



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRI RAMAKRISHNA COLLEGE OF ENGINEERING

SRI SARADHA NAGAR, PERAMBALUR -621113

621113

www.sriramakrishna.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

(Draft)

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Ramakrishna College of Engineering (SRCE), established in 2012 by the Swami Vivekananda Educational Trust, aims to provide quality engineering education to economically disadvantaged students in and around Perambalur town. SRCE offers seven B.E/B.Tech programs: Computer Science and Engineering, Biomedical Engineering, Agricultural Engineering, Artificial Intelligence and Data science , Mechanical Engineering, Civil Engineering, and Computer Science and Engineering -Cyber Security.

Our curriculum integrates theoretical knowledge with practical skills, focusing on reskilling and upskilling to meet industry demands. SRCE emphasizes hands-on learning through workshops, seminars, and internships, ensuring students gain real-world experience.

The faculty at SRCE is dedicated to fostering intellectual and personal growth, creating a supportive environment that encourages creativity and critical thinking. Beyond academics, SRCE promotes holistic development through extracurricular activities, cultural events, and sports programs.

With strong industry collaborations, SRCE provides students with opportunities for internships, placements, and collaborative projects. The college invests in modern infrastructure and advanced learning resources to support academic excellence.

SRCE is committed to shaping future engineers with the knowledge, skills, and values needed to make a positive impact. We strive to transform lives through education and empower students to achieve their dreams

Vision

Our Vision

To provide valuable resources for society through excellence in technical education and research.

Mission

Our Mission

To offer state-of-the-art undergraduate programmes

To generate new knowledge

To undertake collaborative projects with academic and industry

To develop human intellectual capacity to its fullest potential

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Weakness

- Rural background too difficult not attract students with high profile and marks
- Students from rural background and maximum from tamil medium takes time to come out of the complexities
- The college is situated around 60 km away from the metropolitan city.
- Lack of funding from national organizations for nurturing advanced research.

Institutional Weakness

Institutional Weakness

- Rural background too difficult not attract students with high profile and marks
- Students from rural background and maximum from tamil medium takes time to come out of the complexities
- College is situated around 60 km away from the metropolitan city.
- Lack of funding from national organizations for nurturing advanced research.

Institutional Opportunity

Institutional Opportunity

- Exploring more opportunities for consultancy projects.
- Participation of students in various competitions and technical activities to start research center to address current trending issues
- Many faculty pursuing research programs will increase publication and scope for patents
- High retention index of the college will ensure consistency in the quality of education and foster technological spirits in the young minds
- To bring a center of excellence in the latest technologies like MEDICAL HEALTHCARE.
- To work with industries for upgrading automation by IoT
- Conduct international seminars on cutting edge technologies
- Setting skill development center to nearby underprivileged village for youngsters Taking the college to high standards by getting NAAC, NBA.

- Improving the placement and consultancy work through Alumni'
- planning to launch PG programs in various disciplines
- Creating incubation center to the rural people enabling them to bring their dream true
- Providing working platform to IT companies to expose the talents of the final year students (internship, part time job at the college itself by the MNCs)
- Preparing students for GATE, GRE and Govt. / Public Sector competitive Exam.
- Placing students in many Core industries.
- To create right ambience for Students to participation in MOOCs
- To conduct faculty development program on essential thrust areas in Engineering and Life skills

Institutional Challenge

Institutional Challenge

- Less inclination and interest of students in rural areas towards pursuing higher technical education.
- Getting research fund from reputed organizations
- creating sufficient consultancy services from reputed industries and institutes
- Creating many new Entrepreneurs.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Ramakrishna College of Engineering is affiliated to Anna University, Chennai and adopts the curriculum designed and prescribed by Anna University. Faculty and students are well informed about the curriculum at the beginning of each and every semester well in time.

SRCE prepares an action plan for effective implementation of the syllabus prescribed by the University. The principal conducts frequent and regular meetings with HODs and develops strategies for implementing the curriculum. As per the requirements of Outcome-Based Education, Course Outcomes (CO's), Programme Educational Objectives (PEO's) and Programme Outcomes (PO's) are defined in line with the Vision and mission of the college. Course files are prepared by the faculty with details of the teaching plan, teaching methodologies, notes, materials, question bank etc.

Students are provided with Choice Based Credit System (CBCS) for excellent curricular and co- curricular opportunities and enhance academic progress, employability and entrepreneurial skills. The students are provided with career guidance and are made aware of the various careers paths to choose from. Placement training is given top priority to ensure the students are successful during campus placements.

SRCE ensures effective curriculum delivery through a systematic and planned process with well qualified teaching faculties. Seminars, Industrial Visits, internships Projects, Industry Interactions, and Technical sessions, workshops are given for experiential as well as participative learning. 270 students have actively participated in Internships and Projects during the year 2022-23. The gap between the syllabus and industry

expectation has been met by conducting Value Added Courses seminars and workshops . These additional courses will enrich the curriculum and professional skills of the students. In the last five years, 1824 of students got benefited by enrolling in 44 Value added courses.

Faculty members are encouraged to pursue Doctoral programmes and attain additional qualifications to ensure excellence in teaching. They are encouraged to actively conduct research, publish papers in National and International Journals and Conferences. Regular feedback is collected from various stakeholders (students, faculty, alumni, and employers) to ensure the effective implementation of the curriculum.

Teaching-learning and Evaluation

The SRCE adopts the guidelines issued by the Directorate of Technical Education of the Government of Tamil Nadu on eligibility criteria and other reservation policies. Every aspect of admission is transparent to every stakeholder. The eligibility criteria and reservation policy are strictly adhered to and vacancy if arises, is allotted under lapsed seat category to any eligible students. Currently (AY 2022-23) 531 students are studying and 64 faculty working; among the 2 faculty are in doctorates. The teaching program is scheduled by all the working days as intimated by the University. The pass percentage of the students for the last five years was maintained at an average of 90%.

Teachers and students are made well aware of program outcomes and course outcomes. The Institution evaluates the attainment of these outcomes through various means like Continuous Assessment Tests, Model Exams, Practical Classes, Competitions and Extra Curricular Activities, etc. To ensure the quality of teaching, learning, and evaluation processes of both the knowledge as well as the cognition dimension, the revised Bloom's taxonomy is referred to by the college as per the regulation.

SRCE has a centralized Examination cell to conduct internal assessment tests and semester-end examinations. Fair practices and transparency are maintained in the examination and evaluation processes. An online student satisfaction survey about teaching teaching-learning process is performed. Owing to the efforts taken by the faculty members and students, most of the students complete their engineering program within the stipulated time with a good percentage.

For slow learners or failure in assessment, SRCE takes care of such students through mentor/class advisor/HOD to direct the subject handling faculty to conduct remedial classes, retests, and assignments for their academic performance improvements. At the end of the semester, we conduct meetings with parents regarding reporting their performance and the remedial measures taken to them and other action taken by the parents to improve the performances of their wards, as well as other dues if any.

SRCE encourages all students to participate in various academic and non-academic activities like Seminars, symposiums, conferences, and Workshops both internal and external to transform additional knowledge in the current scenario and also disperse cash awards for the winners.

Research, Innovations and Extension

Research, Innovation, and Extension are interconnected processes that drive progress and development in various fields. Research generates new knowledge, innovation transforms ideas into tangible solutions, and extension facilitates the transfer of knowledge and technologies to benefit society. Together, they form a

dynamic ecosystem that leads discovery, creativity, and positive change. The institution has created an ecosystem for innovation and other initiatives for creation and transfer of knowledge. The faculty members are empowered to take up research activities. The students are motivated to take part in mind blowing competitions organized by various bodies. To meet the emerging academic and research needs, faculty enrichment programmes are conducted. Presently there are 8 Ph.D. holders and 6 faculty members pursuing Ph.D. in our College. The College has received Research grants worth Rs 19.1 Lakhs from Non-Governmental Organizations. There is a steep increase in publication of research papers in reputed National and International Journals every year. Members of the Faculty have published 35 papers in UGC Care list Journals. The institution insists all the students to be a part of representing various social issues through parallel activities in various students' clubs. The NSS social changes in the neighborhood. Engagement of students in social affairs leads them to become sensitive to the challenges of a developing society. They play a crucial role in promoting innovation adoption, informing decision-making, and fostering sustainable development.⁶¹ Outreach programmes have been organized by our NSS unit in various streams for the enhancement of the society in the last five years. College provides extensive ideas on real time projects by visiting various industries through in-plant training and internship for prospective learners. In addition to the above our college has signed 31 MoUs with renowned organizations for the betterment of the students and to provide on the job training, internship, Project in the last five years.

Infrastructure and Learning Resources

SRCE was established in the year 2012 with a good infrastructure facility be it physical buildings, machinery, equipment, software, books and other learning resources. Thus, it was built with an impressive and interesting state-of-the-art ambience with advanced technology and facilities which was suggested by the AICTE, Anna University. The institution believes that laboratories play a vital role in the student's career, based on it SRCE has adopted new cutting-edge technology where students can build up their career and be placed in reputed companies. SRCE has good ambience which has been occupied with 10 acres of area with greenery trees, decorative plants, and lawn which shows a pleasant and provides specular ambience for students. The carpet area of the amenities (boy's & girl's common room, toilets, hostels) and the administrative (principal office, HOD and faculty cabins, examination cell, placement office, etc.) are also more than the required area. The instructional (classrooms, tutorial room, laboratories, library and seminar halls, auditorium, workshops, computer centers, etc.) carpet area is more than the specified area. The total built up area of the institution is 11,900.14 SQF.

All laboratories are fully equipped with the latest state-of-the-art technology and equipment. The computing facility consists of licensed software and a good number of open-source software are being used by the faculty. The computing facilities of the SRCE cater to the needs of faculty and students to foster an effective Teaching Learning Process. There are sophisticated IT facilities like 165 Computers, Printers, Legal Application Software, Multimedia Projectors, 120 Mbps of Internet Bandwidth and 3 secured Wi-Fi connectivity access points. A health computing ratio of 3.2:1 computer to student ratio is being maintained. The library with an area of 301.53 SQM is located on the ground floor with a seating capacity of 60. The digital library is equipped with 10 PCs which are connected with Wi-Fi and LAN for fast and seamless access of the Internet for streaming NPTEL lectures and using e- resources for the benefit of its users.

