



# **SELF STUDY REPORT**

**FOR**

**4<sup>th</sup> CYCLE OF ACCREDITATION**

**SRM INSTITUTE OF SCIENCE AND TECHNOLOGY**

**SRM NAGAR, KATTANKULATHUR, CHENGALPATTU DISTRICT,  
603203**

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

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

SRM Institute of Science and Technology (SRMIST) was launched as a deemed- to- be University in 2002 with a Dental College. Over the years it has become a multidisciplinary university offering programs under six broad Faculties namely:

- Engineering and Technology
- Medicine and Health Sciences
- Science and Humanities
- Management
- Law
- Agricultural Sciences

SRMIST is highly sought after by students as indicated by the demand ratio of 1:24. It offers **258** programs and has a student and faculty strength of 52925 (UG+PG) and 2721 respectively. There are 3830 PhD scholars under various disciplines.

SRMIST excels in geographical and gender diversity-Students from outside Tamil Nadu being 47%; International students-1.6% (from 35 countries); Female faculty members and students constitute 44% and 26% respectively.

The annual average of graduating students is 13455 and 284 PhD/M.Ch/MS/MD/MDS are awarded.

SRMIST excels in research with a Scopus H-index of 132 and has been ranked 38 in India by Nature Index Ranking.

SRMIST is one of the AICTE approved 78 minor centers for PhD programs.

SRMIST is granted graded autonomy by UGC / MoE as Category I University with 12 B status. It is currently accredited A++ (third cycle) by NAAC and its latest NIRF -2023 rank is **18 among** Universities. Ranks in specific disciplines are:

• Engineering	:	28
• Pharmacy	:	15
• Medical	:	20
• Dental	:	6
• Research	:	39
• Architecture	:	14
• Overall	:	32

SRMIST is globally ranked by Shanghai, QS and THE rankings. Apart from overall ranking it is ranked high in seven disciplines.

QS has rated SRMIST as a 4-star institute and given five-star rating in:

- Teaching
- Employability
- Online learning
- Innovation
- Social responsibility

SRMIST carried out Clinical trials on indigenously developed COVAXIN, hosted COVID camps and developed products like low cost ventilators, medicine dispensing robots and other Apps.

SRMIST carries out extensive Institutional Social responsibility (ISR) activities including adopting villages, uplifting rural communities and tribal, in collaboration with governmental/non-governmental agencies and has bagged 129 awards.

Apart from academic excellence, SRMIST students also excel in sports as evidenced by they representing India in Badminton, Chess, Sailing (Olympics) and Asian games.

## **Vision**

*“To emerge as a World – Class University in creating and disseminating knowledge and providing students a unique learning experience in Science, Technology, Medicine, Management and other areas of Scholarship that will best serve the world and for the betterment of mankind”.*

## **Realization of Vision**

The significant progress made by SRMIST towards becoming a world class university is evidenced by international accreditations like ABET and IET, rankings by world renowned agencies like QS, THE and Shanghai; five-star ratings in specific disciplines; international student admissions and around 230 students going to foreign universities annually under the Semester Abroad Program and the alumni achievements in the national and international arena. The ISR activities of SRMIST contribute to the cause of betterment of humankind.

## **Mission**

- *“MOVE UP through international alliances and collaborative initiatives to achieve global excellence.*
- *ACCOMPLISH a PROCESS to advance knowledge in a rigorous academic and research environment.*
- *ATTRACT AND BUILD PEOPLE in a rewarding and an inspiring environment by fostering freedom, empowerment, creativity and innovation”.*

## Realisation of Mission

**Alliances and collaboration:** SRMIST has 125 functional MoUs with Institutions / Industries in India and abroad for academic, Clinical training / Internship, on-the-job training, Project work, Student / Faculty exchange and collaborative research programmes.

**Research:** State of art research equipment and laboratories, research track faculty from reputed institutions across India and abroad, motivation and incentives to do cutting edge research have seen SRMIST ranked in the prestigious Nature Index ranking. With an impressive h-index of 132 it has surpassed the world median value of 38.9 in its IRN (International Research Network) in QS 2024 World University rankings.

**Investing and Nurturing Talent:** SRMIST attracts post-docs, PhD faculty from renowned institutions in India and across the globe to strengthen its research. The impact of its investment on talent is evidenced in 22 faculty members who joined SRMIST over two decades back having emerged as leaders including Vice Chancellor, Registrar and the Controller of Examinations.

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

### Institutional Strength

#### STRENGTHS

1. Multidisciplinary university with six disciplines
2. Experienced and trained manpower
3. Diversity in students and programs. Students from all over India – Campus is a mini India
4. Liberal scholarships
5. High demand for admission
6. Outcome based curricula
7. Impressive research output
8. Strong UHV Cell
9. Strong Alumni base
10. Home grown talent in top administration
11. Women leadership at various levels
12. System to carry out outreach activities on a large scale
13. Cutting edge infrastructure/state of art laboratories
14. E-governance/digitalization
15. Free/Concessional education for the wards of employees
16. Medical support to the students and employees
17. Sports achievements

### Institutional Weakness

#### WEAKNESSES

- Attraction of international faculty
- Inbound PhD scholars from abroad

- More job opportunities for students for core traditional engineering programs

## **Institutional Opportunity**

### **OPPORTUNITIES**

- Transfer research output / patents to the benefit of surrounding rural population
- Imparting training to the workers of nearby industries / population
- Collaborative research with industry
- Collaboration with institutions of national importance
- Industrial funding

## **Institutional Challenge**

### **CHALLENGES**

- Competition from peers in rankings
- Optimal resource utilization
- Counselling of students psychologically
- Alumni funding

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Leveraging its status as Category I University SRMIST exercises complete autonomy in designing the curricula and syllabi and implementing the same responsibly.

Outcome Based Education(OBE) was introduced in 2009 and covers all the programs.. A few of the programs are in collaboration with companies/entities like TCS, ARAI, MoD, GSRC, VIRTUSA,(full form please). Every course in the engineering domain is designed by an industry expert, an academician and faculty members.

SRMIST has forged alliances with companies like Apple/Infosys and set up IoS development centre which offers courses and development of IoS driven apps.

With input from members of Boards Of studies, Academic Council and Board of management and taking feedback from annual surveys of stakeholders and adhering to the guidelines of regulatory bodies like AICTE, NMC, DCI etc., +88% of programs have been revised, 106 new programs introduced and all programs have been covered under CBCS or Elective system. Syllabus revision is carried out once in 2-3 years. To be in tune with NEP-2020, +71% of courses are interdisciplinary in nature.

The regulations and curricula have been revised to include lateral entry/exit options in alignment with NEP.

Curricular content includes crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging Demographic Changes and Professional Ethics

To bridge the gap between industry practice and academia, as identified from PO attainment levels, 534 value added courses as well as credit courses are offered by industry experts. Besides, students undertake field visits / Research projects / Industry internships / Community postings as a part of curriculum enrichment.

Analysis of annual feedback surveys among students, faculty, employers, professionals and alumni leads to revision/discontinuance of existing programs or introduction of new programs.

In general curricula of SRMIST is contemporary satisfying student aspirations of meeting global challenges and contribute to nation building.

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

SRMIST believes in equity and inclusiveness and ensures that no student is turned down due to socio-economic constraints - +92% of seats reserved for SC/ST/OBC categories are filled up on an average.

In order to provide a level playing field to all the students, learning levels of students are assessed post-admission and special efforts like conducting compensatory courses, and additional remedial courses are undertaken to bring learners on par with others. Advanced learners are motivated by merit scholarships and Semester Abroad Program.

SRMIST maintains an overall Faculty -Student ratio (FSR) of 1:19 which more than conforms to the regulatory stipulations.

The delivery modes encompass:

- Experiential learning
- Integrated / Inter-disciplinary learning
- Participatory learning
- Problem-solving methodologies
- Self-directed learning
- Patient-centric and Evidence-based learning
- The Humanities
- Project-based learning
- Role play

All faculty members use ICT tools and the impact of the same is evidenced in the following:

- During COVID pandemic the transition from face-to-face course delivery to full online mode was smooth.
- Students are able to connect with the wide repository of digital material available online
- Faculty members can create digital course-ware on par with the best available elsewhere.

Faculty members are well experienced with an average experience of 13 years with over 50% being PhD/M.Ch/MD/MS/MDS/ holders. They keep updating their competencies which has resulted in 10 % of

faculty winning awards at State, National, International levels from Government / Government-recognized agencies / registered professional associations.

The examinations system has been rendered robust after implementing the reforms in letter and spirit and because of which results are published within 5-12 days and percentage of complaints in evaluation is less than 1%. The questions are set satisfying Bloom's Taxonomy and are mapped to COs-POs and the pass percentage is a healthy 95%.

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

SRMIST has accorded great emphasis to research over the years through well-crafted policies with incentives, facilities, modernization of equipment, nurturing a talented manpower, liberal budget allocation and utilization, effective implementation, monitoring and control.

SRMIST has established a dedicated directorate for promotion of research. The Sir CV Raman Research Park which covers almost 1 lakh sq. ft. was built in 2019 at a cost of Rs. 120 crores-around 7% of the operating budget is earmarked for research.

Expert research manpower (about 100 nos.) with prior experience at reputed Indian and foreign universities have been employed at attractive compensation. 742 awards have been conferred on our faculty for advanced studies/collaborative research.

Annually about Rs. 260 lakhs are provided to faculty as seed money to carry out pilot research work before attempting to get funded projects as well as to enable them to enhance their IP portfolio.

In recognition of SRMIST's research potential, various governmental and non-governmental sources have released research funding averaging Rs. 22 crores annually for various projects.

SRM's Directorate of Entrepreneurship and Innovation set up in collaboration with UC Berkley produced 28 start-ups of which Rizel Automotive Pvt. Ltd. has been able to attract an investment of Rs. 200 Cr from MM Forging Ltd. 101 patents have been granted to SRMIST. During 2019-21, SRMIST has been ranked within top five by ARIIA. Total number of awards/recognitions received for innovation / discoveries by the institution/teachers/research scholars/students is 639. The Current H-index is 132 which may be considered to be commendable.

SRMIST faculty have rendered consultancy to clients averaging Rs. 1.45 crores per annum.

SRMIST reaches out to the local communities through its Medical and Health Sciences Units and NSS/NCC units as part of governmental projects like Unnat Bharat Abhiyan

On an average 220 activities are conducted per year with the participation of 85% of students. SRMIST has won 129 awards from government agencies on account of these activities.

SRMIST firmly believes in collaboration and through its 125 MoUs has participated in 1000+ collaborative activities per year.

## **Infrastructure and Learning Resources**

SRMIST has a built-up area of 12 million square feet of state of the art infrastructure (considerably higher than regulatory norms)

The student to built-up area ratio of 30 sqm compares favorably with leading universities in India and abroad. QS Stars, renowned ranking agency, in its recent (2021) audit of the institute has awarded 4-Stars for the facilities.

### **Curricular Infrastructure**

In addition to the mandatory classrooms, laboratories, seminar halls etc., SRMIST has certain outstanding facilities comprising:

- 3000 capacity fully air-conditioned auditorium
- 10-storey Sir CV Raman Research block housing 189 state of art equipment
- 15-storey Tech Park
- 15-storey University administrative block
- Dedicated R&D centre catering to research, innovation, incubation, and entrepreneurship
- State of art iMac Lab and Vendhar Knowledge Centre
- Simulation Centre
- Well-equipped studios for Visual Communication and Film Technology programs

SRMIST has provided adequate computers and software so that all learning is ICT enabled. The overall student computer ratio is 1:4.8 including 1:1 ratio in laboratories.

SRMIST Central Library is in the 15-Storey University Administrative Block, and is spread over Ground + 3 floors admeasuring 1.50 Lakh sq ft area.

The annual outlay on infrastructure is about 47% of the total annual cash outflow excluding salary.

### **Extracurricular Infrastructure**

SRMIST has expansive/modern sports facilities which has facilitated SRMIST students/alumni excelling in sports.

- 13 SRMIST students / Alumni are grandmasters in chess
- Olympian Ms. Nethra Kumanan represented India in Sailing in Tokyo Olympics – the first woman to do so.
- Malvika Bonsod is world's 42nd ranked badminton player and she has won five international tournaments
- Four students and six alumni are participating in 2023 Asian Games – only university in India to achieve this feat.

### **General Infrastructure**

Amenities range from banks to post office to convenience stores to book store; Places of worships for all religions. The campus has 30% green cover and it is IS 14001:2015 certified. The campus provides staff

quarters too.

## **Student Support and Progression**

SRMIST goes out of the way to support the students in their academic pursuit so that, as they emerge out of the portals of the institute, they are rounded personalities ready to face the world and life.

In order to ensure that students from socioeconomically challenged segments of the society are not denied opportunities, SRMIST has multiple scholarship/free-ship schemes and +68 of students benefitted from them.

In order to prepare students to face the multifarious competitive / entrance tests. SRMIST conducts variety of training; 78% of students take advantage of them and +91% of these qualifying in State / National / International level examinations.

The institution has a dedicated directorate which takes care of the international / NRI students and exchange programs for students / faculty through MoUs. Semester Abroad Program is a flagship program for advanced learners. The beneficiaries are 231 students per year on an average who study a semester abroad during the degree program at SRMIST.

The Career Centre directorate of SRMIST plays a crucial role in enabling the students kick-start their careers even before they leave the portals. With more than 1000 companies visiting the campus every year, nearly 62% are on-campus placed; +25 % go for higher studies and around 10% has become entrepreneurs. The directorate also arranges internships as well as programs to enhance the employment readiness of students.

SRMIST's Directorate of sports and directorate of student affairs organise around 50 events per year that strengthen minds and bodies of students and fosters unity in diversity.

SRMIST's alumni strength is close to 1.70 lakhs and out of which close to 1 lakh are registered. There are 25 national chapters and 30 international chapters. SRMIST provides scholarships to the wards of alumni and free/concessional lodging and boarding in guest houses and SRM owned hotels. Alumni too contribute through the following means

- Financial/kind
- Donation of books/ journals
- Students Placement
- Student Exchanges
- Institutional Endowments

SRMIST also provide concessional fee structure to the eligible wards of Alumni.

## **Governance, Leadership and Management**

SRMIST's governance philosophy is rooted in:

- Excellence, Integrity and Academic Freedom
- Global Vision and Local Commitment

- Inclusiveness, Diversity and Empathy

All the policies, governance mechanisms, systems, processes, implementation, monitoring, correcting and preventive actions and continual improvement are all based on the above-stated core values. These values provide a guiding frame work so that SRMIST operates within the legal, ethical and moral, principles.

