---------|---------|-------|-------|------|------|------|
| 4.1.2 | <p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 712 1046 846"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>81.46</td> <td>88.57</td> <td>59.66</td> <td>60.17</td> <td>75.02</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 925 1046 1059"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>33.33</td> <td>22.54</td> <td>0.0</td> <td>0.00</td> <td>0.47</td> </tr> </tbody> </table> <p>Remark : Values have been updated considering Fixed asset " Additions during the year" excluding Books</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 81.46 | 88.57 | 59.66 | 60.17 | 75.02 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 33.33 | 22.54 | 0.0 | 0.00 | 0.47 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 81.46 | 88.57 | 59.66 | 60.17 | 75.02 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 33.33 | 22.54 | 0.0 | 0.00 | 0.47 | | | | | | | | | | | | | | | | | |
| 4.4.1 | <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p>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)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="308 1496 1046 1630"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60.37</td> <td>38.87</td> <td>22.16</td> <td>78.54</td> <td>63.72</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="308 1709 1046 1843"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>8.91</td> <td>3.49</td> <td>0.22</td> <td>1.14</td> <td>1.93</td> </tr> </tbody> </table> <p>Remark : Updated considering repair and maintenance only</p> | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 60.37 | 38.87 | 22.16 | 78.54 | 63.72 | 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 8.91 | 3.49 | 0.22 | 1.14 | 1.93 |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 60.37 | 38.87 | 22.16 | 78.54 | 63.72 | | | | | | | | | | | | | | | | | |
| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | | | | | | | | | | | | | | | | | |
| 8.91 | 3.49 | 0.22 | 1.14 | 1.93 | | | | | | | | | | | | | | | | | |
| 5.1.2 | <p><i>Following capacity development and skills enhancement activities are organised for improving students' capability</i></p> | | | | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 307 | 293 | 229 | 257 | 298 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 307 | 293 | 229 | 257 | 298 |

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

Answer before DVV Verification:

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

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 18 | 12 | 6 | 38 | 13 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 4 | 2 | 1 | 3 | 1 |

Remark : Value updated after excluding participation certificates and considering tram events as one and considering only state / university level sports/ cultural events only

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 31 | 30 | 38 | 36 | 19 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 6 | 7 | 7 | 4 | 4 |

Remark : Value updated considering similar events , sports/ cultural on close or consecutive dates as one

6.2.2 *Institution implements e-governance in its operations*

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 66 | 61 | 61 | 68 | 63 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 03 | 0 | 03 | 02 | 00 |

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

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 73 | 69 | 81 | 92 | 86 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 73 | 51 | 81 | 78 | 66 |

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

Answer before DVV Verification:

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 25 | 23 | 33 | 32 | 33 |

Answer After DVV Verification :

| 2022-23 | 2021-22 | 2020-21 | 2019-20 | 2018-19 |
|---------|---------|---------|---------|---------|
| 40 | 40 | 40 | 40 | 40 |

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

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

Answer before DVV Verification : A. Any 4 or more of the above

Answer After DVV Verification: A. Any 4 or more of the above

7.1.2 **The Institution has facilities and initiatives for**

| | |
|-------|--|
| | <ol style="list-style-type: none"> 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 <p>Answer before DVV Verification : A. 4 or All of the above Answer After DVV Verification: A. 4 or All of the above</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |

2.Extended Profile Deviations

| |
|------------------------------------|
| Extended Profile Deviations |
| No Deviations |