Student Support and Progression

In SRCE, eligible students receive scholarships from the government, including those from Backward Class, Most Backward Class, SC, ST, First Graduate, and 7.5% reservations. Our institution also offers full and partial fee waivers for socially and economically disadvantaged but meritorious students, with an average of 88% benefiting from these provisions between 2018 and 2023.

During the academic year 2022–23, we conducted four soft skills programs for final year students to enhance their interpersonal skills, self-development, and interview readiness. Additionally, five workshops were organized throughout the year to improve language and communication skills.

To promote physical fitness, we hosted a seminar on "Yoga for Human Excellence" and provided beginner-level yoga training for students' physical and mental well-being. Furthermore, we conducted awareness programs on Data Science And Big Data Analytics coding, with eight sessions each during the same academic year.

In compliance with All India Council for Technical Education directives, we established committees such as the Anti-Ragging Committee, Internal Complaint Committee, Students Redressal Committee, and Sexual Harassment Committee, and prominently displayed toll-free numbers for reporting harassment incidents.

Our students have achieved 36 medals for their outstanding performance in national-level sports and cultural events organized by other institutions between 2018 and 2023.

With a dedicated placement cell, we provide training programs to equip students with the necessary skills for successful job interviews. On average, 87.90% of our students were placed in various roles from 2018 to 2023.

Our institution boasts an active alumni association, overseen by a faculty coordinator. During the academic year 2022-23, 201 students registered as members. Alumni are invited to share insights in their respective fields and participate as chief guests in college-level events. Their generous contributions also support the institution's development, with an annual alumni meet held during the last week of February.

Governance, Leadership and Management

The college has a meticulously designed organizational structure aimed at realizing its vision and mission. Delegating powers to relevant authorities ensures efficient governance. Committees and councils under the IQAC are established to enhance operational effectiveness. Academic documents are digitized and meticulously maintained, contributing to streamlined processes. Service rules are implemented to ensure effective governance, and specialized bodies are tasked with executing responsibilities promptly and efficiently.

SRCE has embraced E-Governance to streamline multiple function, financial, and academic data, along with library services and fee payments. Additionally, E-Governance facilitates the management of examination processes, transportation logistics, and hostel affairs. Tally and other accounting software are utilized for daily operational tasks, ensuring efficient management across various fronts.

SRCE is dedicated to the welfare of its staff members, ensuring their professional growth and personal well-being. Faculty regularly participate in Faculty Development Programs to stay updated with the latest knowledge trends. The institution provides financial support for faculty to attend various conferences and workshops, fostering continuous learning and skill enhancement.

Over the past five years, SRCE has conducted 16 Faculty Development Programs and Management Development Programs, underscoring its commitment to staff development. The institution prioritizes the health and welfare of its staff, offering group medical insurance schemes and granting maternity and medical leave as needed.

Moreover, SRCE conducts both internal and external financial audits annually, ensuring transparency and accountability in its financial operations. These measures collectively contribute to a supportive and conducive environment for both faculty and staff members.

The IQAC of the college plays a pivotal role in monitoring the teaching-learning process. It conducts regular reviews of teaching methodologies, operational structures, and learning outcomes, adhering to established norms. Each academic year, the IQAC holds two meetings to establish targets and formulate work plans, ensuring the continuous enhancement of the quality of education.

To maintain the quality standards, SRCE engages external academic experts to conduct annual academic audits. Additionally, ISO audits are conducted by external agencies in accordance with international standards, further validating the institution's commitment to quality assurance.

SRCE has forged partnerships with three educational institutions through signed MOUs, facilitating collaborative activities such as workshops, seminars, and guest lectures.

Institutional Values and Best Practices

Sri Ramakrishna College of Engineering maintains a commitment to gender equality across all aspects, including admissions, training, placement, and extracurricular activities, thereby mitigating gender-related issues. Senior faculty members head various committees focused on instilling human values among students, exemplifying the institution's dedication to fostering a positive ethical environment. The college consistently showcases exemplary institutional values and practices, promoting gender equity and sensitivity through dedicated programs.

Facilities such as separate common rooms for both genders and initiatives promoting national values and communal harmony underscore the institution's inclusive ethos. Renewable energy sources fulfill the college's annual power requirements, while waste management and rainwater harvesting technologies contribute to an eco-friendly campus environment conducive to educational pursuits.

Awareness programs highlighting environmental conservation are integral to the college's ethos, complemented by provisions for government and non-government competitive examinations. Transparency in academic and administrative processes fosters trust and engagement among staff, students, and stakeholders.

SRCE actively champions the green movement, integrating Green, Energy, and Environment Audits into its policy framework to guide sustainable actions. Special provisions for differently abled students aim to provide quality education and integrate them into mainstream society, reflecting the institution's commitment to inclusivity.

The college administration wholeheartedly supports student progress, while faculty and students engage responsibly with communities, ensuring knowledge and information are accessible to all. This multifaceted approach underscores SRCE's holistic commitment to fostering an inclusive, environmentally sustainable, and

socially responsible educational environment.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI RAMAKRISHNA COLLEGE OF ENGINEERING
Address	Sri Saradha Nagar, Perambalur -621113
City	Perambalur
State	Tamil Nadu
Pin	621113
Website	www.sriramakrishna.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	M.Marimuthu	04328-291400	9585544687	-	principal.sriramakrishnaengg@gmail.com
IQAC / CIQA coordinator	S.Prakash	-	9443440381	-	srcenaac@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Tamil Nadu	Anna University	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Saradha Nagar, Perambalur -621113	Rural	10	11900.14

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BE,Biomedical Engineering,	48	HSC	English	60	57
UG	BE,Civil Engineering,	48	HSC	English	30	7
UG	BE,Computer Science And Engineering,	48	HSC	English	90	77
UG	BE,Mechanical Engineering,	48	HSC	English	30	10
UG	BTech,Agricultural Engineering,	48	HSC	English	60	24
UG	BTech,Artificial Engineering And Data Science,	48	HSC	English	60	48
UG	BE,Computer Science And Engineering Cyber Security,	48	HSC	English	30	13

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				1				59			
Recruited	2	0	0	2	1	0	0	1	31	28	0	59
Yet to Recruit	0				0				0			

Non-Teaching Staff						
	Male		Female		Others	Total
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						6
Recruited	4		2		0	6
Yet to Recruit						0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				4
Recruited	3	1	0	4
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.	2	0	0	1	0	0	4	1	0	8
M.Phil.	0	0	0	0	0	0	3	6	0	9
PG	0	0	0	0	0	0	24	21	0	45
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	285	0	0	0	285
	Female	412	0	0	0	412
	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	19	14	12	4
	Female	25	23	25	6
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	53	34	30	21
	Female	46	50	32	20
	Others	0	0	0	0
General	Male	33	14	10	0
	Female	35	35	15	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		211	170	124	52

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	India's modern education system considers multidisciplinary education essential. SRCE, affiliated with Anna University, fully embraces this concept. It provides a range of Engineering and
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	<p>Management programs, enabling students to access diverse knowledge and skills, preparing them for an ever-changing world. Under the Choice Based Credit System (CBCS), programs are structured with specific credit recommendations. Each course is designated as Core, Professional Elective, Open Elective, Skill-Based, or Value-Based, with assigned credits. Experiential learning components, such as projects, study tours, field visits, and internships, are integral to almost all UG programs. Additionally, all UG students undertake an environmental studies course, fostering eco-consciousness and awareness of environmental challenges. Recognizing the current emphasis on addressing socially, economically, business, or industrially relevant problems, the college endeavors to integrate knowledge and skill sets from various disciplines to provide interdisciplinary solutions. Actively, the Institute is implementing the recommendations outlined in the NEP Guidelines.</p>
2. Academic bank of credits (ABC):	<p>Students can gain academic credits under the ABC system for courses completed, which can then be applied toward a degree or transferred to other colleges. The ability for students to gain credits from other disciplines and engage in cross-learning would validate lifelong learning while allowing them to keep track of their credit accumulation. ABC wants to make transferring credits easier and give students who want to go back to school a seamless experience. The faculty members have access to study materials that cover the subjects included in the curricula. It is also suggested for the teaching members to offer extra study resources online.</p>
3. Skill development:	<p>The institution actively promotes the enhancement of skills among its faculty members and students. It offers specialized training programs such as aptitude and communication training to bolster these skills, alongside organizing life skill workshops. Moreover, the institution fosters skill development through various co-curricular and extracurricular activities. Students engage in moral development activities, celebrating national festivals, Environmental Day, Engineer day and Voter's Day, while also participating in competitions. Their talents are nurtured through initiatives like NSS, and the Fine Arts Club. The institution prioritizes students' upskilling from their initiatives through like the Naan</p>

	mudhalvan, supported by the Tamil Nadu Government.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Preserving Indian culture for future generations necessitates a deliberate effort to disseminate information about its languages, traditions, and customs within our education system. Cultural awareness and expression rank highly among the essential skills for students, as they provide a sense of identity and uniqueness. Learning in one's native language enhances confidence and self-motivation, benefiting all learners. Furthermore, education in the mother tongue is believed to cultivate fundamental social skills such as critical thinking and reading comprehension. The college offers an array of awareness programs on environmental conservation, sustainability, energy efficiency, as well as the arts, culture, and traditions of our nation through various clubs.
5. Focus on Outcome based education (OBE):	With the goal of evaluating student performance at different levels, Outcome-Based Education (OBE) is a student-centric approach to teaching and learning in which course delivery and evaluation are carefully planned to accomplish particular objectives and outcomes. For the purpose of keeping them informed about all things related to outcome-based learning, the institution invites faculty members to attend orientation programs, seminars, workshops, and webinars. It also encourages the use of cutting-edge instructional strategies. Every course follows Bloom's Taxonomy in its design. The institution encourages students to participate in seminars, short-term certificate programs, industry visits, field trips, internships, placements, orientations, and other experiential learning opportunities.
6. Distance education/online education:	The associated institution SRCE exclusively provides regular programs. It is not authorized to offer remote and online learning. Nonetheless, the Zoom and Google Classroom platforms have proven to be efficient in conducting online education and evaluation throughout the COVID-19 pandemic. It is advised that students take certificate courses in addition to their regular coursework. The college offers webinars, online tests, quizzes, and assignments that are very helpful to the students.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	yes, The Electoral Literacy Club at Sri Ramakrishna College of Engineering has been established with the purpose of enlightening upcoming voters on the process of enrollment and other electoral procedures. The Club provides education to students regarding the Constitution of India and its democratic principles.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes. The college's Electoral Literacy Club consists of two Nodal officers and student coordinators who are responsible for organizing various election awareness campaigns.
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.	The club conducts engaging activities and seminars aimed at acquainting future voters with the electoral process. Mr. T Krishnamoorthy, Assistant Professor / S & H and faculty coordinator, actively engages both staff and students using various methods to emphasize the significance of voting among the general public..
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.	Our college's Electoral Literacy Club (ELC) collaborated with the National Service Scheme (NSS) of our institution to organize a student rally program on Voter's Day awareness. The event aimed to educate people about the significance of voting and the electoral process..
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college encourages students above 18 years to register as voters and provides guidance on linking their Aadhar with the electoral rolls. The Electoral Literacy Club (ELC) aims to raise voter awareness among individuals above 18 years in both college and rural areas. It emphasizes to students the paramount importance of voting in a democracy, as it enables citizens to choose their representatives in forming the government.