SRMIST has a well-thought-out strategic plan. The governance machinery thrives on decentralization and participative management so that effectiveness and efficiency have become a norm-e-governance has cut down paperwork to the extent of 95%.

University's strategic plan envisages identification of KRAs, fixing targets and monitoring. Sample is given below:

KRA	Present	2024	2027	2033
Average publications per faculty per year	1.3	1.5	2	3
Patents Granted cumulative	101	40	80	150
Revenue from industry project /grants (INR Crore)	21	15	25	35

One of the guiding dictums of SRMIST's governance is empowerment of human resources so that they contribute to the cause of students, institution and education. Apart from the liberal incentives provided to faculty for curricular and cocurricular activities such as publication of papers, funded projects, attending conferences etc, faculty and staff enjoy a lot of welfare measures which provides them a sense of security, belongingness and esprit de corps.

Faculty are provided with financial support for curricular activities and 140 training programs on an average per year have been organised benefitting 72% of faculty.

Institutional appraisal mechanism is transparent and covers all the aspects of academic, administrative and research activities of the staff. Similarly, the career advancement processes and recruitment are handled systematically. **The promotion / recruitment policy is as per the by-laws of the institution, which is in alignment with UGC regulations. The process is so decentralised to the department level that the right people are recruited at the right time.**

To support the academic, administrative governance the funds are generated mostly from domestic fees and additional resources from alumni funding, consultancy and donations from philanthropists.

SRMIST reviews its entire governance through an exhaustive impact analysis to make courses corrections to ensure continual improvement.

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

SRMIST, while scrupulously following the rules, regulations and guidelines of statutory bodies as well as its own institutional boards, councils and committees, never compromises on ethical and moral values as well.

Promotion of gender equity, maintaining a Divyangjan friendly campus, environmental conservation through waste management, recycling, maintaining harmony and unity in diversity, making the faculty and students aware of the constitutional obligations, values, rights, duties and responsibilities of citizens and imbuing patriotism among the employees and students are some of the guiding principles of SRMIST's day to day functioning. Special events are conducted periodically so that the principles remain etched in the minds of the stakeholders.

SRMIST's best practices are planned in such a way that they reach to every one of the students and faculty so that they get benefited.

**Best Practice (BP-1): IDEATIONS** the objectives of which are to integrate industry input with all facets of University education -curricular/cocurricular, teaching-learning, research, infrastructure development, student and faculty support activities of SRMIST. This has resulted in reducing the gulf between industry and institute and enhancing employability of SRMIST's students. Immersion of faculty and students in industrial practices enable them to keep pace with technological advances and societal dynamics.

**BP-2: Holistic Value Based Education (HVBE) through UHV** which envisages inculcation of nine attitudes amongst students and faculty alike.

- Self-awareness
- Willingness to learn
- Self Directed learning
- Self-Confidence
- Humility
- Integrity
- Adaptability
- Passion
- Empathy

An UHV cell has been formed exclusively for this purpose. Highlights of its activities are:

- Two self-funded inhouse UHV FDPs conducted supported by AICTE NC-UHV team.
- As on date SRMIST has 739 UHV Introductory and 165 UHV-II certified faculty members.
- Implemented Student Induction Program (SIP) as per NCC- IP guidelines.
- Inclusion of UHV II mandatory 3 Credit Course in the Curriculum

University's thrust area is Promotion of Innovation, Incubation and Entrepreneurship through **ICED-ICIF**:

- Innovation
- Competitions
- Entrepreneurship
- Design Thinking
- Infrastructure
- Collaboration
- Intellectual Property

- **Funding**

As a result, 101 patents granted, four commercialized, 28 start-ups, COVID-related product development as well as ARIIA rankings within top 5.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the University	
Name	SRM INSTITUTE OF SCIENCE AND TECHNOLOGY
Address	SRM NAGAR, KATTANKULATHUR, CHENGALPATTU DISTRICT,
City	KATTANKULATHUR
State	Tamil Nadu
Pin	603203
Website	<a href="http://www.srmist.edu.in">www.srmist.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Vice Chancellor	C. MUTHAM IZHACHELVAN	044-27417004	9940036001	044-27452343	vc@srmist.edu.in
Dean	G.AUGUSTINE MANIRAJ PANDIAN	044-27417260	8754593529	044-27452343	gambandian@hotmail.com

Nature of University	
Nature of University	Deemed University
Institution Fund Source	No data available.

Type of University	
Type of University	Unitary

<b>Establishment Details</b>	
Establishment Date of the University	02-08-2002
Status Prior to Establishment, If applicable	Affiliated College
Establishment Date	14-08-1985

<b>Recognition Details</b>		
<b>Date of Recognition as a University by UGC or Any Other National Agency :</b>		
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>
2f of UGC	02-08-2002	<a href="#">View Document</a>
12B of UGC	28-11-2018	<a href="#">View Document</a>
Section 3	02-08-2002	<a href="#">View Document</a>

<b>University with Potential for Excellence</b>	
Is the University Recognised as a University with Potential for Excellence (UPE) by the UGC?	No

<b>Location, Area and Activity of Campus</b>							
<b>Campus Type</b>	<b>Address</b>	<b>Location*</b>	<b>Campus Area in Acres</b>	<b>Built up Area in sq.mts.</b>	<b>Programmes Offered</b>	<b>Date of Establishment</b>	<b>Date of Recognition by UGC/MHRD</b>
Main campus	SRM NAGAR , KATTANKULATHUR , CHENGALPATTU DISTRICT ,	Semi-urban	421.7	838204	B.Tech., M.Tech., B.Arch., M.Arch., BBA, MBA, BA LLB., B.Com LLB, LLM, B.Pharm, M.Pharm, Pharm.D, BA, MA, B.Sc., M.Sc., BCA, MCA, B.Ed, MBBS, BDS, MDS, MD, MS, M.Ch., DM, OT, PT, PH, M.Phil		
<i>Off Campus</i>	<i>Ramapuram Campus, Bharathi Salai, Ramapuram, Chennai , 600089</i>	<i>Urban</i>	<i>8.6</i>	<i>51830</i>	<i>B.Tech., M.Tech., B.Arch., M.Arch., BBA, MBA, B.Sc., M.Sc., BCA, MCA, B.Ed, BDS, MDS</i>	<i>02-08-2002</i>	<i>23-08-2002</i>

<i>Off Campus</i>	<i>Ramapuram Part Campus, No. 1 Jawaharlal Road, (100 Feet Road, Near Vadapalani Signal) Vadapalani Chennai 600026</i>	<i>Urban</i>	<i>2.69</i>	<i>17153</i>	<i>B.Tech., M.Tech., BBA, MBA, B.Sc., M.Sc., BCA, MCA</i>	<i>01-07-2011</i>	<i>02-07-2011</i>
<i>Off Campus</i>	<i>Trichirappalli Irungalur Campus, Nh.45, Mannahanallur Taluk, Irungalur 621105</i>	<i>Rural</i>	<i>7.7</i>	<i>17300</i>	<i>B.Tech., M.Tech., BBA, MBA, B.Sc., M.Sc., BCA, MCA, Hotel Management, BPT, BoT</i>	<i>01-06-2021</i>	<i>02-06-2021</i>
<i>Off Campus</i>	<i>Modi Nagar Campus, Ncr-Delhi, Delhi Meerut Road, Modi Nagar, Uttar Pradesh, 201204</i>	<i>Rural</i>	<i>25.53</i>	<i>263602</i>	<i>B.Tech., M.Tech., MBA, B.Sc., BCA, MCA, B.Pharm, Pharm.D</i>	<i>27-01-2005</i>	<i>28-01-2005</i>

## 2.2 ACADEMIC INFORMATION

**Furnish the Details of Colleges of University**

Type Of Colleges	Numbers
Constituent Colleges	0
Affiliated Colleges	0
Colleges Under 2(f)	0
Colleges Under 2(f) and 12B	0
NAAC Accredited Colleges	0
Colleges with Potential for Excellence(UGC)	0
Autonomous Colleges	0
Colleges with Postgraduate Departments	0
Colleges with Research Departments	0
University Recognized Research Institutes/Centers	0

Is the University Offering any Programmes Recognised by any Statutory Regulatory Authority (SRA)	: Yes																				
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COA	<a href="#">100682_769_18.pdf</a>
MCI	<a href="#">100682_10935_2_1688457611.pdf</a>
NCTE	<a href="#">100682_769_4.pdf</a>

### Details Of Teaching & Non-Teaching Staff Of University

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	325				433				1963			
Recruited	217	108	0	325	241	192	0	433	105	907	1	1963
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0
<b>Teaching Faculty</b>												
	<b>Lecturer</b>				<b>Tutor / Clinical Instructor</b>				<b>Senior Resident</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned	134				116				89			
Recruited	84	50	0	134	70	46	0	116	47	42	0	89
Yet to Recruit	0				0				0			
On Contract	0	0	0	0	0	0	0	0	0	0	0	0

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				3565
Recruited	1843	1722	0	3565
Yet to Recruit				0
On Contract	0	0	0	0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned				1801
Recruited	1198	603	0	1801
Yet to Recruit				0
On Contract	0	0	0	0

## Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	9	0	0	6	1	0	9	0	0	25
Ph.D.	217	108	0	241	192	0	332	286	0	1376
M.Phil.	2	0	0	0	1	0	32	63	1	99
PG	83	38	0	62	50	0	521	467	0	1221
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	2	0	0	0	0	0	0	0	3
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	83	48	0	70	46	0	47	42	0	336
UG	0	0	0	0	0	0	0	0	0	0

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

<b>Part Time Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	14	4	0	0	0	0	0	0	0	18
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	3	7	0	0	0	0	0	0	0	10
UG	0	0	0	0	0	0	0	0	0	0
<b>Highest Qualification</b>	<b>Lecturer</b>			<b>Tutor / Clinical Instructor</b>			<b>Senior Resident</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

**Distinguished Academicians Appointed As**

	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Emeritus Professor	5	0	0	5
Adjunct Professor	23	0	0	23
Visiting Professor	6	2	0	8

**Chairs Instituted by the University**

<b>Sl.No</b>	<b>Name of the Department</b>	<b>Name of the Chair</b>	<b>Name of the Sponsor Organisation/Agency</b>
1	Mechanical Engineering	A P J Abdul Kalam Distinguished Professor	SRMIST
2	School of Bioengineering	Prof G N Ramachandran Chair Professor	SRMIST
3	Physics and Nanotechnology	A P J Abdul Kalam Chair Professor	SRMIST
4	International Business	A P J Abdul Kalam Distinguished Professor	SRMIST

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

Programme		From the State Where University is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	18130	16737	388	150	35405
	Female	5830	5382	124	48	11384
	Others	0	0	0	0	0
PG	Male	2443	1098	66	17	3624
	Female	1693	762	45	12	2512
	Others	0	0	0	0	0
PG Diploma recognised by statutory authority including university	Male	8	0	0	0	8
	Female	13	0	0	0	13
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1105	742	0	25	1872
	Female	1244	705	0	9	1958
	Others	0	0	0	0	0
Diploma	Male	26	11	0	0	37
	Female	10	7	0	0	17
	Others	0	0	0	0	0
Post Master's (DM,Ayurveda Vachaspathi,M. Ch)	Male	8	2	2	0	12
	Female	2	1	1	0	4
	Others	0	0	0	0	0
Pre Doctoral (M.Phil)	Male	4	2	0	0	6
	Female	2	0	0	0	2
	Others	0	0	0	0	0

<b>Does the University offer any Integrated Programmes?</b>	Yes
<b>Total Number of Integrated Programme</b>	5

<b>Integrated Programme</b>	<b>From the State where university is located</b>	<b>From other States of India</b>	<b>NRI students</b>	<b>Foreign Students</b>	<b>Total</b>
Male	27	47	0	0	74
Female	2	8	0	0	10
Others	0	0	0	0	0

**Details of UGC Human Resource Development Centre, If applicable**

Year of Establishment	02-08-2002
Number of UGC Orientation Programmes	0
Number of UGC Refresher Course	0
Number of University's own Programmes	0
Total Number of Programmes Conducted (last five years)	0

**Accreditation Details**

Cycle Info	Accreditation	Grade	CGPA	Upload Peer Team Report
Cycle 1	Accreditation			
B+	75.25			<a href="#">PeerTeam Report 2006.pdf</a>
Cycle 2	Accreditation			
A	3.5			<a href="#">Peer Team Report 2013.pdf</a>
A++	3.55			
Cycle 3	Accreditation	20		<a href="#">View Document</a>

**General Facilities**

**Campus Type: Ramapuram Part Campus, No. 1 Jawaharlal Road, (100 Feet Road, Near Vadapalani Signal) Vadapalani Chennai 600026**

<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
• <b>Sports facilities</b>	

* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	No
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	4
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	4
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Religious places of worship

<b>Campus Type: Ramapuram Campus, Bharathi Salai, Ramapuram, Chennai, 600089</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	Yes

<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	5
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	4
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Religious places of worship

**Campus Type: Modi Nagar Campus, Ncr-Delhi, Delhi Meerut Road, Modi Nagar, Uttar Pradesh, 201204**

Facility	Status
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• Auditorium/seminar complex with infrastructural facilities	Yes
<b>• Sports facilities</b>	
* Outdoor	Yes
* Indoor	Yes
• Residential facilities for faculty and non-teaching staff	Yes
• Cafeteria	Yes
<b>• Health Centre</b>	
* First aid facility	Yes
* Outpatient facility	Yes
* Inpatient facility	Yes
* Ambulance facility	Yes
* Emergency care facility	Yes
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	2
* Qualified Doctor (Part time)	0
* Qualified Nurse (Full time)	2
* Qualified Nurse (Part time)	0
• Facilities like banking, post office, book shops, etc.	Yes
• Transport facilities to cater to the needs of the students and staff	Yes
• Facilities for persons with disabilities	Yes
• Animal house	No
• Power house	Yes
• Fire safety measures	Yes
• Waste management facility, particularly bio-hazardous waste	Yes
• Potable water and water treatment	Yes
• Renewable / Alternative sources of energy	Yes
• Any other facility	Religious places of worship

**Campus Type: Trichirappalli Irungalur Campus, Nh.45, Mannachanallur Taluk, Irungalur 621105**

<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>2</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>3</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>Religious places of worship</b>

<b>Campus Type: Ramapuram Campus, Bharathi Salai, Ramapuram, Chennai, 600089</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>5</b>
* Qualified Doctor (Part time)	<b>0</b>
* Qualified Nurse (Full time)	<b>4</b>
* Qualified Nurse (Part time)	<b>0</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>No</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>
• Any other facility	<b>Religious places of worship</b>

<b>Campus Type: SRM NAGAR, KATTANKULATHUR, CHENGALPATTU DISTRICT,</b>	
<b>Facility</b>	<b>Status</b>
• Auditorium/seminar complex with infrastructural facilities	<b>Yes</b>
<b>• Sports facilities</b>	
* Outdoor	<b>Yes</b>
* Indoor	<b>Yes</b>
• Residential facilities for faculty and non-teaching staff	<b>Yes</b>
• Cafeteria	<b>Yes</b>
<b>• Health Centre</b>	
* First aid facility	<b>Yes</b>
* Outpatient facility	<b>Yes</b>
* Inpatient facility	<b>Yes</b>
* Ambulance facility	<b>Yes</b>
* Emergency care facility	<b>Yes</b>
<b>• Health centre staff</b>	
* Qualified Doctor (Full time)	<b>12</b>
* Qualified Doctor (Part time)	<b>5</b>
* Qualified Nurse (Full time)	<b>20</b>
* Qualified Nurse (Part time)	<b>5</b>
• Facilities like banking, post office, book shops, etc.	<b>Yes</b>
• Transport facilities to cater to the needs of the students and staff	<b>Yes</b>
• Facilities for persons with disabilities	<b>Yes</b>
• Animal house	<b>Yes</b>
• Power house	<b>Yes</b>
• Fire safety measures	<b>Yes</b>
• Waste management facility, particularly bio-hazardous waste	<b>Yes</b>
• Potable water and water treatment	<b>Yes</b>
• Renewable / Alternative sources of energy	<b>Yes</b>

• Any other facility	<b>Religious places of worship</b>
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<b>Hostel Details</b>
<b>Hostel Type</b>
* Boys' hostel
* Girls's hostel
* Overseas students hostel
* Hostel for interns
* PG Hostel

<b>Health Professional Education Unit / Cell / Department</b>
Year of Establishment:
<b>Education Programs Conducted</b>
* Induction
* Orientation
* Refresher
* Post Graduate

### **Institutional preparedness for NEP**

1. Multidisciplinary/interdisciplinary:	<p>The vision and strategic plan clearly have tenets which have the potential to transform the university into a holistic multidisciplinary institution. In fact, SRMIST has already started implementing NEP. SRMIST is a Multidisciplinary University since its inception with diverse Faculties consisting of Medicine and Health Sciences, Engineering and Technology, Science and Humanities, Management, Law and Agricultural Sciences following holistic education principles. The percentage of courses which are interdisciplinary in nature is 71.34 after the revisions made keeping NEP in mind. All the Programs offered under the various faculties follow the flexible credit-based course structure. In a few programs we have introduced community connect and service learning courses. Also, most programs have environmental education and value-based courses in the curricula. Students design projects</p>
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	<p>invariably address environmental, social, ethical constraints and encompass multidisciplinary components. For engineering programs, a unified curriculum (Diploma/UG/PG integrated/ has been implemented with exit options. Based on the recommendations of UGC, Dental Council and Architectural Council, we are planning to adopt the multiple entry and exit options, for the other programs we are awaiting the directions from the respective councils. SRMIST's strategic plan has the following provisions which are already being implemented now. Over the span of next 15 years, SRM will have a sustained focus on developing meaningful collaborations with leading local and global institutions in the areas of research. Around 300 MoUs would be signed for collaborative research and 30% of these collaborations would be with universities in the top 200 global rankings including IITs. Over 50% of the research publications are expected as a result of the institution's collaborative work with their international partner institutes by 2033. Making use of online funding sites to get funds for socially relevant projects. Action plan is being formulated to do interdisciplinary projects involving all the Faculties. Similarly, research publications are collaborated across the Faculties. SRMIST have signed MoU with IEEE (USA) and Purdue University (USA) to adopt the Service Learning Model in all our Programs. Already Community related Multi-disciplinary Projects are being carried out by our faculty and students.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>SRMIST has already registered in the ABC portal and 95016 students of SRMIST have enrolled including passed out students. Action Plan towards permitting multiple entry and exit during the programme is already implemented for Engineering programs under AICTE. The directorate of International Relations has already implemented the following: Semester abroad program by which around 230 students go abroad annually for a semester of study, come back and complete the degree at SRMIST with the transfer of credit. Transfer of credit from SWAYAM/NPTEL courses Dual degree program Twinning Program Visiting international faculty Faculty abroad program by which SRMIST faculty are deputed to foreign universities for period to do research or just visit</p>

	<p>them to understand their best practices and implement the same at SRMIST. International students admission – around 350 per year.</p>
<p>3. Skill development:</p>	<p>In SRMIST Programs, 58% of courses are skill development oriented/competency focused. Steps are taken towards partnering with National Skill Development Corporation (NSDC) to impart vocational and soft skills following the NSQF. Minors Certificate Programs are introduced in a few Programs to impart vocational skill education in the Mainstream Degree Program. UHV Cell is formed and most of the faculty members have undergone the Universal Human Values (UHV) training program and are implementing the same to our students. As on date we have 739 UHV Introductory and 165 UHV-II certified faculty members. Implemented Student Induction Program (SIP) as per NCC- IP guidelines. Also, students encouraged to attend Online AICTE eSIP Inclusion of UHV II mandatory 3 Credit Course in the Curriculum Jeevan Koushal (Life Skills) Program is also implemented in many of our Programs. Courses like Value Education, Ethics, NSS, NCC, YOGA are compulsory. Action Plan is being taken to include vocational courses into the main stream education. Every department periodically conducts enrichment programs to upskill our students by inviting experts from industry, professional bodies and alumni. Directorate of Learning and Development imparts coding skills to the students and faculty. Already our Directorate of Online Education is working towards offering skill based programs. SRMIST has established Directorate of Innovation and Entrepreneurship which provides all the cutting age tools and equipment which students can utilize giving shape to the innovative ideas that crop up in their fertile mind. Active learning laboratories enable students to understand the basic concepts by a trial and error process Students belonging to Medicine and Health Sciences hone their practical skills using simulation centres housing mannequins and phantom heads.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The Directorate of Learning and Development is offering Cambridge International Certificate and Diploma Program in Teaching Bilingual Learners to our faculty members. Tamil Perayam (Tamil Academy) is Offering : Certificate Program on Arunchunaigar (Tamil Archagar's) (200 + students)</p>

	<p>Courses on fine arts Department of Yoga is conducting B.Sc, M.Sc., Ph.D Programs in Yoga, also yoga courses are offered on credit to all Programs of the Institution. IKS is implemented at SRMIST through the unit of Interdisciplinary Institute of Indian System of Medicine (IIISM) It is a prestigious school of SRM Institute of Science and Technology which was established in 2008 to promote research in the field of traditional system of Indian Medicine, including Siddha, Ayurveda and Unani. IIISM is functioning in joint collaboration with Banaras Hindu University in the development of herbal based Siddha, Ayurveda and Unani medicine. It has also signed MoU with AYUSH and Central Council for Research in Ayurveda and Siddha (CCRAS) for promoting research in Siddha, Ayurveda and Unani system of medicine. Further, 200 acres of land has been allocated specifically for the purpose of micro propagation of medicinal plants, reiterating SRMIST's commitment in establishing a world-class research facility to validate and standardize herbal based medicinal products. Also, one acre of land at the University campus has been allocated to establish AYUSH Research Centre with the financial support of the ministry of AYUSH.</p>
5. Focus on Outcome based education (OBE):	<p>SRMIST implemented OBE as early as in 2009 when it went for ABET accreditation for its engineering programs which have been extended to all programs now. Directorate of Learning and Development is mentoring the faculty members to design OBE based curricula, evaluation pattern and PO-CO mapping. In collaboration with AICTE, faculty members have been trained on OBE. Also to equip faculty on OBE aspects, Cambridge International Certificate and Diploma Program in Teaching and Learning and Teaching with Digital Technologies are offered.</p>
6. Distance education/online education:	<p>SRMIST is running distance education/online programs since 2018. The programs like MBA and MCA are approved by AICTE and Distance Education Bureau (DEB) whereas other programs are under the approval of DEB. Presently SRMIST offers MBA, MCA, BBA, BCA, B. Com, M. Com programs.</p>

**Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, with nine student members under the purview of Directorate of Student Affairs.
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, coordinator and coordinating faculty members are appointed by the University and the ELC is functional. It is representative in character.
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.	Innovative programs have been undertaken. The club activities were kick started with a Guest Lecture was delivered by Dr. K. Sridhar Krishna Swamy, Former Deputy Dean of the Faculty of Science and Humanities. The lecture focused on the crucial topic of "Voting Rights and Indian Democracy," providing students with valuable insights and knowledge on the significance of their voting and electoral rights. Undoubtedly, this event played a pivotal role in enhancing the students' understanding and appreciation of the democratic process. Other events conducted 1. Voters' awareness rally at Guduvancherry, a nearby village 9th Feb. 2019 in association with Tamil Nadu police. NSS SRMIST was the nodal unit. 2. Voters' awareness rally at Nandhivaram, a nearby village 16th Mar. NSS SRMIST was the nodal unit. 3. Speech by former Election Commissioner N. Gopalaswami Four more such events were conducted out of which one was on National Voter's day. In all such events a pledge is taken.
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.	In the alumni meet organized by Chennai chapter the participants were exhorted to exercise their voting rights by the Founder Chancellor himself.
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.	Around 20% of students other than the present first years are yet to be enrolled. However, ELC will leave no stone unturned to get them registered as well as the first-year students.

## Extended Profile

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### 1 Program

#### 1.1

Number of all programs offered by the institution during the last five years

Response: 248

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

### 2 Students

#### 2.1

Number of students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
52925	49300	50229	51362	51140
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

Number of graduated students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12969	13294	14681	13520	12181
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 3 Teachers

#### 3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
2721	2610	2702	2566	2482

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

### 3.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
2721	2610	2702	2566	2482

  

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

## 4 Institution

### 4.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
52258.46	49197.46	56363.99	47004.61	42521.55

  

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

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

Curricula developed and implemented have relevance to the local, national, regional and global health care needs which are visible in Programme Outcomes (POs), and Course Outcomes (COs) offered by the University, as per the norms of the Regulatory Bodies.

##### Response:

#### I. Curricula's relevance to the local, national, regional and global health care needs

##### (a) Systems and Processes

SRMIST has well defined procedures to design a new curriculum, revise and amend existing ones with the involvement of Faculty Boards of Studies, Academic Council and Board of Management. All these bodies have representatives from academia and industry including a few from our alumni. They ensure that curriculum of every program has relevance to the local/ national / regional/global health care needs.

Through above-mentioned extant systems and processes SRMIST address the health care needs.

**(b) Health care needs** (extracted from local, nation-wide and world-wide surveys available in public domain)

Based on the statistical reports the health care needs as evidenced by the mortality rates are:

Local	Cancer
Regional	Cardiovascular disease
National	Cardiovascular disease
Global	COVID-19 (Respiratory Disease)

Treatment of these needs are adequately addressed by the curriculum of various Health Sciences courses prescribed by the regulatory bodies. An example of such courses is:

#### 1. CARDIOVASCULAR

##### a. General Medicine

- i) Heart failure – Competencies IM 1.1 to IM 1.30
- ii) Acute myocardial infarction – Competencies IM 2.1 To IM 2.24
- iii) Hypertension – Competencies IM 8.1 to IM 8.20

##### b. General Surgery

i) Cardiothoracic general surgery – Competencies SU 20.1 to 20.2

ii) Vascular Diseases – Competencies SU 27.1 to 27.8

## **2. CANCER**

### ***a. Pathology***

Common cancers (Breast, Lung, Thyroid, Pancreatic, Bladder, Stomach and colonic cancer) – Competencies PA 7.2 to PA 7.5, PA 24.1, PA 24.7, PA 32.6

### ***b. General Medicine***

i) Common Malignancies – Competencies IM 13.1 to 13.19

### ***c. General Surgery***

i) Common cancers

Competencies SU 9.2, SU 20.1 to 20.2, SU 22.4, SU 25.4, SU 26.4, SU 28.4

### ***d. Obstetrics & Gynecology (Endometrial cancer)***

i) Competencies OG 34.1 & OG 34.2

## **3. COVID-19 DISEASES**

i) Phase 1 MBBS – F 1.1 & Foundation course, Microbiology.

ii) Phase 2 MBBS – 2.1 to 2.5 Microbiology, Community Medicine and General Medicine

iii) Phase 3 MBBS part 1 – 3.1 to 3.3 Community Medicine and General Medicine.

iv) Phase 3 MBBS part 2 – 4.1 to 4.6 General Medicine, Pulmonary Medicine, Anaesthesiology

A sample of courses which address other health care needs are:

**The complete listing is provided in the following link:**

[http://naac23.srmist.edu.in/webassets/SSR\\_IV/General/1.1.1\\_Sup\\_QLM\(20\).xlsx](http://naac23.srmist.edu.in/webassets/SSR_IV/General/1.1.1_Sup_QLM(20).xlsx)

## **II. Programme outcomes (POs), and Course Outcomes (COs)**

SRMIST implemented OBE for Engineering programs for 2009. Later on, the same has been extended to Faculty of Science Humanities, Management, Medicine and Health Sciences, Law and Agricultural Sciences. The configuration of Program Outcomes also differs from Faculty to Faculty as guided by the respective statutory bodies.

The Program Outcomes related to health care needs specifically are:

### Pharmacy

The Pharmacist and society(PO6)

Environment and sustainability(PO7)

Life-long learning (PO11)

### The attainment of outcomes for Pharmacy programs:

Attainment	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11
Total attainment	2.30	2.35	2.33	2.34	2.11	2.28	2.37	2.65	2.34	2.18	2.16

### MBBS/MD/MS

Community health care(PO12)/Attainment Level – **100%**

Ethics(PO13)/Attainment level - **100%**

AICTE's guidelines are made use of for CO-PO.mapping and measuring attainment.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Curricula implemented by the University	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>
Link for Outcome analysis of POs, COs	<a href="#">View Document</a>

### 1.1.2

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

**Response:** 90.32

1.1.2.1 How many programs were revised out of total number of programs offered during the last five years

Response: 224

File Description	Document
Syllabus prior and post revision of the courses	<a href="#">View Document</a>
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of the revised Curricula/Syllabi of the programmes during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 1.1.3

**Provide a description of courses having focus on competency/ employability/ entrepreneurship/ skill-development offered either by the University or in collaboration with partner Institutions/Industries during the last five years**

#### Response:

SRMIST's courses are designed to meet the requirements in partnership with industries.