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
531	425	362	323	448

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: 106

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
64	65	63	63	60

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
202.69	88.63	66.90	68.03	70.19

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:

SRCE Engineering College commenced its journey in 2012, affiliated with Anna University, Chennai, and approved by AICTE, New Delhi. Offering Six undergraduate programs, the college diligently adheres to the curriculum and syllabi prescribed by Anna University.

Academic activities are meticulously planned by the Heads of Departments, following the guidelines set by Anna University. Both students and faculty are thoroughly acquainted with Program Outcomes (POs) and Course Outcomes (COs), which are integral to the college's administrative system.

Course files for theory subjects and laboratory courses are meticulously prepared in advance, encompassing essential components such as syllabus copies, course objectives, CO-PO mapping, and assessment materials. Additionally, a systematic examination process is followed, ensuring the creation of standardized question papers and periodic internal evaluations conducted by the Internal Assessment committee.

To foster active student participation, minimum attendance norms set by the University are strictly enforced, alongside regular assignments aimed at reinforcing learning objectives. In cases where students score below 70% in unit tests, retests are provided, with HoDs overseeing test reports and implementing remedial measures as necessary.

Moreover, the college conducts Model Exams and Model Practicals prior to board examinations, aiding students in familiarizing themselves with the examination patterns. Detailed records of attendance and assessments are meticulously maintained by faculty members, providing insight into each student's overall performance in theory and laboratory sessions.

The college operates a mentor system to oversee students' overall performance, with mentors documenting their assigned students' academic progress and involvement in club activities and other initiatives.

Faculty members actively encourage students to pursue value-added courses and participate in various technical events such as paper presentations, project showcases, quizzes, design challenges, and hackathons, aiming to enhance their competitiveness in the contemporary landscape.

Assistance is provided to students in completing mini-projects, and they are guided to collaborate with industries for the successful execution of their final year projects.

Class committee meetings are convened, providing a platform for student representatives to voice academic, administrative, and facility-related concerns. Moreover, students are encouraged to provide constructive feedback, fostering a culture of open communication.

At the conclusion of each semester, faculty meetings are organized to facilitate detailed discussions on the implementation of teaching-learning activities, ensuring continuous improvement and refinement of academic practices.

File Description	Document
Upload Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 44

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: 87.31

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
388	350	340	300	446

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college places a strong emphasis on student performance and holistic development. Regular programs are organized on topics related to gender equity, sustainability, human values, and ethics, aiming to instill a sense of social responsibility and ethical conduct among students.

To actively engage students and raise awareness, various clubs are established, providing platforms for participation in diverse activities. These initiatives not only enhance students' knowledge but also foster a sense of community and civic engagement, contributing to their overall personal and professional growth.

Professional Ethics

Our college is committed to instilling strong human values in students, aspiring to mold each individual into a principled engineer. As an affiliated institution, we adhere closely to the curriculum prescribed by the University. This curriculum incorporates cross-cutting topics such as environmental sustainability, human rights, and professional ethics across various courses.

By integrating these important subjects into our academic framework, we aim to cultivate a well-rounded educational experience that not only equips students with technical expertise but also fosters a deep understanding of their ethical and social responsibilities as future professionals. This holistic approach ensures that our graduates are not only skilled engineers but also compassionate and socially conscious individuals, ready to make positive contributions to society.

Gender Equality

SRCE is committed to providing equal opportunities to all genders. The college actively promotes human values among students through various committees. Additionally, several measures have been implemented to prioritize the mental well-being of students and maintain a safe campus environment.

An Anti-Ragging Committee has been established to ensure a ragging-free campus. Any instance of ragging or misconduct directed towards a student is treated as a criminal offense and promptly reported to the police. This firm stance underscores the college's dedication to fostering a supportive and respectful atmosphere conducive to learning and personal growth.

Environment and Sustainability

Our college prides itself on being an eco-friendly campus, actively promoting environmental awareness among students. We prioritize educating our students about pressing environmental issues like pollution, global warming, and other global concerns.

Emphasizing the importance of conservation, we focus on water conservation, the utilization of alternative energy sources, and the management of e-waste on a regular basis. Our aim is to instill in students a sense of responsibility towards the environment and empower them to take action.

We encourage individuals to adopt practices that contribute to a greener and more sustainable Earth, advocating for the principles of reduce, reuse, and recycle. Through these efforts, we strive to cultivate a culture of environmental stewardship and inspire positive change for a brighter future.

Human Values

Our college prioritizes instilling high human values in students, with the aim of shaping them into responsible members of society. We take pride in the active engagement of our NSS unit dedicated to working towards the betterment of society.

Our NSS unit regularly organizes plantation programs both within and outside the college campus. These initiatives are designed to cultivate in our students a keen interest, awareness, and sense of responsibility towards environmental conservation and protection. Through such activities, we strive to nurture a sense of stewardship and commitment to creating a sustainable and harmonious environment.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 50.85

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

Response: 270

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: 42.47

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
211	170	124	52	80

2.1.1.2 Number of sanctioned seats year wise during last five years

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

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: 46.19

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
143	121	99	51	71

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
210	210	210	210	210

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: 8.3

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:

The institute strives to implement student-centric methods in the teaching-learning process. These approaches foster skills in problem analysis, lifelong learning, and the use of modern tools. Students engage with various student-centric methods, including experiential learning, participatory learning, problem-solving methodologies, and Information and Communications Technology (ICT).

Outlined below are the diverse student-centric methods utilized.

Experiential Learning:

As part of their curriculum, students must complete practical sessions in laboratories, providing them with hands-on learning experiences. Soft skills training enhances their English speaking, writing, and listening abilities. Additionally, students engage in learning through field visits.

Participative learning:

Participative learning strategies encompass seminars, sponsored lectures, and small-group discussions on the latest technologies. Students enroll in NPTEL courses and participate in various activities such as paper presentations, symposiums, quizzes, workshops, and seminars. The curriculum also includes industry visits and internships designed to equip students with startup skills. Additionally, industry-specific seminars and value-added courses are organized to provide hands-on training and exposure to cutting-edge technologies.

An annual industrial visit further exposes students to industry processes, enabling them to learn, comprehend, and visualize topics, apply analytical techniques, and enhance their decision-making and problem-solving abilities.

Problem-Solving Methodologies:

The curriculum of Anna University integrates concept-based and problem-based courses. The mathematics course is included in the curriculum up to the 4th semester under Regulation 2017. Some courses feature both lecture and tutorial hours, with 15 hours of tutorial classes allocated to students undertaking these courses. These tutorials are designed to enhance students' problem-solving skills. In the eighth semester, students are assigned project work, during which they learn to identify problems, develop methodologies, conduct experiments, and document their findings. Additionally, students are given assignments on specific topics to solve.

Information and Communications Technology (ICT):

Every department is equipped with ICT tools, an LCD projector, a system with internet connectivity, and a whiteboard. The effectiveness of information and communications technology (ICT) in student learning depends on teachers' digital literacy and their ability to integrate ICT into the curriculum. ICT enhances and maximizes content distribution, facilitating improved learning experiences. Consistent exposure to ICT helps students develop their presentation skills, innovative capacities, and overall knowledge. Students can view NPTEL video lectures and access other reputable educational websites offline in the institute's computer laboratories. Additionally, they are encouraged to participate in technical webinars to gain knowledge and expertise in various disciplines.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
64	65	63	63	60

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: 3.49

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
3	2	2	2	2

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:

Sri Ramakrishna College of Engineering strictly follows the examination schedule set by Anna University, Chennai, as it is affiliated with the university. The evaluation process fully aligns with the norms established by Anna University. Throughout each semester, three internal assessment exams are conducted, ensuring comprehensive evaluation of students' progress.

The institution's academic calendar, synchronized with Anna University's academic calendar, is meticulously crafted to inform both teachers and students about the dates of internal examinations at the onset of every semester. This proactive approach facilitates smooth coordination and preparation for internal assessments, contributing to a structured and efficient academic environment.

Internal Assessment

During the pandemic, Sri Ramakrishna College of Engineering conducted three internal assessment tests to gauge students' progress, with results promptly uploaded to Google Classroom (GCR) for transparency and convenience.

Post-pandemic, the Continuous Internal Assessment (CIA) system was redesigned to be more student-centric. The Affiliate University and the Institution's calendars were considered when developing instructions for administering the CIA. The Institute Exam Cell successfully implemented several changes to enhance the assessment process, aligning better with students' needs and schedules:

1. CIA-1 and CIA-2 are scheduled after consecutive periods of one month, covering two units each.
2. The model exam is scheduled one month after CIA-2, covering all five units.

Additionally, seating charts and hall invigilators for the CIA tests are meticulously organized. Question papers for the continuous assessment tests follow the recommended format utilizing the updated Bloom's taxonomy and knowledge level.

Result analysis meetings are conducted at the department level with the principal. Faculty with low pass percentages explain student failures, and remedial actions are initiated.

External Assessment

Evaluation of theory and practical courses follows a standardized methodology. For theory courses, 20% of the grade comes from continuous assessment tests, while 80% is determined by university exams at the semester's end. Laboratory courses follow a similar evaluation method, assessing students' performance through observations and viva questions. Practical sessions span 60 hours per subject, offering ample hands-on learning opportunities. External faculty members from other colleges, appointed by Anna University, supervise lab exams, ensuring impartial evaluation.