#### Classification

Attribute	Classification
Competency	Courses which equip the students the ability to carry out a task successfully or efficiently.
Employability	Courses which equip students with skills, understandings and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations
Entrepreneurship	Courses which empower students with leadership, business management, time management, creative thinking and problem-solving.
Skill development	Courses which enable students to develop skills required to execute a professional task individually and also instruct others to do a task in a proper manner.

A detailed survey of the curricular courses has been carried out and based on the contents they have been categorized at macrolevel:

Competency	Employability	Entrepreneurship	Skill development
58%	60%	20%	47%

- % including overlaps

A few samples of these courses:

Attribute	Course	Syllabus content
Competency	UCM 15603 Computer Applications in Accounting – Labs (B. Com)	Computer based accounting systems
	UCA18403 Multimedia and Animation Laboratory (BCA)	Photoshop and Flash for multimedia Applications
	BDS 15303 General Surgery (BDS)	Students learn examination of diseased patients, diagnosis and treatment planning, observation of a few surgical techniques, which help in developing skills for future clinical practice.
	STR19703 Student READY Placement in Villages (B.Sc Horticulture)	-Staying in villages and understand farmers issues and address them effectively.  Comprehend various farming activities  Relate and cross-verify theoretical concepts in field conditions
Employability	18ASP105L Industrial Training-II (B.Tech)	Compulsory industry training ensures students become aware of employer requirements
	BOPT1933 Optometric Instruments I (B. Optometry)	Skills on handling real life instruments
	ULA141006 Moot Court (LAW)	Advocacy skills of the students and court etiquette
Entrepreneurship	UBT20S02T Entrepreneurship in Biotechnology (B.Sc)	Developing entrepreneurial traits, managing and marketing skills, start-up ideas
	UCM20D05J Rural Entrepreneurship & Small Business Management (B.Com)	Institutional support and government aid for Entrepreneurship
	18PDM204L Business Basic for Entrepreneurs (BBA)	Basics of starting a business
	MHA301 Entrepreneurship, Consultancy (MHA)	Basics of doing entrepreneurial consultancy
Skill development	UBT15E52 Diagnostic Tools (B.Sc, Biotech)	Principles of diagnostic techniques. and knowledge about stem cells
	CAC18101 Soft Skills	Inter personal skills/professionalism with idealistic, practical and moral values, communication and

		problem-solving skills/behavioral attitudes
UHK20601T Leadership and Management skills (IHM)		Skill-set for hotel management
UPE15E41 Principles of Yoga Therapy, Social Skills & Living Value Based Education (Physical Education)		Principles of Yoga Therapy Social Skills/Living Value Based Education
USS21501J Industrial Security: Basic Life Saving methods and skills (B.Sc, Defence Strategic Studies)		Practical knowledge of various aspects of Industrial security

### Industry Collaboration

Nature of participation	Programs run
MoU TCS	B.Tech CSE/Data Science and Business System
MoU Global Automotive Research Center	B.Tech, Automobile Engineering/Vehicle Testing
MoU Automotive Research Association of India	B.Tech /Automotive Engineering M.Tech/Automotive Engineering
MoU Valeo India Private Limited	M.Tech/Electric Vehicle Technology
MoU NFTDC	M.Tech/Automotive Hybrid System Engineering
MoU- Indian Army (Defense Service Staff College)	PhD
Being member of BoS/ academic council	Every engineering course is designed in partnership with one industry expert
MoU Brigham's and Women's Hospital), Boston, USA.	SRM / STRATUS Centre for Medical Simulation

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for courses having focus on competency/ employability/ entrepreneurship/ skill-development	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for MOUs with Institutions / Industries for offering these courses	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of Programmes in which Choice-Based Credit System (CBCS)/Elective Course System has been implemented, wherever provision was made by the Regulatory Bodies (Data for the preceding academic year).**

**Response:** 100

1.2.1.1 Number of programmes in which CBCS/ Elective course system implemented.

Response: 231

1.2.1.2 Total number of Programmes where there is regulatory provision for CBCS / elective course system

Response: 231

File Description	Document
University letter mandating implementation of CBCS by the institution	<a href="#">View Document</a>
Structure of the program clearly indicating courses, credits/Electives as approved by the competent board	<a href="#">View Document</a>
Minutes of relevant Academic Council/BoS meetings Clearing indicating the adoption of CBCS System and/or	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Document for Structure of Programs mentioning the Credit Allocation and Elective options	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.2.2

**Percentage of new degree programmes, fellowships and diplomas introduced by the university across all Faculties during the last five years (certificate programmes are not to be included)**

**Response:** 42.74

1.2.2.1 Number of new Degree Programmes, Fellowships and Diplomas introduced by the University during the last five years

Response: 106

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BoS meetings Clearing approving the introduction of new Degree Programmes, Fellowships and Diplomas claimed in the SSR	<a href="#">View Document</a>
List of the new Programmes introduced during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.2.3****Percentage of interdisciplinary courses under the programmes offered by the University during the last five years****Response:** 79.39

1.2.3.1 Number of interdisciplinary courses offered by institution during the last five years

Response: 8311

1.2.3.2 Number of courses offered by the institution across all programs during the last five years

Response: 10468

<b>File Description</b>	<b>Document</b>
Minutes of relevant Academic Council/BoS meetings Clearly approving the interdisciplinary Courses with specifications of departments involved	<a href="#">View Document</a>
List of Interdisciplinary courses under the programmes offered by the University during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.3 Curriculum Enrichment****1.3.1**

**Institution integrates crosscutting issues relevant to Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and**

**Professional Ethics in the curricula****Response:**

Leveraging the autonomy granted to SRMIST as Category I university, curriculum is designed based on the inputs provided by the faculty, external experts participating in BoS and Academic Council and the contemporary program learning outcomes (PO), dovetailing the above-mentioned topics into the curriculum. While a few courses are designed exclusively to address the above, majority of the courses contain reference to these issues.

**A survey of courses on how the issues are addressed directly or indirectly, indicates the following distribution.**

Issues Addressed	Number	Topics covered
a. Gender	392	Gender equity, positive discrimination, sensitivity to gender issues, gender rights
b. Environment and Sustainability	344	Encompasses the whole gamut of environmental issues starting from the concepts to design to application to sustainability to renewal
c. Human Values	399	Topics related to basic value system, emancipation of humanity, legal protection for practicing human values, practicing a lifestyle steeped in human value system,
d. Professional Ethics	294	Topics on Application of value system to profession.
e. Health Determinant and Right to Health	77	Throws light on critical parameters on health and how they are attainable for common man
f. Emerging Demography	137	Topics on emerging technology on demography

**Impact Analysis**

**Incorporation of the above-mentioned issues has resulted in the following attainments:**

Issues Addressed	Impact
Gender	Around 45% of faculty are women and 23% of students are girls
Environment and Sustainability	SRMIST campus is ISO 14001:2015 certified and globally ranked by THE/QS

Human Values	AICTE's UHV cell has been established and close to 170 faculty are trained in UHV to teach.
Professional Ethics	SRMIST is Institutional Member and Academic Partner of Society for Professional Ethics and Management
Health Determinant and Right to Health	Health camps are organized. Students and staff are provided with concessional or free treatment.
Emerging Demography	Tribal welfare project in collaboration with Government of Tamil Nadu has been taken up.

### Sample of courses covering the issues

#### a. Gender

UEN20G02J	Introduction to gender studies
MPT19382	Advanced geriatric physiotherapy and women's health
FN2107	Women health and nutrition
ULA18704	Law relating to women and children
UJM20G08T	Women and children in media
LE0859	Children's' literature
18BTO101T	Human health and diseases

#### b. Environment and Sustainability

19ARE610T	Sustainable Development
19ARC709L	Performance Evaluation Tools for Sustainable Buildings
18CHE355T	Sustainable Engineering
18CHO101T	Sustainable Energy Engineering
18CEE407T	Sustainable Construction Methods

#### c. Human Values

PHE19401	Human values and ethics
UJK20301T	Universal human values
18BTE402T	Physiology of stress and its management
20MEE524J	Human computer interaction
MD1307	Attitude, ethics and communication

#### d. Professional Ethics

Course Code	Title of Course
BMERS1852	Medical ethics & consumer protection act
BMERS1865	Medical ethics
BOAT20601	Medical law and ethics
20ITE643T	Cyber law and ethics
BPT19404	Ethics and management in physiotherapy

MPT19104	Ethics for physiotherapists
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#### e. Health Determinants, Right to Health Issues

18BME372T	IOT And Telehealth Technology
18BME465T	Wearable Systems and Mobile Health Care
18BME466T	Artificial Intelligence in Health Care
18BME472T	Virtual Reality in Health Care

#### f. Emerging demographic changes

18PDM201L	Competencies in Social Skills
MBDT22106	Human Behaviour at Workplace
MBH21201T	Human resources management
UJM20403T	Media and society

File Description	Document
List of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for description of the courses which address Gender, Environment and Sustainability, Human Values, Health Determinants, Right to Health Issues, Emerging demographic changes and Professional Ethics in the Curricula	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for list of courses that integrate crosscutting issues mentioned above	<a href="#">View Document</a>

### 1.3.2

**Number of value-added courses offered during the last five years that impart transferable and life skills.**

**Response:** 534

1.3.2.1 Number of value-added courses are added within the last five years

Response: 534

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Brochure or Course content or syllabus relating to Value added courses to be uploaded in the SSR	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.3.3

#### Percentage of students successfully completed the value-added courses during the last five years

**Response:** 92.39

1.3.3.1 Number of students who successfully completed the value-added courses imparting transferable and life skills offered year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
47961	45362	46128	46596	49517

File Description	Document
The institution should provide list of the students as per the requirement in the template failing which the claim will not be considered	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.3.4

#### Students undertaking field visits / research projects / Industry internships/ visits/Community postings as a part of curriculum enrichment

**Response:**

Course contents of curriculum provide the theoretical and practical domain knowledge required. However, application of the same to real world problems while still undergoing the studies is a challenge. At SRMIST it is ensured that students are exposed to the application part through field visits/research projects/internships/visits/Community postings as a part of curriculum enrichment.

## Methodology

Every semester the academic schedule includes such co-curricular enrichment. Further aforementioned activities are planned in a such a way that students really get benefitted. For example, industrial internships are made part of the curriculum so that after completing the same students have to submit a report and make a presentation which will be evaluated and graded by a panel of faculty members. These activities are carried out by students from I year onward.

The institute provides the following facilities to the students:

- Transport arrangements
- Arranging of internships in reputed companies
- Financial assistance to meet contingencies.
- Consumables for research projects

## Implementation

In 2021-22, 44238 students underwent field visits/research projects/internships/Community postings thus constituting almost 90% of the students.

**The break down of students undergoing the curriculum enrichment programs as shown below:**

Faculty	Number of students
Engineering and Technology	28976
Science and Humanities	7068
Medicine and Health Sciences	4340
Management	3484
Law	237
Agricultural Sciences	133

## Impact on students

After undergoing field visits/research projects/internships/Community postings students are generally conferred with the following benefits.

Nature of curricular enrichment	Outcomes
Field visits comprising family adoption programs	Experiential learning opportunity to Indian Medical graduates towards community-based health care.  For programs like Engineering and Science and Humanities the field visit involve visiting companies, sites and exhibitions.
Research project	Insight into a particular area of interest inducing out of the box thinking. This will serve as a prelude to major project too.
Internships	Experience on how the theoretical concepts are applied in field. Awareness on the gap between institute and industry is also created
Community postings	Provides an idea of the health care requirements in

quantitative and qualitative terms. For agricultural students it involves staying in villages, observing and fine tuning rural agricultural practices.

**The normal data collected during the field visits are:**

- Family records
- Environmental Details
- Diet history
- Immunization details
- Economic status
- Health status of the family

**Titles of a few research projects are:**

- Music recommendation using emotion recognition
- Flight fare prediction using machine learning and deployment in app
- Optimizing mechanical characteristics of super alloy welded joints
- Behaviors of GPC composite beam with angle connector in u-shaped steel girder.
- Study on “impact of 5G in global economy and Indian economy

**Samples of industry in which internship was carried out:**

- Cerner Healthcare Solutions India Pvt. Ltd.
- Clearshop Technology Private Ltd.
- DELL
- Freshworks
- Kaladi Consulting

**Community Postings:**

- Most of the community postings are in around Urban and Rural Health Training Centers at nearby Maraimalainagar and Mamadur.
- Students are given a schedule to which they adhere meticulously and a logbook duly signed by the faculty member is maintained.

Thus, the students bridge the gap between the institute and industry/field/community and augment their knowledge and application skills.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for list of Programmes and number of students undertaking field visits / research projects / internships/Industry visits/Community postings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

**Mechanism is in place to obtain structured feedback on curricula/syllabi from various stakeholders. Structured feedback received from:**

1. Students
2. Teachers
3. Employers
4. Alumni
5. Professionals

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

File Description	Document
Stakeholder feedback report as stated in the minutes of the Governing Council/Syndicate/ Board of Management	<a href="#">View Document</a>
Sample filled in Structured Feedback forms designed by the institution for each category as claimed in SSR	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for feedback report from stakeholders	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 1.4.2

**Feedback process of the Institution may be classified as:**

**Response:** A. Feedback collected, analysed and action taken on feedback and relevant documents are made available on the institutional website

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Action taken report of the University on feedback as stated in the minutes of the Governing Council/ Syndicate/ Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

**Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.**

**Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years**

**Response:** 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
9141	9035	9148	9275	6817

2.1.1.2 Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
9141	9035	9148	9275	6817

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Initial reservation of seats for admission	<a href="#">View Document</a>
Final admission list published by the HEI	<a href="#">View Document</a>
Copy of letter issued by state govt. or and Central Government (which-ever applicable) Indicating the reserved categories to be considered as per the GO rule (translated in English)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual Report/ BOM report/ Admission report duly certified by the Head of the Institution.	<a href="#">View Document</a>
Admission extract submitted to the state OBC, SC and ST cell every year.	<a href="#">View Document</a>

**2.1.2****Student Demand Ratio applicable to programmes where state / central common entrance tests are not conducted****Response:** 119.75

2.1.2.1 Number of eligible applications received year-wise during the last five years for programmes where State / Central Common Entrance Tests are not conducted

2021-22	2020-21	2019-20	2018-19	2017-18
316206	735177	601851	205496	208891

2.1.2.2 Number of seats available year-wise/eligible applications received during the last five years where *State / Central Common Entrance Tests are not conducted*

2021-22	2020-21	2019-20	2018-19	2017-18
17823	17720	17965	18225	13269

File Description	Document
The details certified by the Controller of Examination or Registrar evaluation clearly mentioning the programs that are not covered under CET and the number of applications received for the same	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Extract of No. of application received in each program	<a href="#">View Document</a>
Document relating to Sanction of intake	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.1.3

*Student enrollment pattern and student profile demonstrate - national/international spread of enrolled students from other states and countries*

**Response:** 46.78

2.1.3.1 Number of students from other states and countries year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7639	6627	6465	6738	6658

2.1.3.2 Total number of students enrolled in that year

2021-22	2020-21	2019-20	2018-19	2017-18
17222	14722	14255	14026	13021

<b>File Description</b>	<b>Document</b>
Previous degree/ Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
List of students from other states and countries	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of admission letters are issued to the students enrolled from other States / Countries.	<a href="#">View Document</a>
Copy of the domicile certificate as part of the from other states and countries and/or Previous degree/Matriculation / HSC certificate from other state or country	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

### 2.2.1

**The Institution assesses the learning levels of the students after admission and organises special programmes for advanced learners and slow performers**

**The Institution:**

- 1. Adopts measurable criteria to identify low performers.**
- 2. Adopts measurable criteria to identify advanced learners**
- 3. Organizes special programmes for low performers and advanced learners**
- 4. Follows protocols to measure students' achievement**

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

<b>File Description</b>	<b>Document</b>
Proforma created to identify slow learners/advanced learners	<a href="#">View Document</a>
Methodology and Criteria for the assessment of Learning levels Details of special programmes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of outcome measures	<a href="#">View Document</a>
Consolidated report submitted to Dean academics /Dean student's welfare on special programs for advanced learners and slow learners	<a href="#">View Document</a>

**2.2.2****Student - Full- time teacher ratio (data of preceding academic year)****Response:** 19.45

<b>File Description</b>	<b>Document</b>
List of students enrolled in the preceding academic year	<a href="#">View Document</a>
List of full time teachers in the preceding academic year in the University (with Designation and Highest Qualification obtained)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

**Student-centric methods, are used for enhancing learning experiences by:**

- **Experiential learning**
- **Integrated/Inter-disciplinary learning**
- **Participatory learning**
- **Problem-solving methodologies**
- **Self-directed learning**
- **Patient-centric and Evidence-based learning**
- **The Humanities**
- **Project-based learning**
- **Role play**

**Response:**

**The above-mentioned learning experiences are imparted to the students through:**

**1. Curriculum****2. Co-Curricular activities****1. Curriculum**

The curricula designed for various programs in SRMIST ensure that students are conceptually sound, able to apply the concepts in practical situations, analyze the outcomes of such practical application and are in a position to ask questions based on the analysis and evolve new techniques and processes while seeking solutions to the problems.

### Classification of curricular courses

A ball park survey of courses has led to the following classification:

Course Contribution	Basis of classification	No. of Curricular Courses
Experiential learning	Practical courses, hands on training	330
Integrated/Inter-disciplinary learning	Courses involving faculty members with different domain specializations	488
Participatory learning	Seminars, internship	167
Problem-solving methodologies	Analysis/Design/simulations/case studies	2106
Self-directed learning	Open electives/PhD courses	35
Patient-centric and Evidence-based learning	Health Sciences courses	1599
The Humanities	Courses handled by faculty from Humanities for multiple disciplines	117
Project-based learning	Major/minor projects	146
Role Play	Simulation/ Moot Courts/Physical articulative courses	28

### Implementation process

- Around 20% of the credits earned are from practical courses
- Courses which have both theory and practical components
- Active learning Lab classes to understand the theoretical concepts through simulations and simple custom-made experiments
- Mandatory industrial training
- Industry and employability centric one credit courses offered by experts from industry
- Periodic Industrial visits
- Industrial internships in industries
- Industrial Training with academic credits
- Minor projects
- Major projects in industries
- MOOC courses forming part of curriculum
- To enhance programming skills ELAB courses are offered
- Tutorial hours are earmarked for courses to hone their problem-solving skills
- Laboratories are equipped with scaled models and illustrative charts to enhance understanding
- 30% of major projects have experimental components
- Major project teams with number of students not exceeding three in every group take up socially relevant project work
- Entrepreneurship in lieu of major project
- Major project in industry
- Faculty members undergo training in industries under FIIP (Faculty Industry Immersion Program) and they enable the students to understand the application of concepts in real life scenarios.
- Semester abroad program for meritorious students

## 2. Co-curricular activities

- Training imparted to the students by recruiters and renowned agencies like TIME
- Incubation center provides an opportunity for the students to learn through experimentation
- Every department organizes at least one expert lecture/workshop in a semester exposing the students to industrial practices through professional associations
- Students are sponsored to participate in national and international technical competitions / conferences / seminars where SRMIST's students have won many a laurel
- Technical clubs – learning beyond class rooms
- The SIIEC's Fabrication Lab equipped with state of art equipment helps the students enrich their learning by hands-on trial and error experimental approach.
- Specially designed soft skill courses to improve employability
- Centre for immersive technologies
- Career centric learning – courses offered by Career Center
- Field visits/Industry visits/educational tours in an organized manner

**TO FACILITATE THE ATTAINMENT OF THE AFORESAID EXPERIENCES, A DEDICATED DIRECTORATE OF LEARNING AND DEVELOPMENT HAS BEEN ESTABLISHED TO TAKE CARE OF CREATING RICH, ENGAGED LEARNING AND TEACHING EXPERIENCES.**

<https://dld.srmist.edu.in/#/>

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for list of student-centric methods used for enhancing learning experiences	<a href="#">View Document</a>

### 2.3.2

**Has provision for the use of Clinical Skills Laboratory and Simulation Based Learning**

**The Institution:**

- 1. Has Basic Clinical Skills Training Models and Trainers for clinical skills in the relevant disciplines.**
- 2. Has advanced patient simulators for simulation-based training**
- 3. Has structured programs for training and assessment of students in Clinical Skills Lab / Simulation centre**
- 4. Conducts training programs for the faculty in the use of clinical skills lab and simulation methods of teaching-learning**

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

<b>File Description</b>	<b>Document</b>
Report on training programmes in Clinical skills lab/simulator Centre	<a href="#">View Document</a>
Proof of patient simulators for simulation-based training	<a href="#">View Document</a>
Proof of Establishment of Clinical Skills Laboratories	<a href="#">View Document</a>
List of clinical skills training modals	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of clinical skills lab facilities, clinical skills modals, patients simulators	<a href="#">View Document</a>
Details of training programs conducted and details of participants	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.3.3

#### **Teachers use ICT-enabled tools for effective teaching and learning process, including online e-resources**

##### **Response:**

SRMIST has full repository of ICT enabled tools fully utilized by the faculty and students alike for the implementation teaching and learning process effectively across all disciplines. Further the in-house facilities available have enabled the faculty members to create a wide gamut of online resources are being used internally in regular class work. A few of the resources are included in MOOC platforms like SWAYAM and e-Pathsala.

##### **1. ICT enabled tools**

###### **a.E-Curricula**

<https://dld.srmist.edu.in/#/ecurricula>

Enables the faculty members develop the curricula incorporating the OBE elements like CO and PO

###### **b.Coding Exercises through E-Lab**

<https://dld.srmist.edu.in/#/elab>

Improves coding skills of both faculty and students this meeting the demands of software industry. It houses thousands of exercises on programming which the users can practice.

### **c.E-Verify**

<https://dld.srmist.edu.in/#/elab>

Self-evaluation of coding skills learnt in the previous application

### **d.E-circuit**

<https://dld.srmist.edu.in/#/ecircuitkr>

Enables sharpening the circuit analysis and design skills tailored for circuit branches as well as others.

### **e.Computer Based Testing (CBT) of Specific Courses and Using Code Tantra for proctored Online Examination**

<https://srmist.codetantra.com/login.jsp>

Online examinations are conducted and evaluated. This was widely used during the pandemic period. Presently used for ODL programs and selected regular mode courses.

### **f.Evaluation of Answer Scripts Digitally**

<https://osms.srmist.edu.in/>

The written answer scripts of students are digitalized and they are evaluated on-screen digitally. This has resulted in results publication within 10 days.

### **g.Digital Document Service – Verification**

<https://srmist.directverify.in/student/#/app/request>

Online web service is open for Universities, Institutions, Employers, Placement Consultancies.

### **h.E-Sanad**

<https://evarsity.srmist.edu.in/esanad/>

Online submission/verification of documents

### **i. Downloading of Hall Tickets**

### **j.ABC**

[https://webstor.srmist.edu.in/web\\_assets/downloads/2023/abc-id-creation-digilocker-user-manual.pdf](https://webstor.srmist.edu.in/web_assets/downloads/2023/abc-id-creation-digilocker-user-manual.pdf)

95% of students have registered.

### **k.Students' portal**

<https://www.srmist.edu.in/students/>

Academic needs of students like assessment marks, schedules etc.

### **l.Virtual laboratories**

<https://www.srmist.edu.in/lab/virtual-laboratory/>

<https://www.srmist.edu.in/lab/virtual-instrumentation-lab/>

These enable students to get exposed to the experiments before handling them physically.

### **m.SRMIST's DDE and OE Programs**

DDE/OE programs have a good library of digital course ware as found in <https://www.srmonline.in/>

### **n.The SRM / STRATUS Centre for Medical Simulation**

Collaboration with Partners International and Neil and Elise and Wallace, Stratus Centre of Medical Simulation of BWH, Boston, USA. The software used is:

LLEAP and Sim Designing on the SIMMAN 3G PLUS ( HI - FIDELITY SIMULATOR)

<https://medical.srmist.edu.in/medical-simulation/>

### **o. Library Tools**

<https://www.srmist.edu.in/library/online-resources/>

### **p. Microsoft ICT**

26 in number permitting 90647 users.

**In addition to the specify ICT tools mentioned above the facilitating tools include ZOOM, GCR, Microsoft Team with multiple user licenses.**

## **2. E-content developed by SRMIST Faculty**

<b>Total</b>	<b>125</b>
ePGPathasala	1
MOOC with NITTR	3
NPTEL-Swayam	1
Learning and Development	16
MATLAB grader	1
M-TUTOR	4
Institutional LMS	99

## **3.Impact of ICT tools**

- During Covid pandemic the transition from face-to-face course delivery to full online mode was smooth.
- Students are able to connect with the wide repository of digital material available online
- Faculty members can create digital course-ware on par with the best available elsewhere.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link of the details of ICT-enabled tools used for teaching and learning	<a href="#">View Document</a>
Link for list of teachers using ICT-tools	<a href="#">View Document</a>

### 2.3.4

#### Student :Mentor Ratio (preceding academic year)

**Response:** 19.45

#### 2.3.4.1 Total number of mentors in the preceding academic year

Response: 2721

File Description	Document
Records of mentors-mentee meetings.	<a href="#">View Document</a>
Log Book of mentors	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of fulltime teachers/other recognized mentors	<a href="#">View Document</a>
Copy of circular pertaining to the details of mentor and their allotted mentees	<a href="#">View Document</a>
Approved Mentor list as announced by the HEI	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 100

<b>File Description</b>	<b>Document</b>
Year-wise list of fulltime teachers and sanctioned posts for the last 5 years (Certified by the Head of the Institution)	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Faculty position sanction letters by the competent authority	<a href="#">View Document</a>
Appointment letters of faculty during last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**2.4.2**

**Average percentage of fulltime teachers with Ph.D./D.Sc./D.Lit./ DM/M Ch/DNB in super specialities /other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils / Universities during the last five years**

**Response:** 50.3

2.4.2.1 Number of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.,) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils. Last five years data to be entered.

2021-22	2020-21	2019-20	2018-19	2017-18
1736	1444	1292	1128	1008

File Description	Document
List of fulltime teachers with Ph.D/D.Sc./D.Lit./DM/M Ch/DNB in super specialities / other PG degrees (like MD/ MS/ MDS etc.) in Health Sciences for recognition as Ph.D guides as per the eligibility criteria stipulated by the Regulatory Councils and the	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of Guide-ship letters or authorization of research guide provide by the competent authority	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.3

#### Average teaching experience of fulltime teachers in number of years (preceding academic year)

**Response:** 13.02

#### 2.4.3.1 Total teaching experience of fulltime teachers in number of years (cumulative experience)

Response: 35427.80

File Description	Document
List of full-time teachers for the preceding academic year with their designation, department and number of years of teaching experience	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Experience certificate of full time teacher	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 2.4.4

#### Average percentage of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years.

**Response:** 100

#### 2.4.4.1 Number of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years

2021-22	2020-21	2019-20	2018-19	2017-18
2721	2610	2702	2566	2482

File Description	Document
Reports of the e-training programmes	<a href="#">View Document</a>
List of teachers trained for development and delivery of e-contents / e-courses / video lectures / demonstrations during the last 5 years	<a href="#">View Document</a>
List of e-contents / e courses / video lectures / demonstrations developed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate of completion of training for development of and delivery of e-contents / e-courses / video lectures / demonstrations	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web-link to the contents delivered by the faculty hosted in the HEI's website	<a href="#">View Document</a>

#### 2.4.5

**Average percentage of fulltime teachers who received awards and recognitions for excellence in teaching, student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / academics during the last five years**

**Response:** 10.05

2.4.5.1 Number of fulltime teachers who received awards and recognitions for excellence in teaching and student mentoring, scholarships, professional achievements and academic leadership at State, National, International levels from Government / Government-recognized agencies / registered professional associations / *academies* during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
435	349	205	188	148

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters (scanned or soft copy)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

**Average number of days from the date of last semester-end/ year- end examination to the date of declaration of results during the last five years**

**Response: 7**

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	12	6	5	7

<b>File Description</b>	<b>Document</b>
Reports from Controller of Exam (COE) office/ Annual reports mentioning the relevant details.	<a href="#">View Document</a>
List of programmes and dates of last semester-end/year-end examinations and the dates of declaration of results	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 2.5.2

**Average percentage of student complaints/grievances about evaluation against total number of students appeared in the examinations during the last five years**

**Response: 0.82**

2.5.2.1 Number of student complaints/grievances received about evaluation year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
250	56	1386	956	1301

#### 2.5.2.2 Number of students who have appeared for the exams year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
91941	84103	96397	97925	98007

File Description	Document
Reports of Examination Sections	<a href="#">View Document</a>
Minutes of the grievance cell / relevant body	<a href="#">View Document</a>
List of complaints / grievances year-wise during the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certificate from Registrar / Controller of examination / Data on student grievances from the office of the Registrar (Evaluation)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 2.5.3

##### Evaluation-related Grievance Redressal mechanism followed by the Institution: ...

The University adopts the following mechanism for the redressal of evaluation-related grievances.