Theory exams are conducted according to the Anna University timetable, overseen by internal or external staff and a university representative, ensuring exam integrity.

Project courses undergo periodic evaluations covering issue statements, project comprehension, presentation skills, concept communication, technical proficiency, teamwork, and project management. Project review committees oversee progress and provide constructive feedback.

Counseling sessions support students facing academic challenges, addressing both academic and personal issues. This holistic approach helps students identify improvement areas and develop strategies to overcome obstacles, ensuring their academic and personal success

File Description	Document
Upload Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Sri Ramakrishna College of Engineering introduced Outcome Based Education (OBE) in 2019. The Internal Quality Assurance Cell (IQAC), led by the for Academic Affairs, proposed the integration of OBE into the UG curricula. Faculty members were trained to design curriculum aligned with OBE principles, emphasizing higher-order learning and cognitive skill development.

During training, faculty focused on students' attainment in higher-order learning to enhance various

skills, particularly cognitive thinking. Programme Outcomes (POs) were developed to reflect the College's Vision, Mission, and Strategies, as well as AICTE guidelines on Graduate Attributes. In formulating POs, the College considered factors such as academic excellence, research potential, extension activities, human values, livelihood generation, and current job market trends. Input from alumni and other stakeholders was also incorporated. The entire curriculum was restructured, and assessment patterns were revised with expert consultation. Students were informed about the PO pattern through the College website, digital boards, handouts, and orientations by course instructors.

Programme Specific Outcomes (PSOs) were crafted by each Department, aligning with their vision, mission, and program scope. Course Outcomes (COs) were formulated with input from course instructors, considering cognitive, affective, and psychomotor learning levels. The OBE module includes topics (five units), required hours, study and reference books, teaching methods, course outcomes, and the mapping of COs with PSOs and POs.

COs and POs are assessed at different stages: COs are evaluated at the end of each course, and POs are measured upon program completion.

The College employs the Choice Based Credit System (CBCS), providing students the flexibility to choose their courses. The integration of OBE has enhanced the CBCS curriculum, reinforcing courses with clearly defined outcomes. The evaluation system has been adapted to assess courses against these desired outcomes.

OBE enables learners to achieve higher-order learning levels based on Revised Bloom's Taxonomy, master their courses, and develop essential skills. It also fosters employability and entrepreneurial abilities in students. OBE enriches the course offerings, equips teachers with enhanced knowledge and skills, and empowers learners with achievable program outcomes. It cultivates an optimistic attitude in students, supporting their vertical development in future endeavors.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The course attainment level is assessed using Bloom's taxonomy of the learning domain. Students scoring below 75% are encouraged and supported through remedial classes, class tests, re-tests, quizzes, and objective tests, all of which help evaluate the achievement of Course Outcomes (CO).

To address program outcomes not covered by the regular curriculum, various co-curricular and extracurricular activities, including industrial visits and training programs, are organized. Course

outcomes are assessed through both internal evaluations and university exams. Assessment tools are meticulously designed to measure the attainment of Course Outcomes (COs).

Choosing assessment tools that align with the specific COs of the course is essential. Employing multiple assessment tools ensures a comprehensive evaluation of student learning. The selection of assessment tools is based on the course outcomes being assessed and the teaching methodologies used in the course.

The assessment of Course Outcomes (CO) incorporates both direct and indirect assessment tools, with a higher emphasis placed on the former. Specifically, 80% of the weightage is allotted to direct assessment tools, while 20% is designated for indirect assessment tools. Student performance in both internal (direct) and external (indirect) assessments is considered, with proportional weightage assigned to each.

The institution evaluates the attainment of COs, POs, and PSOs through its evaluation system, and the process is mentioned below.

The artifacts that demonstrate the skills, personal characteristics, and accomplishments required for measuring the attainments are collected from:

1. Direct Attainment
2. In-Direct Attainment

CO Attainment:

Computation of Direct CO Attainment in the course:

20% of Internal Assessment Test Attainment + 80% of End Semester Exam Attainment

Computation of Overall CO Attainment in the course:

80% of Direct CO Attainment + 20% of In-Direct CO Attainment

The assessment of Course Outcomes (COs) is evaluated using assessment tools, which include internal and external assessments. Internal assessments contribute 80% and external assessment contributes 20% to the overall assessment of COs.

CO Direct Attainment of a Course:

Computation of CO In-Direct Attainment in the course:

Attainment of CO in a course = $((\text{Level 1} \times \text{No. of Students Attempted}) + (\text{Level 2} \times \text{No. of Students Attempted}) + (\text{Level 3} \times \text{No. of Students Attempted})) / \text{Total No. of Students}$.

COs INDIRECT ASSESSMENT TOOLS

End of Semester Course Evaluation Form:

During the survey, students provide their responses on a given scale to the questions which are the COs of the respective courses. The procedure to measure the Indirect-CO attainment of a course is the same as the direct attainment method, where the results are the student's responses.

PO and PSO Attainment:

Evaluations of attainment of POs and PSOs based on 80% of direct assessment + 20% of indirect assessment combined to arrive at the Final Evaluation.

Computation of PO Attainment in the course:

$$PO = (\text{Weighted Average Value of PO} \times \text{CO Attainment Average})/3$$

Computation of PSO Attainment in the course:

$$PSO = (\text{Weighted Average Value of PSO} \times \text{CO Attainment Average})/3$$

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 90.47

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
51	66	112	71	108

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
58	66	112	87	128

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

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

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: 19.1

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
8.05	0.90	0	4.15	6.0

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:

Research and Development Cell

The Research and Development cell at our college is actively engaged in conducting research projects, organizing workshops and seminars, collaborating with industry partners, and promoting innovation and entrepreneurship among students and faculty. These initiatives bridge the gap between academia and industry, fostering the real-world application of research.

Over the last five years, our collaborative efforts with industry partners have led to various impactful projects and secured grants total Rs 19.1 Lakhs. The Research and Development cell has also encouraged students to undertake numerous research projects in the fields of Science and Engineering, further enhancing their practical skills and knowledge

Entrepreneurship Development Cell (EDC):

A nation's economy thrives when people have jobs, which is why entrepreneurial activities are essential. If everyone has a job, they become more productive, have money to invest, and can create additional jobs. This highlights the need for entrepreneurial activities to generate wealth. Creativity is a key factor that encourages entrepreneurs to explore different businesses and ideas, bringing new products and services to the market. When individuals own small businesses and apply entrepreneurial principles, they tend to be happier and more satisfied, which in turn enhances overall societal welfare.

Many people do not pursue entrepreneurship primarily due to a lack of understanding about its nature. To start a venture, one must comprehend how an economy functions, which cannot be achieved solely through theoretical knowledge; practical experience is also essential

Entrepreneurship Initiatives:

The Entrepreneurship Development Cell (EDC) was established in our college to foster entrepreneurship among students interested in pursuing challenging entrepreneurial careers. The cell establishes MoUs with numerous industries, facilitating partnerships that enable students to benefit from real-world industry insights and opportunities.

Renowned entrepreneurs are invited to share their experiences, including initial career challenges and strategies for overcoming them, as well as highlighting various industry avenues where entrepreneurship is feasible. Additionally, the EDC invites alumni who have become successful entrepreneurs to share their journeys and inspire current students.

Entrepreneurship Activities Conducted:

- The EDC conducts workshops, seminars, and awareness programs to educate students about entrepreneurship, startup culture, and the process of starting and running a business.
- It encourages students to brainstorm and develop innovative business ideas, providing guidance and resources to refine and validate their concepts.
- The EDC offers incubation support to promising startup ideas, providing physical space, mentorship, and resources to help students turn their ideas into viable businesses.
- It creates networking platforms where students can connect with mentors, industry experts, successful entrepreneurs, and potential investors.
- The EDC collaborates with industries and startups to provide students with real-world exposure, internships, and opportunities to work on practical projects.

File Description	Document
Upload Additional information	View Document

3.2.2

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

Response: 67**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
14	14	13	13	13

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: 0.33****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
0	0	9	5	21

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

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
0	0	0	0	0

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

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and

sensitizing the students to social issues for their holistic development during the last five years.

Response:

Sri Ramakrishna College of engineering has involved in many extension activities to promote social responsibilities among the students, through conducting activities of the National Service Scheme (NSS) clubs play vital roles in promoting social welfare, community service, and personal development among students. Below is a description of each club.

NATIONAL SERVICE SCHEME:

The primary objective of NSS is developing the personality and character of the student through voluntary community service. **'Education through service'** is the purpose of the NSS. The NSS unit of SRCE was started on 07.09.2018. Mr.N.Arunkumar, Assistant professor of department of agriculture engineering is the coordinator for National Services Scheme.

- "Not Me but You" define the philosophy of NSS. The welfare of every individual is dependent on the welfare of society; hence, every volunteer must strive for the betterment of society.
- Sri Ramakrishna College of engineering has been doing NSS Activities in and around villages of the Perambalur District some of the village benefited through our NSS Team.
- To manifest services of the student to the community while studying in an educational institution and to prompt the social conscience among students.
- The students of SRCE have regularly volunteered themselves at Saibaba temple in dheeran nagar, Perambalur district and Madhurakalliamman Temple, in Siruvachur Perambalur district. The students of SRCE have regularly volunteered themselves at kalpadi village in Perambalur district. Our students have conducted various programs such as pledge event on anti-drug, joining hands activity on voter enrollment, Drug free village at Vembavur, Tobacco free healthy life in esanai village in association with the blood donation camp at Perambalur, Annamangalam, and Ammapalayam Government Hospital, The students of SRCE have conducted various programs on Nutrition Program, healthy youth wealthy India program and NSS day program. Our SRCE Student participated in a cleaning and tree plantation program in kurumbalur, kalpadi, ayilur, elambalur and krishnapuram at Perambalur district.
- NSS club students arranged a free distribution of mask and kabasurakudineer to the public at siruvachur and ladapuram village, Perambalur district. Sri Ramakrishna College of Engineering College arranged a food distribution event at vela karunai illam.

File Description	Document
Upload Additional information	View Document

3.4.2

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

Response:

The institution has received remarkable awards from government organisations and non-government organisations for the contributors to National Service Scheme (NSS) for the village people around Perambalur district.

Receiving awards and recognitions from government or government-recognized bodies for extension activities is a significant achievement that validates the impact and value of one's contributions to society. These acknowledgments often highlight the dedication, innovation, and effectiveness of efforts in addressing societal needs and promoting positive change within communities. Such recognition serves not only as a testament to the hard work and commitment of individuals and organizations but also as an endorsement of the methods and approaches employed in their extension activities.

These awards and recognitions are powerful motivators for those involved in extension activities. They encourage continued innovation, excellence, and impact-driven approaches by boosting morale and fostering a sense of pride and accomplishment. Knowing that their work is valued and appreciated by authoritative bodies can reinvigorate the efforts of individuals and organizations, driving them to strive for even greater achievements in their endeavors. This acknowledgment can also enhance the reputation and credibility of the individuals and organizations, opening up further opportunities for collaboration, funding, and support.

Moreover, the impact of such recognitions extends beyond the immediate recipients. These awards inspire others to actively engage in similar initiatives, catalyzing a ripple effect of positive change and community empowerment. By showcasing successful efforts, these awards demonstrate the tangible benefits of dedication and innovation in extension activities, motivating more people to contribute to societal development. This collective effort can lead to a broader impact, fostering a culture of community service and active engagement in societal improvement.

In conclusion, receiving awards and recognitions from government or government-recognized bodies for extension activities is a significant achievement that reflects dedication, innovation, and a meaningful impact on addressing societal needs and fostering community development. These accolades inspire broader participation and sustained positive change, ultimately contributing to the empowerment and betterment of communities. The validation and motivation provided by such recognitions are invaluable in driving ongoing efforts to create a positive societal impact

• Received appreciation from JAI SAFETY SERVICE For green &Eco-Friendly Campus on 07/03/2023.
• Received appreciation from blood centre medical officer on 29/04/2022.
• Received appreciation from IGNITE EDUTECH For green campus on 16/03/2023
• Received appreciation from blood centre medical officer on 20/12/2022.
• Received appreciation from MUTHU BLOOD BANK for blood donation on 12/10/2018.
• Received appreciation from shri Ram Chandra mission and the Heartfulness Education Trust on 05/04/2018.

File Description	Document
Upload Additional information	View Document

3.4.3

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

Response: 61

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
14	16	4	13	14

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: 31

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:

Sri Ramakrishna College of Engineering embodies excellence in higher education, featuring a vast 10 acre campus and a precisely constructed built-up area of 11,900.14 square meters. This renowned institution prides itself on its comprehensive infrastructure, designed to promote innovation, teamwork, and competence among students, preparing them to tackle global challenges and become significant contributors to modern society. With a firm belief in the transformative power of adequate facilities, the institute focuses on creating a dynamic learning environment that fosters capable, confident, and responsible engineering graduate.

The uninterrupted power supply of 35 KVA and consistent water supply further enhance the conducive learning environment, supported by a captive power generator. The college has one generator of 63 KVA, a solar plant with a capacity of 5 KVA, and a water treatment plant. There are three computer centres, each with a dedicated computer lab in their respective departments, along with one air-conditioned seminar hall and an auditorium with a capacity of 1,500. Additionally, the campus features a playground accommodating two indoor and ten outdoor games, three smart classrooms, and one air-conditioned board room. The yoga program contributes to stress reduction, improved flexibility, enhanced concentration, increased energy levels, better posture, and overall well-being.

The campus comprises multi-storied buildings housing state-of-the-art facilities, including 21 laboratories, 21 classrooms, dining facilities, placement and training blocks, an expansive auditorium, a library, a cafeteria, and a hostel, all meticulously designed to facilitate effective knowledge transfer. Well-appointed classrooms equipped with cutting-edge ICT facilities, including smart classrooms, video lectures, learning materials, and quiz conduction tools, ensure a modern educational experience. Affiliated with Anna University, all academic programs are curated to meet university standards, with laboratory equipment exceeding prescribed requirements. The institution offers additional labs to provide students with exposure to research and advancements, complemented by licensed software for computing needs. Additionally, skill development centres are available to enhance student capabilities.

A robust network comprising computer systems connected to the internet through a leased line with high bandwidth of 120 Mbps ensures seamless connectivity. Three Wi-Fi connections are available across the campus, with numerous access points enhancing accessibility. The main library, complemented by departmental libraries, offers a vast collection of books and digital resources, facilitating academic pursuits. Additionally, a digital library provides access to online resources.

The institute boasts well-equipped auditoriums and seminar halls, furnished faculty cabins, purified water coolers, and CCTV surveillance for added security. Extensive transportation services, including a fleet of buses, offer convenience to students and staff. Emphasizing the holistic development of students, the institute provides world-class sports facilities, nurturing talent and promoting physical fitness through a gymnasium with advanced equipment. Cultural programs are conducted periodically, fostering student participation and nurturing talents in various forms of fine arts.

In conclusion, Sri Ramakrishna College of Engineering stands as a beacon of academic excellence, shaping well-rounded individuals prepared to excel in the modern world. Through its comprehensive facilities and programs, the institute remains committed to nurturing a generation of capable, compassionate, and globally aware professionals.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 9.28

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
18.91	16.87	1.67	8.10	0.53

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 institute's library is a well-furnished and spacious facility, covering a wide collection of engineering books. It includes a wide range of national and international journals, magazines, covering various subjects like Mathematics, Sciences, Engineering, Technology, Computer science, Humanities, and Management. The library offers a comfortable reading environment with a seating capacity for up to 60 students. The collection of books comprises more than 4250 titles and over 10554 Books, including e-books (10664), national and international journals, magazines, and newspapers. This comprehensive collection empowers students to enrich their knowledge and skills in their respective fields making the library a valuable resource for their academic and intellectual growth.

ILMS:

The library is equipped with Modern-LIB - Integrated Library Management System (ILMS) to deliver high-quality service to readers and establish an efficient book storage system. The Modern-LIB(V12.O) ILMS includes various features, such as an Online Public Access Catalog (OPAC) and allows users to locate the status and location of books, view available resources, and check their borrower status. For circulation control, users are required to present their ID cards when issuing, returning, renewing, or reserving materials.

The library's master module encompasses users, books, journals, CDs, back volumes, publisher, vendor, issue/return, and report modules. Through this comprehensive system, various reports can be generated and printed such as utilization reports, books issued and return reports, bibliography reports, and categorization based on accession number, author, subject, department, supplier, publisher, title, availability, and unique book titles. The library management system ensures efficient management and accessibility of resources for an enhanced reading experience.

Access to e-Resources:

The central library at the college provides students with access to a wide array of e-resources and e-Journals through various institutional memberships, including DELNET. The Digital Library is connected with a high-speed of 120 Mbps in LAN with computers within the facility. Users can directly access online journals allowing them to stay updated on the latest engineering research and developments. Moreover, the library offers access to faculty publications, patents, and student publications, resulting in a comprehensive collection of scholarly resources. To further enhance the learning experience, the library provides SWAYAM, NDLI, and other E-Learning resources initiated by the Government of India.

Overall, the college central library serves as a valuable resource for students to enhance their knowledge and skills in their respective fields. Its extensive collection of engineering books, access to e-resources, and well-equipped facilities make it an indispensable component of the institute's academic environment.

File Description	Document
Upload Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college's IT infrastructure is predominantly tailored to ensure both students and faculty enjoys accessible and fair access. With ample provisions for information technology, including widespread Wi-Fi and internet connectivity, the campus is well-equipped and regularly updated. Moreover, these technological advancements have greatly enhanced the administrative and examination frameworks of the institution.

The institute boasts an extensive fiber optic network interconnecting all departments, the library, and college offices seamlessly. With a robust internet infrastructure powered by

120 Mbps connections from **CHERRINET** and **TECHRADAR** service providers, over 150 desktops have LAN and Wi-Fi access, ensuring uninterrupted internet connectivity. Wi-Fi access points are strategically positioned across the campus, facilitating seamless access to learning materials and online resources for students. A dedicated in-house team oversees all IT-related needs of the campus, ranging from system administration to technical support, including software installation, network monitoring, internet connectivity, and management of the digital library.

Internet bandwidth connectivity is regularly upgraded to ensure high-quality internet access tailored to meet the evolving needs of the institution.

The campus hosts a total of 150 desktop systems meticulously maintained with minimal downtime, undergoing continuous upgrades. Each computer is linked to uninterrupted power supplies to ensure safe operations. Furthermore, various computing amenities such as printers, software, and a dedicated lease-line boasting 120 Mbps bandwidth, alongside Wi-Fi networking, serve all labs and departments, enhancing the learning and teaching experiences for both faculty and students. Regular periodic upgrades are conducted on the computer systems to maintain their efficiency and functionality.

Internet facilities are extended to all departmental faculty rooms and offices, ensuring convenience for students, faculty, and office staff alike. LCD projectors, printers, and scanners are utilized effectively for academic purposes. Ample seminar halls are equipped with LCD projectors and Wi-Fi connectivity, facilitating presentations and enhancing the learning environment. Additionally, online placement drives,

industrial training, and classes are conducted to augment students' skills, aligning with ICT-based learning methodologies.

The college employs a diverse range of both open-source and licensed software, which undergo regular upgrades to ensure they are up-to-date with the latest versions. Whenever there's an update to the syllabus, necessary software is procured, and licenses are renewed periodically to align with academic requirements.

A comprehensive CCTV surveillance network is operational across the entire campus, ensuring effective monitoring and security measures.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 3.22

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

Response: 165

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: 38.38

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
79.36	31.95	25.51	28.06	25.63

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: 87.98

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
478	381	318	288	373

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: 62.28

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
320	227	225	248	281

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

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: 87.25

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
49	56	90	58	103

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
51	66	112	71	108

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: 13.46

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
4	1	0	2	0

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: 36

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
10	10	0	8	8

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: 38

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
60	47	5	39	39

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

5.4 Alumni Engagement

5.4.1

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

Response:

The Alumni Association of our Institute, known as the Sri Ramakrishna College of Engineering Alumni Association (SRCEAA), is a registered entity under Societies Act 27 of 1975. Its primary objective is to foster a strong bond between former students and current ones. Graduates of our college are eligible to become members of SRCEAA, which is headquartered at Sri Ramakrishna College of Engineering in Siruvachur, Perambalur District.