Options(Opt one which is applicable to you):

1. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script
2. Double Valuation/Multiple valuation with appeal process for revaluation only
3. Double Valuation/Multiple valuation with appeal process for retotalling only
4. Single valuation and appeal process for revaluation

## 5. Grievance Redressal mechanism does not exist

**Response:** A. Double valuation/Multiple valuation with appeal process for retotalling/revaluation and access to answer script

File Description	Document
Report of the Controller of Examination/ registrar evaluation regarding the Grievance Redressal mechanism followed by the Institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Provide links to the examination procedure and re-evaluation procedure developed by the institution and duly hosted in the institution's website	<a href="#">View Document</a>

### 2.5.4

**Reforms in the process and procedure in the conduct of evaluation/examination; including Continuous Internal Assessment to improve the examination system.**

**Response:**

**Reforms carried out in evaluation systems in respect of seven distinct key indicators are elucidated below:**

#### 1. Examination procedures

- The procedures are fully automated from enrolment to result publications.
- Blooms Taxonomy in assessment
- Online internal mark entry and integration with end semester examinations
- Generation of randomized questions from the questions set by different faculty members for the same course.
- Online review process

#### 2. Processes integrating IT

##### a. Pre-examination

- Online enrolment
- ERP Continuous assessment mark entry
- Nominal roll generation

- Online hall ticket
- Examination schedule both theory and practical

#### **b. During examinations**

- Seating arrangements for individual students
- Bar coded answer sheets
- On-line examinations for selective courses

#### **c. Post Examinations**

- Online answer keys
- Digital on-screen evaluation
- Result processing and publication using ERP
- Online review process
- Grade-sheets, transcripts and degree certificates generation

### **3. Continuous internal assessment system**

- All programs have continuous internal assessment system. The percentage component of internal assessment varies across different faculties. It ranges from 25% to 60%.
- Though multiple faculty members may handle the same course due to multiplicity of sections, single question paper is set by the course coordinator.
- The question papers include Blooms Taxonomy, CO, PO and graduate attributes
- To ensure consistency of award of internal marks across the sections an approved normalizing procedure is followed

### **4. Competency-based assessment**

Competency based assessment is achieved through setting questions based on Blooms Taxonomy and mapping the questions to CO and PO. The measurement of attainment of PO and the remedial measures taken thereafter ensures competency-based assessment.

### **5. Workplace-based assessment**

This assessment is applicable for the following categories of courses:

- Practical
- Internship
- Seminars
- Industrial training
- Project-works

For example, assessment of project works is done using the following generic rubric:

Sl. No	Component of assessment	Max marks	Very poor	Poor	Average	Good	Very Good

1	<b>Project Report</b>  Well organized and written clearly  Logic of ideas – necessity of project  Precise domain terms  Diagrams  Plagiarism check	60	<50%	50-60%	61-70%	71-80%	81-100%
2	<b>Presentation</b>  Captures the audience  Sequence  Analysis and inferences	20	<50%	50-60%	61-70%	71-80%	81-100%
3	<b>Response from students to the questions</b>  Fluency  Demonstration of Thinking process  Accepting valid suggestions	20	<50%	50-60%	61-70%	71-80%	81-100%

--	--	--	--	--	--	--	--

Similar rubrics are developed for other types of courses.

## 6. Self-assessment

For on the spot-tests during the classroom lectures, students are asked to self-evaluate and award marks for their performance based on the key to the questions. This type of assessment makes the students responsible and test their integrity.

## 7. OSCE (Objective structured clinical examination) /OSPE (Objective structured practical examination)

OSPE and OSCE are methods of assessment that are used to evaluate the practical skills and knowledge of medical students in a standardized and objective way. Both methods involve a series of stations where students have to perform a specific task or answer a question within a given time limit. The tasks or questions are based on the learning objectives and competencies of the curriculum. The students are then marked on each station according to a checklist or a global rating scale.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for details of examination reforms implemented during the last 5 years	<a href="#">View Document</a>

### 2.5.5

**Status of automation of the Examination division, using Examination Management System (EMS) along with an approved online Examination Manual**

- 1. Complete automation of entire division & implementation of the Examination Management System (EMS)**
- 2. Student registration, hall ticket issue & result processing**
- 3. Student registration and result processing**
- 4. Result processing**
- 5. Manual methodology**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
The present status of automation., Invoice of the software, & screenshots of software	<a href="#">View Document</a>
Snap shot of the EMS used by the institution	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of the purchase order of the software/AMC of the software	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual report of examination including present status of automation as approved by BOM / Syndicate / Governing Council	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

**The institution has stated learning outcomes /graduate attributes as per the provision of Regulatory bodies which are integrated into the assessment process and widely publicized through the website and other documents**

**Response:**

#### **Implementation of OBE**

Students and faculty normally feel that the CO/PO and other tenets related to OBE are but necessary appendages which do not have any bearing on students' knowledge acquisition and their ability to apply them. SRMIST has taken all out efforts to dispel this erroneous notion and therefore students and faculty have now become fully conscious of OBE and its advantages.

#### **Awareness of CO/PO and OBE**

##### **A. Syllabus and website**

The Programmed Outcomes(PO) and Program Specific Outcomes(PSO) as applicable are stated for every program and embedded in the curriculum and syllabus which in turn are displayed in the website of the institution Faculty-wise. Further the mapping of PO to Course Outcomes (CO) is also included in the syllabus. CO of every course are linked to PO by means of a mapping matrix using a scale of 1-3 with 3 standing for strongly linked. The PO for programs are as per the stipulations of the Regulatory Bodies like National Board of Accreditation, (NBA), AICTE, PCI, DCI, NCI etc. For programs in Science and Humanities PO are adopted from NAAC or good practices followed elsewhere.

##### **B. Faculty Lesson Plan**

Further the PO-CO articulation matrix is incorporated by the faculty in their lesson plan which forms part of the course file.

### C. Question papers

The examination question papers also map every question to CO-PO/Graduate attributes.

### D. Surveys

At the end of the course students are asked to provide information on the extent of attainment of PO through survey which makes students conscious of PO and their attainment.

### PO of different programs

Discipline	Number of PO	Regulatory Body
Engineering and Technology - UG	12	NBA/AICTE
Engineering and Technology - UG	3	NBA/AICTE
PG Management (MBA)	5	NBA/AICTE
UG Management (BBA)	15	SRMIST
MCA	12	NBA
B.Pharm	11	NBA
B.Sc/B.Com/BA (Science and Humanities)	15	SRMIST
MBBS	13	NMC
BDS	21	DCI
Allied Health Sciences (B.Sc)	12	SRMIST
B.Sc Nursing	12	NCI
B.Sc Agricultural Sciences	15	ICAR

### Methodology of assessment of PO attainment

The following steps, adapted from AICTE guidelines, are followed in general with minor variations across the different programs:

#### Direct assessment

- For every course, CO-PO mapping done
- The topics in the syllabus are related to CO and in view of the previous step, they are in turn mapped to PO
- The question papers display the link between the questions to CO and PO
- Assessment (both continuous and summative) is carried out CO-wise and graded in a scale of 1-3, with 3 denoting strong performance. Then the assessment gets linked to PO as well in the same fashion.
- The above steps are carried out for every course. Once that is done we get PO attainment values for every course and the average of all these courses gives the attainment of every PO

#### Indirect Assessment

- Surveys conducted to measure the attainment of PO through pointed questions addressed to

alumni and students.

- Direct and indirect assessments are combined in the ratio of 80:20 or as decided for each program

Detailed procedure and related documents attached.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant documents pertaining to learning outcomes and graduate attributes	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for methods of the assessment of learning outcomes and graduate attributes	<a href="#">View Document</a>

## 2.6.2

### Incremental performance in Pass percentage of final year students during last five years

**Response:** 95.91

2.6.2.1 Number of final year students of all the programmes, who qualified in the university examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
12969	13294	14681	13520	12181

2.6.2.2 Number of final year students of all the programmes, who appeared for the examinations in each of the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
13473	13413	14927	14529	12858

<b>File Description</b>	<b>Document</b>
Trend analysis in graphic form (Refer annexure 02 of SOP)	<a href="#">View Document</a>
List of Programmes and the number of students appeared and the number of students passed in the final year examination each year for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of examination results as placed before BOM/ Syndicate/ Governing Council for the last five years	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:** 3.47

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

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

**The institution has a well defined Research promotion policy and the same is uploaded on the institutional website**

#### Response:

SRMIST has put great emphasis on research over the years through well-crafted policies, facilities, modernization of equipment, nurturing a talented manpower, liberal budget allocation and utilization, effective implementation, monitoring and incentivization.

#### Nature of Policy

Governing Research Promotion Policy

Plagiarism:

Consultancy

IPR

Institutional code of ethics and research

Incentives

**In tune with the above policies the following initiatives have been taken:**

**A. SRMIST has established a dedicated directorate for promotion of research**

#### B. Infrastructure

SRMIST has established state-of-art facilities to carry out both fundamental and applied research including fabrication of devices. Sir CV Raman Research Park which covers almost 1 lakh sq. ft. was built in the year 2019 at a cost of Rs. 120 crores and is dedicated for research activities and development.

**C. Research wings, important laboratories and equipment purchased over the last five years**

Research Wings	Key equipment
Interdisciplinary Institute of Indian System of Medicine (IIISM)	Microwave Accelerated Reaction System (MARS)
REACH (Center for Research in Environment, Sustainability Advocacy and Climate CHange)	Gas Chromatography
Nanotechnology Research Center (NRC)	<b>X-Ray Photoelectron Spectroscopy (XPS)</b>  <b>X-Ray diffraction</b>  High Resolution Field Emission Electron Microscope With EDS, nanomanipulation system, Scanning TEM and E Beam lithography System

	<b>Scanning Probe Microscope (Thin Films / Nanofibers)</b>
Centre for Advanced Concrete Research (CACR)	Thermal Conductivity Apparatus Corrosion Monitoring System
SRM-DBT Platform For Advanced Life Science Technologies	QuantStudio 3D Digital PCR Genomics Facility Proteomics facility
Earthquake Research cell (ERC)	Software: QGIS 3.10 Rockwork 17 Voxler 4 Strater 5
High Performance Computing Center (HPCC)	1 + 22 – STAR GENOME Server MOON Server Workstations
SRM Central Instrumentation Facility (SCIF)	Nitrogen Absorption/Desorption Equipment For Surface Area Analysis
Medical Research Center	Rotor-Gene Q 2plex Platform Vitek 2 Compact

**D. Thrust Areas**

<b>Broad Area</b>	<b>Focused area</b>
Computing	AI Cyber security
Bioengineering	Utilization of industrial waste Biomedical Instrumentation Genomics
Electronics and Communication engineering	RF & Microwave / Optical Communication VLSI and Nano Technology Signal & Image Processing, Machine Perception

**D. Budget for Research**

Around 7% of expenditure is earmarked for research (Rs. in crores)

2021-22	2020-21	2019-20	2018-19	2017-18
138.6	117.8	120.0	121.1	118.2

### E. Expert Research Manpower

Expert research manpower has been employed who have done PDF in reputed Indian and foreign universities at attractive emoluments and perks. 90 such faculty are currently with SRMIST.

### F. Impact of Research Policies

#### H-index

As on June 2023, SCOPUS h-index is 132, a jump of 7 points at the start of the year

**SRMIST's research score in NIRF has been improving consistently.**

	2020	2021	2022
SRM	34.43	39.07	45.28
% Improvement	29.9	13.5	15.9

#### Research publications (3 year cycle)

	2020	2021	2022
Total Publications	7704	9644	12579
Increase % Over last year	24.50	25.18	30.43
Total citations	28561	52512	76550
Increase % Over last year	46.75	83.86	45.78

- 101 patents awarded.
- Research grants at an average of Rs. 21.94 crores received annually.