SRCEAA plays a pivotal role in connecting alumni with the institution and society, contributing both time and financial resources. Members actively participate in the Institutional Quality Assurance Cell (IQAC) and are encouraged to engage in college workshops and conferences. The association organizes various activities for the benefit of current students, offering academic support and suggestions for enhancing teaching and learning processes.

Financially, SRCEAA supports the institution through donations and fundraising efforts. This financial assistance aids in advancing developmental activities within the college. Additionally, alumni who hold positions in esteemed companies often refer their juniors for career opportunities.

Involvement in curricular and co-curricular activities is another area where alumni contribute significantly. They support cultural events, seminars, and donate books, drawing from their experiences as students to assist present students in organizing programs effectively. Alumni are also invited as resource persons for seminars, sharing insights on current technologies. Distinguished alumni are honored as chief guests during college events, and some alumni even serve as faculty members, contributing to the institution's growth.

The Alumni Association was formally established through an inaugural function under the guidance of the Principal, with the aim of further uniting alumni for ongoing activities and annual alumni meets.

File Description	Document
Upload Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Our Vision

To provide valuable resources for society through excellence in technical education and research.

Our Mission

- To offer state-of-the-art undergraduate programmes
- To generate new knowledge
- To undertake collaborative projects with academic and industry
- To develop human intellectual capacity to its fullest potential

Governance of the institution

The institution's management employs a collaborative approach, involving the Principal, faculty, and staff to support the college's mission and vision. Together, they implement the management's guidelines, ensuring alignment with institutional objectives.

The Internal Quality Assurance Cell (IQAC) formulates plans based on stakeholder feedback and presents them to the Development Committee. The Principal then forwards these plans to the management board for approval.

Coordinators from various academic and non-academic committees provide suggestions to refine institutional policies. This joint effort ensures the effective realization of the institution's vision and mission

Academic Activities

The Academic Calendar undergoes thorough discussion during board meetings, involving the Principal, Heads of Departments, faculty members, and a student leader. This comprehensive planning ensures the inclusion of curriculum subjects as well as a variety of extracurricular and developmental activities.

The calendar schedules dates for conferences, workshops, seminars, guest lectures, Faculty Development Programs (FDPs), industrial visits, internship training, sports activities, placement activities, club events, symposiums, and functions. Each activity is strategically planned to provide students with a well-rounded educational experience.

Coordinators for various activities take the lead in organizing and executing these programs, ensuring their success and contributing to the overall enrichment of student life and learning experiences. This collaborative effort ensures that every aspect of student development is addressed, promoting a holistic approach to education

Parent-Teacher-Student Relationship:

Faculty members maintain regular communication with students' parents, discussing student performance and soliciting feedback about the institution. This feedback is then given to the Head of the Department for analysis, enabling appropriate actions to enhance student welfare and academic growth.

Additionally, faculty members actively mentor students, ensuring they experience a positive academic environment while also fostering professional ethics. Through this mentoring process, students receive guidance and support to excel academically and personally. This dual focus on communication and mentorship helps create a supportive atmosphere that promotes both educational success and personal development.

Infrastructure Development:

Regular meetings are conducted by the Secretary, Principal, and administrative staff to review campus facilities. Complaints are discussed, and necessary actions are taken to address them, ensuring the needs of students and staff are met satisfactorily.

The college periodically evaluates its infrastructure for modernization, aiming to foster a transparent work culture and enhance the overall learning environment.

Sri Ramakrishna College of Engineering (SRCE) provides students with access to a well-equipped library, department laboratories, and e-learning resources. These resources enable students to enrich their knowledge with the latest trends and technologies, empowering them to adapt effectively to the ever-evolving engineering world.

Additionally, SRCE is committed to continuous improvement, regularly updating facilities to meet the highest standards. This dedication to modernization supports a transparent and progressive work culture, ensuring that both students and staff thrive in an optimal educational environment.

File Description	Document
Upload Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

Sri Ramakrishna College of Engineering, established by Swami Vivekananda Educational Trust in 2012, offers undergraduate programs in the engineering stream. The college is approved by AICTE and affiliated with Anna University. Its mission is to provide students with a high-quality education using industry-relevant teaching and training techniques.

HR Policy

The HR policy details the recruitment processes, roles, and responsibilities of the governing council members, staff promotion guidelines, and more. The governing council monitors the overall performance of the college.

Organizational Structure

The institution's organizational structure is supported by the Board of Trustees, the Governing Council, and the Academic Council. The Governing Council comprises the Chairman, Secretary, Principal, and Faculty Members. The Academic Council, responsible for academic policies and procedures, includes the Principal, Heads of Departments, Senior Faculty, experts from leading institutions, industry representatives, and university nominees

DECENTRALIZED COMMITTEES

The college has established several committees to ensure smooth and efficient operations, all headed by the Principal. These include the Planning and Monitoring Committee, Academic Committee, Discipline and Welfare Committee, Grievance Redressal Committee, and the Anti-Ragging Committee. Each committee plays a crucial role in maintaining the institution's standards and addressing various aspects of student and staff welfare.

Additionally, the college has the Committee for SC/ST, Internal Complaint Committee, Internal Quality Assurance Cell, and the Fine Arts Committee. These bodies work collaboratively to promote inclusivity, address grievances, ensure quality assurance, and foster artistic expression among students. Together, they contribute to a harmonious and dynamic educational environment

ACADEMIC CALENDAR

Every academic year begins with the careful planning and preparation of the academic calendar. The timetable is prepared based on the Anna University schedule which will be approved by the Academic Council.

SERVICE RULES, APPOINTMENT AND PROCEDURES

The college maintains a well-defined human resources policy for staff appointments. Faculty members are actively encouraged to publish research papers and participate in national and international conferences and seminars. Additionally, the college offers seed funding for research projects to support faculty initiatives and academic pursuits.

DEPLOYMENT OF INSTITUTIONAL STRATEGIC / PERSPECTIVE / DEVELOPMENT

PLAN

SRCE is committed to delivering education that instills strong values in students, shaping them into skilled engineers, proficient technologists, and effective management professionals. This commitment is upheld through ongoing improvement initiatives. The institute is driven by a forward-looking vision for progress. Key elements considered for inclusion in our plan include:

1. Pursuing accreditation from NAAC and NBA.
2. Fostering meaningful collaborations between the institute and industries.
3. Aspiring to achieve a status as an institution of excellence.
4. Encouraging faculty engagement in research and development endeavors

MEMORANDUM OF UNDERSTANDING (MOU)

The MoUs aim to promote and help SRCE in steering towards outcome-based education, which will in turn steer the process of high-quality education.

ICT – ENABLED / SMART CLASS ROOM

Our college leverages smart classrooms to enhance the teaching and learning experience, providing superior opportunities for interactive and engaging sessions. These smart classrooms facilitate quick understanding and heightened excitement for learning, enabling students to grasp concepts more clearly through ICT-enabled tools and technologies.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: 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:

Ensuring the well-being of our staff encompasses various aspects of the workplace environment that support their overall welfare. This includes providing benefits such as vacation leave, free transportation, and other support services. We prioritize creating flexible work arrangements and offering appropriate benefits to ensure the safety and comfort of our staff members.

Our staff welfare programs are designed to promote both physical and mental health among employees. To enhance qualifications and update knowledge/skill sets, faculty members are granted academic leave or special leave to participate in FDPs, workshops, seminars, conferences, and industrial training programs organized by renowned institutions. The institute covers registration fees and provides travel grants to facilitate attendance at these programs. Free transportation is also provided to all teaching and non-teaching staff members.

We strive to motivate and encourage all recently joined employees to excel in their roles. A comprehensive orientation program ensures that new staff members quickly adapt to their responsibilities and perform tasks with excellence. SREC management is dedicated to maintaining a work environment free from intimidation or offenses that may impact an individual's dignity or work performance.

Furthermore, SREC offers various welfare measures for both teaching and non-teaching staff members, including medical claim (accidents) coverage for staff and students, school fee concessions for children of SREC staff/employees, festival gifts and advances, issuance of no objection certificates, and eligibility for different types of leaves such as casual leave, general leave, maternity leave, compensation leave, medical leave, vacation leave, and permissions.

The evaluation of an employee's recent achievements and setbacks, personal strengths and areas for improvement, and suitability for advancement or further development is known as performance appraisal

Staff performance evaluation is conducted annually based on the following criteria:

1. Teaching, Learning, and Evaluation
2. Research, Innovation, and Extension
3. Professional Responsibility

The evaluation encompasses academic qualifications, teaching experience, student feedback, research expertise, participation in seminars/conferences/workshops, publications/patents, communication skills, institutional development, and innovative teaching methods. Faculty and staff performance undergo regular assessments, with students providing feedback twice per semester on instructors and course handling. This feedback, covering various aspects of student-educator interaction, significantly influences learning outcomes and serves as a potent moderator. Salary increments and promotions are determined by individual performance evaluations and contributions

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 59.37

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
40	39	38	37	33

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: 67.9

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
48	51	51	43	46

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
9	7	7	7	7

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:

SRCE, established by the Swami Vivekananda Educational Trust in 2012, is dedicated to supporting disadvantaged students and fostering their abilities in Engineering Education. Each academic year begins with meticulous planning to efficiently allocate financial resources. This process is managed through a centralized accounting mechanism and a comprehensive budgeting system, ensuring prudent financial management throughout the year.

The primary revenue source for SRCE is the collection of fees, which are utilized for various academic development endeavors. These include faculty salaries, maintenance of academic and physical infrastructure, and enhancing educational facilities. Additionally, fees from hostel residents contribute significantly to hostel operational and maintenance expenses.

To ensure transparency and accuracy in financial reporting, regular external and internal audits are conducted. These audits cover both governmental and non-governmental funds and are carried out by appointed auditors. They provide a thorough assessment of financial management practices, helping SRCE maintain accountability and compliance with regulatory standards.

Each department within SRCE submits detailed budget proposals that reflect their specific needs for the academic year. These proposals include requests for software updates, procurement of computers and laboratory equipment, acquisition of consumables, and maintenance of laboratory facilities. The management reviews and approves these budget reports, after which funds are disbursed to the respective departments.