Consultancy amount of Rs. 1.45 crores per annum

File Description	Document
Minutes of the meetings of Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Document on Research promotion policy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.2

**The institution provides seed money to its teachers for research (average per year)**

**Response:** 259.05

3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years(INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
128.74	11.08	447.86	47.68	659.87

File Description	Document
Minutes of meetings of the relevant bodies of the University	<a href="#">View Document</a>
List of teachers receiving seed money and details of seed money received	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized (Refer annexure number -01)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.1.3**

**Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years**

**Response:** 15.01

3.1.3.1 Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
402	381	392	521	270

File Description	Document
List of teachers and their national/international fellowship details	<a href="#">View Document</a>
Certified e-copies of the award / recognition letters of the teachers	<a href="#">View Document</a>
any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.4

#### Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates, other research fellows in the university enrolled during the last five years

**Response:** 1979

3.1.4.1 The Number of JRFs, SRFs, Post Doctoral Fellows, Research Associates and other research fellows in the university enrolled year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
665	606	330	243	135

File Description	Document
Registration and guide / mentor allocation by the institution	<a href="#">View Document</a>
List of research fellows and their fellowship details	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E copies of fellowship award letters	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.1.5

#### University has the following facilities

1. Central Research Laboratory / Central Research Facility
2. Animal House/ Medicinal Plant Garden / Museum
3. Media laboratory/Business Lab/e-resource Studios

**4. Research/Statistical Databases/Health Informatics****5. Clinical Trial Centre****Response:** All of the above

File Description	Document
List of facilities available in the university and their year of establishment	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Videos and geo-tagged photographs	<a href="#">View Document</a>

**3.1.6**

***Percentage of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies, (excluding mandatory recognitions by Regulatory Councils for UG /PG programmes)***

**Response:** 35.42

3.1.6.1 The Number of departments with recognition by ICMR-CAR, DST-FIST, DBT, MCI, DCI, PCI, AICTE, AYUSH, NACO, WHO, NIH etc. and other similar recognitions by national and international agencies

2021-22	2020-21	2019-20	2018-19	2017-18
42	31	27	28	25

3.1.6.2 Number of departments offering academic programmes year - wise during last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
91	87	86	85	83

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-version of departmental recognition award letters	<a href="#">View Document</a>
Details of the departments offering academic programmes certified by the head of the Institution /University	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 3.2 Resource Mobilization for Research

### 3.2.1

**Total Grants for research projects / clinical trials sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs etc., in the Institution during the last five years**

**Response:** 1506

3.2.1.1 Grants for research projects sponsored by non-government sources such as industry, corporate houses, international bodies, endowments, professional associations, endowment-Chairs in the institution year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
349	352	388	142	275

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by non-government organizations	<a href="#">View Document</a>
e-copies of grants awarded for clinical trials	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 3.2.2

**Grants for research projects/clinical research project sponsored by the government funding agencies during the last five years**

**Response:** 9468

3.2.2.1 Grants for research projects/clinical trials sponsored by government sources year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2339	658	952	1807	3712

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the grant award letters for research projects sponsored by government agencies	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3**

**Ratio of research projects/clinical trials per teacher funded by government/industries and non-government agencies during the last five years.**

**Response:** 0.88

3.2.3.1 Number of research projects/clinical trials funded by government/industries and non-government agencies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
706	452	412	436	291

File Description	Document
Supporting document/s from Funding Agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of the letter indicating the sanction of research project funded by govt./non-govt agency and industry including details of name of teacher and amount in INR	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>
Link for the funding agency website	<a href="#">View Document</a>

### 3.3 Innovation Ecosystem

#### 3.3.1

**Institution has created an ecosystem for innovations and entrepreneurship with an Incubation centre, entrepreneurship cell**

#### Response:

SRMIST's Directorate of Entrepreneurship and Innovation (DEI) is a dedicated directorate which looks after the entrepreneurial requirements of students. It is guided by a detailed policy available at:

It is set up in collaboration with UC Berkley through a MoU, which also envisages student/faculty exchange programs.

#### 1. Activities

- Has set up a Fabrication Lab, which facilitates students to innovate leading to incubations.
- Coordinates the activities of various student clubs including participation in technical competitions across the country.
- Offers minor courses oriented towards entrepreneurship
- Offers entrepreneur-ship centric open elective courses
- Students trained at UC Berkley conduct courses on their own which are attracting students in large numbers
- DEI coordinates the patent filing, publishing and getting the same granted
  - No. of patents filed – 1211
  - No. of patents awarded – 101
- DEI trains faculty on Design thinking

#### 2. Innovative products

- Indigenous development of COVID-19 face shields
- Manufacture of low-cost ventilators
- Development of innovative multipurpose sanitizer sprayer and medicine disbursing robots for local hospitals

### 3. Start-ups

- Activities of DEI has Resulted in 28 start-ups and the notable ones are given in the additional document.
- The start-up Rizel Automotive Pvt. Ltd. Has been able to attract an investment of Rs. 200 Cr from MM Forging Ltd.

<https://www.abhinavarizel.com/news>

### 4. Notable Competitions Won by Students Trained at SIIEC

Next TECHLAB, an SRM Team, has won the following Prestigious Awards:

- International QS award for Reimagining Education
- Blockchain Hackathon by NITI Ayog (Govt. of India)
- First and shared the Second Prize and a cash award of 1 Lakh and 75000 INR at the Microsoft Garage GAINS AI Hackathon held at the Microsoft Campus at Hyderabad
- Best Healthcare/Medicine Hack at the Reality Virtually Hackathon, a Virtual and Augmented Reality innovation event organized by the MIT Media Lab in Boston, USA.

### 5. Labs/tech-teams which participate in different competitions across the globe.

#### a. Aura Labs

Product development lab, where novel ideas are nurtured.

#### b. GEN-Y

Project-oriented tech-based IT Solution team

**c. Satoshi Lab** works on Cryptocurrency and Blockchain related projects.

#### d. Industry Connect

LDRA Software Technology has tied up with Software Engineering department for the Training of Embedded System Safety and Security Practices using LDRA Tools.

#### e. NewGen IEDC SRM

Grant of 2.87 Crores sanctioned by NSTEDB (National Science & Technology Entrepreneurship Development Board) for the establishment of NewGen IEDC (Innovation & Entrepreneurship Development Cell) at SRMIST.

## f. AWS Educate

Amazon Web Services and SRMIST Collaborate to Launch a First Cloud Degree Program in India with specialization in B.Tech Computer Science and Engineering.

- There are 29 other teams which are spearheading innovation details of which are given in additional document.

## 6. Indian Knowledge System

Interdisciplinary Institute of Indian Steam of Medicine (IISM) collaborates with Banaras Hindu University and Central Council for Research in the development of herbal based Siddha, Ayurveda and Unani medicines. SRMIST has contributed one acre of land for this purpose to AYUSH ministry.

## 7. Impact

### a. ARIA Rankings (All India Private)

2019	3
2020	2
2021	4

### b. Global QS star Rating: 5 Star

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Geo-tag the facilities and innovations made	<a href="#">View Document</a>

### 3.3.2

**Workshops/seminars conducted on Intellectual Property Rights (IPR) Research methodology, Good clinical Practice, Laboratory, Pharmacy and Collection practices, Research Grant writing and Industry-Academia Collaborations during the last five years**

#### Response:

SRMIST promotes research in a streamlined and systematic manner. The first step in the promotion of research is to create awareness on the various ingredients of research so that young faculty are motivated to take up research passionately. Therefore, workshops and seminars are conducted on

- Intellectual Property Rights (IPR)
- Research Methodology

- Good Clinical Practice
- Laboratory
- Pharmacy and Collection Practices
- Research Grant writing
- Industry-Academia Collaborations

## Methodology

The events are conducted in a planned manner with budgetary approvals and allocation. A calendar of events is prepared at the start of the academic year including all cocurricular activities including those belonging to all the categories mentioned above and events are conducted accordingly. The events are normally conducted through the professional associations of the departments. While a few events are exclusively conducted under one of the categories, on many an occasion, topics under the categories form subset of the main event. Eminent experts from academia and industry, and paper presentation by faculty and students provide the requisite knowledge input in the seminars and events benefitting a large number of participants. When a department conducts a seminar, usually all faculty in it attend at least one event thus not disrupting the academic schedule.

## Statistics on the Events

**The number of events (exclusive category-wise) and the number of beneficiaries are listed below:**

Nature of event	No. of events	Faculty participation
IPR	21	1552
Research Methodology	78	8258
Good clinical Practice	306	1524
Laboratory practice	538	976
Pharmacy and collection	2	103
Research Grant writing	7	505
Industry-Academia Collaborations	29	2687

Overall **1085** events have been conducted and **118593** participants including students, faculty both from within and outside SRMIST.

## Sample Event names

Name of the Event	Category
Workshop on IPR - Design Thinking, Critical Thinking & Innovation Design	IPR
Workshop on Research Methodology- Transforming Your Project to Publication with Designing Thinking Concept	Research Methodology
Seminar on Skill Development-Precision Medicine and Pharmacokinetics in Clinical Practice”	Clinical Practice
Workshop on Skill Development - Online Workshop on Virtual Conduct of Electrical Machines Laboratory	Virtual laboratory

Workshop on Skill Development - FDP on Practices on Deep Learning Models, Simulation Tools and Data visualization Techniques	Practices
Webinar seminar on writing and submitting research proposals to technology development programme (TDP)	Research Grant writing
Online Faculty Industry Immersion Program on Data Science	Industry-Academia Collaborations

The documents to the above-mentioned events are attached as a sample.

### Impact of the events

To understand the impact of conducting such events, key result areas (KRA) have been identified and output measured against them. These outputs are periodically reviewed and action taken for continuous improvements.

### IPR

Number of patents granted: 101

### Research Methodology

Number of PhD scholars graduated in the last five years:

**2021-22 - 319**

**2020-21 - 181**

**2019-20 – 193**

**2018-19 – 156**

**2017-18 - 94**

### Lab practices

Four virtual labs have been set up.

### Research Grants

Research Grants received in Rs. Crores

2021-22	2020-21	2019-20	2018-19	2017-18
<b>26.88</b>	<b>10.1</b>	<b>13.4</b>	<b>19.49</b>	<b>39.87</b>

File Description	Document
Any additional information	<a href="#">View Document</a>
Link of the reports of the events	<a href="#">View Document</a>
Link for list of workshops/seminars on the above during the last 5 years	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3.3

**Total number of awards / recognitions received for innovation / discoveries by the institution/teachers/research scholars/students during the last five years**

**Response:** 639

3.3.3.1 Number of awards/recognitions received by the Institution/teachers/research scholars/students year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
192	182	97	89	79

File Description	Document
List of teachers who have received awards and recognition for innovation and discoveries	<a href="#">View Document</a>
List of teachers and details of the national/international fellowships awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-Copies of award letters (scanned or soft copy) for innovations with details of the awardee the and awarding agency	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.3.4

**Number of start-ups incubated on campus during the last five years**

**Response:** 28

3.3.4.1 Total number of start-ups incubated on campus year-wise during the last five years (a startup to be counted only once)

2021-22	2020-21	2019-20	2018-19	2017-18
12	8	4	3	1

File Description	Document
Registration letter	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Contact details of the promoters	<a href="#">View Document</a>
Certified e- sanction order for the start-ups on campus	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4 Research Publications and Awards

#### 3.4.1

**The Institution has a stated Code of Ethics for research, the implementation of which is ensured by the following:**

- 1. Research methodology with course on research ethics**
- 2. Ethics committee**
- 3. Plagiarism check**
- 4. Committe on Publication guidelines**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Minutes of meetings of the relevant committees with reference to the code of ethics	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of Ethics document	<a href="#">View Document</a>
Institutional code of ethics document	<a href="#">View Document</a>
Details of committee on publication guidelines	<a href="#">View Document</a>
Course content of research ethics and details of members of ethical committee	<a href="#">View Document</a>
Copy of software procurement for plagiarism check	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.2

**The Institution provides incentives for teachers who receive state, national or international recognitions/awards..**

#### **Option**

- 1. Career Advancement**
- 2. Salary increment**
- 3. Recognition by Institutional website notification**
- 4. Commendation certificate with cash award**

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

<b>File Description</b>	<b>Document</b>
Snapshots of recognition of notification in the HEI's website	<a href="#">View Document</a>
Policy on salary increment for the awardees	<a href="#">View Document</a>
Policy on Career advancement for the awardees	<a href="#">View Document</a>
List of the awardees and list of awarding agencies and year with contact details for the last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of commendation certificate and receipt of cash award	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Incentive details (link to the appropriate details on the Institutional website)	<a href="#">View Document</a>

### 3.4.3

**Total number of Patents/ Copyrights published/awarded/technology-transferred during the last five years..**

**Response:** 1237

3.4.3.1 Number of Patents/ Copyrights published/awarded/ technology-transferred year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
529	440	152	85	31

File Description	Document
Technology transfer document	<a href="#">View Document</a>
List of patents/Copyrights and the year they were published/awarded	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Certified E- copies of the letters of award/ publications (consolidated statements by the head of the institution)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.4.4

**Average number of Ph.D/ DM/ M Ch/ PG Degree in the respective disciplines received per recognized PG teacher of the Institution during the last five years.**

**Response:** 2.04

3.4.4.1 Number of Ph.D.s /DM/M Ch/PG degree in the respective disciplines awarded per recognized PG teacher of the Institution year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
382	302	292	257	188

3.4.4.2 Number of PG teachers recognized as guides by the Regulatory Bodies / Universities during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
183	158	131	127	98

File Description	Document
Recognition letters by the University as eligible teachers to guide Ph D / DM / M Ch students	<a href="#">View Document</a>
List of PhD / DM / M Ch candidates with details like name of the guide, title of the thesis, year of award, award letter etc	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for research page in the institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.4.5**

**Average Number of research papers per teacher in the approved list of Journals in Scopus / Web of Science/ PubMed during the last five calendar years**

**Response:** 11.1

File Description	Document
Names of the indexing databases	<a href="#">View Document</a>
Institutional Data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.6**

**Average Number of research papers per teacher in the approved list of Journals notified in UGC-CARE list during the last five calendar years**

**Response:** 0.01

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

**3.4.7**

**Total Number of books/ chapters in edited volumes and papers in National/International conference-proceedings published per teacher and indexed in Scopus/Web of Science/ PubMed UGC-CARE list during the last five calendar years**

**Response:** 0.31

<b>File Description</b>	<b>Document</b>
List of names of publishers : National/ International	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.8**

**Bibliometrics of the publications during the last five calendar years based on average Citation Index in Scopus/ Web of Science**

**Response:** 7.61

<b>File Description</b>	<b>Document</b>
List of the publications during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.4.9**

**Provide Scopus/ Web of Science – h-index of the Institution for the last 5 calendar years.**

**Response:** 90

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**3.5 Consultancy****3.5.1**

**Institution has a policy on IPR and consultancy including revenue sharing between the Institution and the individual, besides a training cum capacity building programme for teachers, students and staff for undertaking consultancy**

**Response:**

SRMIST has comprehensive policies on the following:

- Innovation, IPR And Startup
- Consultancy

Highlights of each of the above are furnished below:

**Innovation, IPR and Startup Policy**

The policy broadly covers the following:

- Preamble
- Vision
- Governance Structure
- Developing Institutional Infrastructure
- IPR Policy
- Incubators / Accelerators
- Human Resource Involvement: Faculty, UG students, PG students and Research scholars
- Code of Practise
- Conflict of Commitment
- Conflict of Interest
- Withdrawal Norms
- Marketing
- Commercialization
- Sponsors
- Funding and Grants
- Social Impact
- Skill Development Centre
- Entrepreneurship Support

**The policy is available at:**

[https://webstor.srmist.edu.in/web\\_assets/downloads/2022/srm-innovation-ipr-startup-policy.pdf](https://webstor.srmist.edu.in/web_assets/downloads/2022/srm-innovation-ipr-startup-policy.pdf)

**The selected highlights are:**

- The University shall bear the costs of filing domestic patents and provide assistance to file international patents.
- The students and faculty members intending to develop a partial or complete technology shall be allowed to take a license either in terms of equity in the venture and/ or license fees and/ or royalty.
- If the product/ IPR is developed by innovators without utilising any institute facilities then product/ IPR will be entirely owned by inventors.
- Promotion of interdisciplinary research and publication on startup and entrepreneurship will be supported by the institution.
- The Institute shall consider joint ownership of IP either in terms of sponsored / collaborated

R&D, in which these agencies contribute their background IP or their manpower. The Institute may provide its own background IP, faculty expertise, infrastructure and also bear a part of the collaborating agency's costs.