Furthermore, internal audits are conducted annually by an internal auditing team appointed by the management. These audits verify adherence to accounting policies and guidelines, including the thorough examination of bills, vouchers, receipts, cash books, and asset registers. Any identified issues or complaints are promptly addressed within specified timeframes, ensuring the integrity of SRCE's financial operations

File Description	Document
Upload Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

In the academic year 2018, SRCE established the Internal Quality Assurance Cell (IQAC) with a focused Quality Policy aimed at formulating strategies for ensuring excellence across all facets of the institution, benefiting all stakeholders. The IQAC's primary objective is to develop mechanisms that enhance both academic and administrative operations, fostering continuous improvement.

To address academic concerns and perspectives comprehensively, the college formed a Performance Monitoring Committee (PMC). This committee aims to boost management capabilities by assigning roles and responsibilities to faculty and students alike, fostering participatory decision-making, and devising student-centric planning initiatives. The PMC plays a crucial role in fostering strong connections among students, administrators, and management, thereby enhancing the overall academic experience and campus life.

Under the IQAC's purview, various measures are implemented to evaluate and enhance academic delivery, course execution, and teaching-learning methodologies. Feedback mechanisms, including inputs from students, faculty, alumni, parents, and employers, are meticulously processed. This feedback informs the implementation of corrective actions and guides future planning for continuous improvement initiatives.

The efforts of the IQAC have led to the attainment of ISO and NAAC certifications, showcasing the institution's commitment to quality. Green Energy Audits are also conducted to evaluate eco-friendly initiatives on campus, aligning with sustainability objectives. Additionally, IQAC organizes a diverse range of activities such as seminars, conferences, faculty development programs, workshops, and hands-on training sessions in collaboration with academic partners. These activities foster a culture of knowledge creation and dissemination among faculty members.

To uphold high academic standards, IQAC has instituted the Academic and Administrative Audit (AAA) system. This annual audit, conducted for all departments by a team comprising external and internal members, evaluates various parameters and procedures against contemporary educational benchmarks. The audit results in a comprehensive report submitted to the principal, highlighting areas of strength and areas for improvement.

Furthermore, Staff Performance Appraisals are conducted to assess teachers' proficiency in teaching, research, innovation, extension activities, and professional responsibilities. This appraisal process identifies individual strengths and areas for development, contributing significantly to ongoing professional growth and enhancement efforts.

File Description	Document
Upload Additional information	View Document

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sri Ramakrishna College of Engineering (SRCE) is unwavering in its commitment to gender equality across all facets of its operations, including admissions, training, placement, as well as co-curricular and extra-curricular activities. To promote gender equity and sensitivity within the institution, several initiatives have been put in place. Committees led by senior faculty members actively work to instil these values among students.

The college prioritizes the safety and security of women by employing CCTV surveillance across the campus and hostel premises, along with dedicated permanent security personnel. The Women's Cell encourages female students to participate in both internal and external programs and competitions, fostering their capabilities and organizational skills. Emergency helpline numbers are prominently displayed throughout the campus for immediate access.

Stringent safety protocols are enforced during industrial visits, international conferences, inter-collegiate seminars, tours, and field trips, with female staff accompanying girl students. Active counselling is provided through class teachers and mentors, with the Counselling Cell conducting regular meetings to address issues related to sexual harassment or gender conflicts, offering psychological support as needed. The Women's Cell ensures the academic and emotional well-being of every female student through continuous monitoring by assigned mentors.

The Grievance Redressal Committee organizes various events aimed at uplifting women and advocating for gender equality within the college. It is dedicated to addressing complaints from female employees and students, actively monitoring and preventing sexual harassment.

SRCE provides separate common rooms and hostels for boys and girls. Washrooms are accessible on every floor. Additionally, the management has installed a sanitary pad dispenser and an incinerator to cater to the unique needs of girl students. Resting rooms or sick rooms equipped with essential amenities, including first aid boxes, wheelchairs, and beds, are provided to ensure the comfort of students. In case of illness, students receive immediate attention, and if necessary, are transported by the college ambulance for further medical care during emergencies. Comprehensive care is extended to students until they fully recover and return to normalcy.

In addition to these measures, the college has established a Women's Empowerment Cell that focuses on creating a supportive and inclusive environment. This cell organizes workshops, seminars, and awareness programs on topics such as self-defence, legal rights, health and hygiene, and leadership skills. These

initiatives aim to empower female students and staff, enhancing their confidence and ability to navigate various challenges.

The institution also emphasizes the importance of mental health and well-being. Regular counselling sessions and mental health workshops are conducted to help students manage stress, build resilience, and maintain a positive outlook. The Counselling Cell works closely with students to provide individualized support, ensuring that they have the resources and guidance needed to thrive academically and personally.

Overall, Sri Ramakrishna College of Engineering is dedicated to fostering a safe, inclusive, and empowering environment for all students. Through its comprehensive initiatives and unwavering commitment to gender equality, the college aims to create a community where everyone can achieve their full potential and contribute meaningfully to society.

File Description	Document
Upload Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: 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:

Sri Ramakrishna College of Engineering (SRCE) has implemented numerous initiatives to ensure that the campus fosters an inclusive environment. This commitment to inclusivity is reflected in the admission of students from neighboring states, as well as from diverse religious, socio-economic, and cultural backgrounds.

To uphold cultural diversity, the campus annually hosts Pongal celebrations. Students actively participate in various activities such as preparing Pongal, engaging in Tamil traditional games like Uriyadithal, and partaking in cultural festivities. Ayutha Pooja is commemorated with great enthusiasm, involving the entire college community in the festival's celebrations. The occasion is marked by honoring all equipment, vehicles, and laboratories, followed by the distribution of sweets to students and staff members.

International Women’s Day is celebrated annually on campus, with each year highlighting a unique theme aimed at honoring women's contributions across all spheres of life. This observance serves to promote inclusivity and underscore the importance of gender equality. Furthermore, the Institute observes "World Environment Day" every year, aiming to raise global awareness and advocate for the protection of our planet Earth. These celebrations contribute to fostering a sense of community and shared responsibility towards creating a more sustainable and inclusive world.

The NSS Unit of Sri Ramakrishna College of Engineering organized a Health Check-Up Program at Rover Higher Secondary School, Perambalur. The initiative benefited common people, as well as the staff and students of SRCE. Attendees received valuable health assessments and guidance during the drive. This outreach program demonstrates the college's commitment to community health and well-being, ensuring that healthcare services are accessible to all.

Sri Ramakrishna College of Engineering, Perambalur, also organized an "Engineers Day Celebration" to honor the contributions of engineers. The event featured inspiring speeches by distinguished guests and showcased student projects. Attendees engaged in interactive sessions and celebrated engineering achievements. The celebration concluded with the distribution of certificates and awards to participants, recognizing their hard work and innovation in the field of engineering.

Additionally, the college conducted a National Farmers Day Celebration to honor the hard work and dedication of farmers. The event included informative sessions and activities highlighting agricultural advancements. Attendees appreciated the efforts and contributions of the farming community, acknowledging the vital role that farmers play in society and the economy.

To further promote civic responsibility, Sri Ramakrishna College of Engineering, Perambalur, conducted a Voters Day Awareness Program. This event aimed to educate everyone about the rights and duties of citizens, raising voter awareness in the community. Participants engaged in informative sessions emphasizing the importance of active civic participation, encouraging them to exercise their right to vote and contribute to the democratic process.

Overall, SRCE's diverse initiatives and celebrations reflect its dedication to creating an inclusive, culturally rich, and socially responsible environment. By fostering community engagement and promoting values such as gender equality, cultural diversity, and civic duty, the college aims to nurture well-rounded individuals who are prepared to contribute positively to society. These efforts underscore SRCE's holistic approach to education, ensuring that students not only excel academically but also develop a strong sense of social responsibility and community involvement

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

provided in the Manual

Response:

Best Practices 1:

Title of Practice: Seminar on "Effective Listening: The key to successful Interpersonal Communication"

1. **Raise Awareness:** Increase awareness about the importance of active listening in fostering successful interpersonal relationships both in professional and personal settings.
2. **Develop skills:** Equip participants with practical listening techniques that can improve their ability to understand, engage, and respond to others effectively.
3. **Improve Communication:** Highlight the impact of effective listening on overall communication efficacy, reducing misunderstandings, and enhancing collaboration.
4. **Enhance Relationships:** Demonstrate how active listening contributes to building trust, empathy, and stronger relationships among peers, colleagues, and stakeholders.
5. **Interactive Learning:** Provide interactive learning opportunities through activities, role-plays, and discussions to practice and reinforce listening skills.

The content:

The seminar on "Effective Listening: The Key to Successful Interpersonal Communication" will explore the concept of effective listening, its critical role in interpersonal communication, and common barriers. Participants will gain insights into the listening process, including active, passive, critical, and empathetic listening, and understand the psychological and physiological aspects involved. The seminar will focus on developing active listening skills through key components like paying attention, showing that you're listening, providing feedback, deferring judgment, and responding appropriately, with practical techniques for improvement. Barriers to effective listening, both internal (preoccupations, prejudices, emotions) and external (environmental distractions, interruptions), will be examined, along with strategies to overcome them. The impact of effective listening on communication will be discussed, emphasizing its benefits in building trust, enhancing clarity, reducing conflicts, and improving teamwork. Interactive exercises and role-playing will provide hands-on practice, while discussions on professional settings will highlight listening's importance in meetings, leadership, and customer interactions. Personal development activities will help participants assess their listening habits, set improvement goals, and develop action plans. The seminar will conclude with a Q&A session .

The Practice:

The seminar on "Effective Listening: The Key to Successful Interpersonal Communication" will focus on practical strategies to enhance listening skills. Participants will learn the importance of paying full attention, showing that they are listening through body language and feedback, and responding appropriately to what others say. Techniques for overcoming internal barriers like preoccupations and prejudices, as well as external distractions, will be discussed. Interactive exercises and role-playing activities will provide opportunities to practice these skills in real-life scenarios, helping participants to

build trust, reduce misunderstandings, and improve teamwork in both personal and professional settings. By the end of the seminar, attendees will have actionable strategies and a personal action plan to improve their listening skills and enhance their communication effectiveness.

Evidence of Success:

Effective Listening: The Key to Successful Interpersonal Communication" demonstrated significant success through various indicators. Post-seminar feedback surveys revealed that 95% of participants reported increased awareness of their listening habits and felt more equipped with practical techniques to improve their listening skills. Many participants highlighted the interactive exercises and role-playing activities as particularly beneficial, noting that these practical components helped them internalize and apply the concepts in real-world scenarios.

Follow-up evaluations conducted one month after the seminar showed that 85% of attendees had successfully implemented at least one active listening strategy in their daily interactions, leading to improved communication outcomes. Professionals reported enhanced teamwork and collaboration in their workplaces, with fewer misunderstandings and more productive meetings. Personal testimonials also indicated stronger interpersonal relationships, both in professional and personal contexts, thanks to the newfound emphasis on active listening.

The seminar's success was also evidenced by the increased demand for similar workshops and training sessions within the institution and from external organizations. This growing interest underscores the seminar's impact and the recognized value of effective listening skills in fostering successful interpersonal communication.

BEST PRACTICE: 2

1. Identify and Address Learning Gaps:

Assess specific areas where slow learners face difficulties and develop targeted interventions to bridge these gaps, ensuring a strong foundation in core subjects.

2. Personalized Learning Plans:

Create customized learning plans tailored to the individual needs of slow learners, focusing on enhancing their basic skills, study habits, and time management techniques to improve academic performance.

3. Boost Confidence and Motivation:

Foster a positive and supportive learning environment that encourages slow learners, boosts their confidence, and increases their motivation to succeed through regular feedback and encouragement.

4. Monitor Progress and Involve Stakeholders:

Continuously monitor the progress of slow learners, adjusting strategies as needed, and engage parents, guardians, and teachers in the process to provide a comprehensive support system for the students.

The Context:

The remedial measures for slow learners at Sri Ramakrishna College of Engineering aim to identify and address specific learning gaps with targeted interventions. Personalized learning plans enhance basic skills, study habits, and time management, improving academic performance. By fostering a supportive learning environment, these measures boost learners' confidence and motivation. Continuous monitoring and necessary adjustments ensure progress, while engaging parents, guardians, and teachers provides comprehensive support for the students

The Practice:

To support slow learners at Sri Ramakrishna College of Engineering, the practice involves first identifying their specific learning gaps and creating targeted interventions to address these issues. Personalized learning plans are developed to improve their basic skills, study habits, and time management techniques. A positive and supportive learning environment is fostered to boost their confidence and motivation. Continuous monitoring of their progress ensures that strategies can be adjusted as needed, while involving parents, guardians, and teachers provides a comprehensive support system to help these students succeed.

Evidence of Success:

The success of remedial measures for slow learners at Sri Ramakrishna College of Engineering is evident through various positive outcomes. Post-intervention assessments show significant improvement in students' academic performance and foundational skills. Feedback from students highlights increased confidence and motivation, with many reporting a better understanding of subjects. Teachers have observed more active participation in class and greater independence in learning. Additionally, the involvement of parents and guardians has strengthened the support system, contributing to overall student progress and success.

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

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Sri Ramakrishna College of Engineering is located in Perambalur, close to Trichy District, on a 10-acres campus that is beautifully situated (NH45). The Sri Ramakrishna Educational Trust established the college in 2012, and it offers bright minds a top-notch education that combines conventional wisdom, cutting-edge resources, and professional ethics.

The institute's commitment to assisting slow learners-especially those from rural areas-achieve their engineering goals is one of its defining characteristics. One of the main tenets of our teaching strategy is our dedication to their achievement.

At the upper secondary level, we distinguish between slow learners and advanced learners. In order to make sure that no student is left behind, this screening procedure enables us to comprehend the particular demands and difficulties encountered by each group.

Teachers provide these selected children individualized advice and create lesson plans especially for them. Through our programs, we cater to their specific needs, establishing a nurturing learning atmosphere that supports each student's development and academic achievement.

Our college's comprehensive teacher preparation curriculum is a big selling point, especially for people who are not familiar with modern teaching techniques and approaches. We provide a number of programs to assist educators in gaining new skills and knowledge that they may use to better instruct their pupils in the classroom.

In order to fulfill its mission, our institute continuously prioritizes the following activities.

Facilities for Student Progression

SRCE encourages students to excel academically, culturally, and socially by participating in various events, including conferences, sports, and cultural activities. The college rewards outstanding performance with certificates, trophies, awards, and scholarships. Student clubs provide platforms for showcasing artistic talents, while support services such as the Psychological Counseling Cell, NSS, EDC, and Placement and Career Assistance Cell play crucial roles in enhancing student life.

Induction Programme

To help first-year students acclimate to college life, SRCE organizes an 'Orientation Programme' that familiarizes them with the college's protocols and processes. This program provides an overview of various engineering disciplines and career prospects, equipping students with the necessary tools and information to succeed academically and professionally.

Faculty Development Programme

To provide our faculty with the most up-to-date ICT-based teaching and learning techniques, we have set up faculty development programs. Workshops on the semester system and excellence in higher education as well as capability development programs have been held. To help our faculty members create a good attitude about their work, soft skills development seminars have also been arranged.

Over nine professional development programs, including issues like "Research methodology", "Enhancing Research and writing", "Personality development for teachers" and "Teaching and Learning", have been effectively arranged by our college for its professors. More than 250 faculty members have benefited from these sessions, and encouraging comments have inspired us to hold more in the future. To make every FDP an enlightening event, we engage resource experts from respectable companies who have extensive experience and outstanding knowledge.

Career Development Programme

SRCE provides thorough guidance to higher secondary students on academics, career goals, and educational planning. The college's career development programs have reached over 12,000 students in more than 85 schools across the Trichy and Perambalur districts. These initiatives help students make informed decisions about their future by creating a positive and supportive environment that encourages them to discover their interests and skills.

Science Project Expo

The annual Science Project Expo at SRCE encourages upper secondary students to undertake original scientific projects. This event showcases students' creativity and innovation in science and technology. Outstanding projects are recognized with certificates and cash awards, motivating students to pursue further studies and careers in these fields. The expo not only rewards hard work but also inspires students to explore further education and careers in science and technology.

Communication Development Programme

Given the high demand for skilled engineers in multinational companies, SRCE's Training and Placement Cell emphasizes the importance of effective communication. The college offers targeted communication development courses to enhance students' public speaking skills, confidence, and clarity. These courses prepare students for successful careers by providing them with the tools they need to excel in the competitive job market.

Life Skill Education

SRCE promotes life skills education as a developmental strategy that empowers students to handle life's challenges effectively. The college's life skills programs focus on building problem-solving abilities, resilience, and a positive attitude, ensuring that students are well-equipped for personal and professional success. By emphasizing total development, these programs provide young engineers with the confidence to tackle both theoretical and practical challenges.

Inter and Intra-Personal Skills

The Training and Placement team's soft skills programs help students develop both intra-personal and interpersonal abilities. These programs are essential for managing personal and professional situations effectively and forming meaningful relationships, contributing to overall success. By participating in these programs, students gain the ability to handle both personal and professional scenarios with ease, fostering effective relationships with others.

Self-Development

SRCE encourages students to be confident, assertive, and self-assured. Self-development seminars help students acquire the confidence and assurance needed to succeed. These courses support greater interpersonal connections and collaboration, contributing to a fulfilling life. By focusing on self-improvement, SRCE ensures that students are equipped to face life's challenges with a positive outlook.

Yoga and Meditation

To promote physical, mental, and spiritual balance, SRCE incorporates yoga and meditation into its Physical Education curriculum. These practices offer long-term benefits for mental health and overall well-being, supporting students throughout their academic journey and beyond. By including yoga and meditation in the curriculum, SRCE ensures that students achieve a holistic approach to education, which supports both mental and physical well-being.

In summary, SRCE is dedicated to provide a comprehensive education that supports the academic, personal, and professional development of its students. The college's commitment to helping slow learners, fostering student progression, providing faculty development, and offering various skill development programs ensures that its graduates are well-prepared for the challenges and opportunities of the future. By promoting a nurturing learning environment, SRCE empowers its students to achieve their full potential and succeed in their chosen careers.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Our institution is located in a rural area with a significant number of underprivileged people. We focus on teaching and motivating students from these backgrounds, helping them achieve academic excellence. As a result, many of our students have attained university ranks. Since the college's inception, we have consistently secured numerous university ranks, showcasing our commitment to uplifting and empowering our students through education.

To help the needy and to motivate the efforts of the students, scholarships are provided by the college management.

To make the first-year students understand the basic principle and concept of the Engineering subjects, Workshop on Emerging Trends in Biophysical, Biomaths & Biochemical Sciences, Water Rocket, Workshop on Recent Nano Materials, and Basics of Mechanical Engineering are regularly conducted.

Final year students are encouraged to undertake their own projects in their final semester. The students are advised to do real-time projects as well as to publish their research works in journals.

The students have exposed their talents and skills in various inter collegiate level competitions. Our students got number of awards and metals in various state and national level sports and cultural activities.

Learning never ends and it is true with some of our students who pursue their P.G degree in renowned institutions of our country. A certain number of students positively cleared Civil Service Examinations like TANCET,GATE.

The college strives to create good professionals and it is also keen on producing self-made Entrepreneurs through Entrepreneurship Training Programme which enhances their skills to execute their business.

Since its inception, the college has experienced continuous growth. Over the past four semesters, we have achieved a university pass rate of over 90% under the guidance of Anna University. Additionally, our college is ranked 17th within Anna University, reflecting our commitment to academic excellence and consistent performance.

Concluding Remarks :

The Student-Centric Classroom Teaching Method is the most effective approach for learning, and our institution adopts this method to actively engage students in classroom activities. Alongside theoretical lessons, practical classes are equally prioritized. At the start of each practical session, the concepts and applications of experiments are thoroughly explained, providing students with a comprehensive understanding of each topic and enabling them to carry out projects successfully.

Students are encouraged to undertake quality-focused projects to empower themselves in research and innovation. Internships and in-plant trainings are promoted to familiarize students with the workplace environment and provide firsthand experience. It is mandatory for students to complete at least one in-plant

training per semester. All final-year students are guided to undertake real-time, quality-focused projects, with outcomes often presented as papers and published in journals. Placement training is provided from the second year to ensure students secure positions in reputable companies upon graduation.

Faculty members are encouraged to stay updated with new technologies by regularly enhancing their knowledge. To foster a research-oriented attitude, they are advised to attend seminars, workshops, and symposia. Participation in Faculty Development Programs (FDPs) is essential for our staff to update their research and pedagogical skills. Our college reaffirms its commitment to maintaining and enhancing excellence in education, ensuring justice and equality in all aspects of its educational mission