- The companies who wish to incubate a startup or license a product developed by the startup shall procure the product with a minimum royalty of not more than 4%.

### Consultancy Policy

The comprehensive policy on consultancy, inter alia, includes the following:

- Preamble
- Consultancy rules and norms
- Scope of consultancies
- Eligibility for undertaking consultancy
- General consultancy rules
- Distribution of consultancy fees
- Certification

### Revenue sharing details

Consultancy type	PI and team members	Consultancy offering departments	SRMIST consultancy
<b>All in percentage</b>			
<b>Category 1</b> Advisory consultancy	<b>80</b>	<b>10</b>	<b>10</b>
<b>Category 2</b> Institutional or department consultancy	<b>60</b>	<b>20</b>	<b>20</b>
<b>Category 3.a</b> Testing and evaluation/Calibration and standardization services/	<b>30</b>	<b>70</b>	--
<b>Category 3.b</b> Analysis and Characterization of samples	<b>20</b>	<b>80</b>	--

### Training cum capacity building programme for teachers, students and staff for undertaking consultancy

SRMIST promotes consultancy in a systematic way. The first step in the promotion is to create awareness on the various ingredients of consultancy so that young faculty are motivated to take up

consultancy thereby applying their research knowledge to practical situations. passionately. Therefore, workshops and seminars are conducted on IPR and consultancy.

### Budget Allocation

Every year around four programs are conducted on IPR and industrial consultancy with the participation of more than 1500 students and faculty members. The budget allocation is Rs. 7.76 lakhs.

### Impact of promotion of IPR and Consultancy compared to earlier cycle

Key Result Area	2017-22	2012-17
Consultancy amount in Rs. Cr	1.45	1.1
Patents published in five years	1237	12
Patents awarded	101	8

File Description	Document
Any additional information	<a href="#">View Document</a>
List of the training / capacity building programmes conducted during the last 5 years.	<a href="#">View Document</a>
Link to the soft copy of the IPR and Consultancy Policy	<a href="#">View Document</a>
Link of the Minutes of the Governing Council/ Syndicate/Board of Management related to IPR and consultancy policy	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.5.2

**Revenue generated from advisory / R&D /consultancy projects (exclude patients consultancy) including Clinical trials during the last five years**

**Response:** 727

3.5.2.1 Amount generated from consultancy year-wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
410	69	84	110	54

File Description	Document
List of consultants and details of revenue generated by them	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
CA certified copy/Finance Officer Certified copy attested by head of the institute (Refer annexure number -01)	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy / clinical trials	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1

**Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years**

**Response:** 927

3.6.1.1 Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
227	134	219	196	151

<b>File Description</b>	<b>Document</b>
Reports of the events organized	<a href="#">View Document</a>
Photographs or any supporting document in relevance	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of events / activities	<a href="#">View Document</a>
Detailed program report for each extension and outreach program should be made available, with specific mention of number of students and collaborating agency participated	<a href="#">View Document</a>
Description of participation by NSS/NCC/Red cross/YRC, Institutional clubs etc., year-wise for the last 5 years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6.2

**Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1**

**Response:** 80.06

3.6.2.1 Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
41497	39887	40787	40298	41583

<b>File Description</b>	<b>Document</b>
Reports of the events organized	<a href="#">View Document</a>
Geo tagged Photos of events and activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.6.3

### Number of awards and recognition received for extension and outreach activities from Government / other recognised bodies during the last five years

#### Response:

**A.** SRMIST has been at the forefront in reaching out to the surrounding community with its extension activities benefitting sizeable number of the population in partial fulfilment of its stated vision, “To emerge as a world class university..... that will best serve the world and for the betterment of mankind.”

**B.** Since the students are the prime movers in participating in outreach activities, they must mandatorily undergo curricular courses like NSS/NCC so that they develop the right attitude before volunteering their services.

**C.** SRMIST carries out its outreach activities through the following channels:

- Faculty of medicine and health sciences and other faculties
- NSS
- NCC
- Special initiatives by the institute like Unnat Bharat Abhiyan in collaboration with national agencies
- Estate office

The institute allocates adequate funds to fuel these activities.

#### **D.** Outreach to rural students

SRMIST in its determination to empower rural students through education offers 300 free seats every year (including boarding and lodging) from the backward Perambalur Lok Sabha constituency.

**E.** SRMIST has adopted nine nearby villages under various schemes of its own as well as in partnership with Government schemes like Unnat Bharat Abhiyan, Swachh Bharat, Solar Ambassadors, etc.

**F.** Since the outreach activities are focused on alleviating the burdens of surrounding rural population and empower them through knowledge, they catch the attention of government organizations and NGOs and they too partner with SRMIST. Therefore, it is no wonder that these agencies shower on the participants numerous awards not only to motivate them but also to attract other people to contribute their mite.

**G.** SRMIST has received 129 such awards over the last five years.

Awarding agencies	Number
Government of India	72
AICTE	5
Government of Tamil Nadu	2
Others	52

**H.** The activities are directed at many a social evil which people blindly practice. The campaigns are planned in a meticulous manner so that the attendees of the programs are first made aware of the evils and leading to reformation. A sample of awards:

<b>Nature of activity</b>	<b>Awarding agency</b>
Women Empowerment awareness and Health Screening camp	Rural development and Panchayat Raj Department
Awareness about contribution of Women in field of Science at Jeva Park, T Nagar	(TN) Sig Coy, NCC
Voting Awareness Program at Nandhivaram	NSS/Ministry of Youth Affairs and Sports
Awareness Regarding Food Safety and Consumer Rights	(TN) Sig Coy, NCC
Awareness Bi-Cycle Rally on SINGLE USED PLASTIC at Kalivanthapattu village	District Magistrate (Collector)
Problem on Public Spitting	NSS/Ministry of Youth Affairs and Sports
Campaign for 'One Student One Tree'	AICTE
Fit India Campaign	Ministry of Youth Affairs and Sports
Each One Reach One Covid Mission	Mahatma Gandhi National Council of Rural Education

**I.(a) Impact/Global Recognition for the outreach activities**

<b>Nature of recognition</b>	<b>Details</b>
Global UI green metric rankings	Ranked within 200 globally and No. 3 in India for the last three consecutive years
Times Higher Education, Impact ranking	601-800
QS Global Star ratings	5 Stars rating

**I.(b) Impact – Participation**

SRMIST has conducted totally 1104 outreach events with the participation of over 44000 students annually.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for number of awards for extension activities in the last 5 years- e-copy of the award letters	<a href="#">View Document</a>
Link for list of Government/other recognized bodies that have given the awards	<a href="#">View Document</a>

### 3.6.4

**Institutional social responsibility activities in the neighborhood community in terms of education, environmental issues like Swachh Bharath, health and hygiene awareness, delivery of free/ subsidized health care and socio economic development issues carried out by the students and staff, including the amount of expenditure incurred during the last five years**

#### Response:

SRMIST's policy on Institutional Social Responsibility (ISR) rests on the following pillars:

#### ISR Pillars

1. Making students aware of their social responsibilities through curricular courses like NSS/NCC
2. Partnering governmental organizations and NGO
3. Discharge of social outreach activities through institutional initiatives spearheaded by NSS/NCC/Estate Office
4. Leveraging its Health Science institutes to reach out to the societal health issues
5. Financial support

#### 1. Curricular Courses

All programs include in their first-year curricula mandatory courses like NSS/NCC. The objectives of these courses are:

- Realize themselves in relation to their community
- Develop among themselves a sense of social and civic responsibility
- Find practical solution to individual and community problems
- Develop competence required for group-living and sharing of responsibilities
- Develop leadership qualities and democratic attitude
- Conduct the social awareness programs

#### 2. Partnering governmental organizations and NGO

**a. Unnat Bharat Abhiyan** (<https://www.unnatbharatabhiyansrmist.com/>)

89 activities have been carried out through 5700 student volunteers. under the categories mentioned

below:

- Swachhata Hi Seva
- Jal Shakti Abhiyan  
One Student One Tree
- Plastic Less Campaign
- Awareness Programs
- Projects

One of the unique activities was

#### **b. NGOs like Lion's Club/Rotary**

700 activities have been conducted covering areas like

- Health camps
- Awareness on societal/environmental issues

### **3. NSS/NCC/Estate office**

Through 158 programs have been conducted with the participation of nearly 1.6 lakhs students over the last 5 years. Sample activities:

- Traffic and road safety-awareness campaign at Potheri
- Mass health-care camps
- Swachhata Bharat mission
- Tree plantation – including lake bund strengthening through plantation of palmyra trees.
- Voting awareness campaigns
- Plastic bag usage
- Drug awareness
- Open House for Rural Students
- Provide Computer Literacy
- Training School Teachers/Head masters
- Conduct of Motivational Camps
- Strengthening the Bunds of Surrounding Lakes
- Construction of Toilets in Villages, Compound Walls for Schools
- Repairing Government Schools' Infrastructure
- The NCC cadets have been representing the university at Republic Day parades every year.
- NCC cadets participate in National Integration Camps/Adventure camps. Patriotism, sense of belongingness to the society and sensitiveness to the societal needs are inculcated through such camps.

### **4. Health Science Units**

- In collaboration with Queen's University, Canada and supported by department of civil engineering undertook a Health Registry Program.
- Based on the outcome of the survey health advisory has been issued as well as in situ health care measures taken.

- Further numerous health care camps have been organized.

**SRMIST functioned as government recognized COVID quarantine center and undertook 12 distinct initiatives.**

**Further, SRMIST has been part of the government’s initiative in taking care of Remote Tribal Areas of Jawadu Hills.**

*Special Initiatives by the Institute*

- Providing refuge campus when the City of Chennai and its suburbs were devastated by floods and cyclone.
- Data entry of flood victims to get government relief
- SRMIST’s Muthucharam Community FM radio covers more than a lakh population

<https://www.srmist.edu.in/life-at-srm/muthucharam/our-team/>

**Awards**

In recognition of SRMIST’s ISR, SRMIST has received 129 awards for its 1104 outreach activities.

**Financial support**

The financial support provided is Rs. 3.3 crores without considering indirect costs.

The university contributes to the holistic development of students and thereby to the process of nation building

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs of Institutional social responsibility activities (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.7 Collaboration**

**3.7.1**

**Average number of Collaborative activities for research, faculty exchange, student exchange/ Industry-internship etc per year**

**Response:** 1001.8

3.7.1.1 Total number of Collaborative activities for research, faculty exchange, student exchange year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2773	1023	444	475	294

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified Copies of collaboration documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link with collaborating Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.7.2

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

**Response:** 125

3.7.2.1 Number of functional MoUs / linkages for faculty exchange, student exchange, academics, clinical training, internship, on-the-job training, project work, collaborative research programmes etc., during the last five years.

Response: 125

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copies of the functional MoUs with Indicating the start date and completion date	<a href="#">View Document</a>
e-copies of linkage-related Documents	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The institution has adequate physical facilities for teaching – learning, skills acquisition etc**

**Response:**

SRMIST believes in providing state of the art physical infrastructure and facilities on par with the best available globally for its faculty and students so that conducive atmosphere and ecosystem are created for learning and research.

SRMIST has a built-up area of 12 million square feet which more than meets the area required for different regulatory bodies. Every year different regulatory bodies like AICTE/NMC/NCI/DCI/RCI carry out online/offline scrutiny and invariably 'Nil Deficiency' reports have been obtained.

QS Stars, renowned ranking agency, in its recent (2021) audit of the institute has awarded 4-Stars for the facilities.

In addition to the mandatory classrooms, laboratories, seminar halls etc., SRMIST has certain outstanding facilities to facilitate learning and research:

- 3000 capacity fully air-conditioned auditorium indigenously designed and constructed
- 10-storey research block aptly named after Sir CV Raman housing 189 state of art equipment
- 15-storey TechPark
- 15-storey University administrative block
- A dedicated centre for encouraging innovation, incubation, start-ups and entrepreneurship
- State of art iMac Lab and Vendhar Knowledge Centre
- Simulation center
- Well equipped studios for Visual Communication and Film Technology programs

SRMIST's expenditure on infrastructure is adequate as indicated by the fact that average percentage of expenditure on infrastructure excluding salary is 47.07%

#### A. Classrooms and seminar halls

There are 600 classrooms and seminar halls with the facilities mentioned below:

LCD/Wi-Fi/LAN facilities	520
Smart Board/LCD/Wi-Fi/LAN facilities	77
Audio-Video recording technology/Mobile3 technology Smart Board/LCD/Wi-Fi/LAN facilities	

#### Impact of having the facilities

- Recording of lectures/notes
- Online instant quizzes using mobile apps

- Running of standard YouTube videos for better understanding of concepts

## **B. Clinical learning facilities**

SRMIST's Faculty of Medicine and Health Sciences has the following Units:

- Medical College and Research Center
- Dentistry
- Nursing
- Pharmacy
- Occupational Therapy
- Physiotherapy
- Allied Health Sciences

Each of the units has state of art facilities in the form of class rooms, laboratories and clinical learning facilities a few of which are highlighted:

- Rotor-Gene Q 2plex Platform
- Chemical Analyser A480-2 (Beckman Coulter)
- Immunoanalyzer (VITROS – EciQ)
- Vitek 2 Compact
- Automatic Tissue Processor (Leica)
- 33 HD + 1 CRRT
- USG Machine
- Cardiac Monitor & Crash cart
- APD Machine
- Snellen visual acuity chart
- Keratometer
- Lensometer
- Slit lamp biomicroscope with tonometer

## **C. Learning in the Community**

- Department of General Medicine has conducted numerous outreach programs in nearby villages, schools and Colleges by spreading awareness of communicable and noncommunicable diseases.
- Health camps are being conducted regularly at village levels and educational institutes in support with Preventive and Social Medicine department.
- Partnering with the few of the best hospitals like National Institute for the Empowerment of Person with Multiple Disabilities, Cheshire homes and an exclusive separate posting for community-based rehabilitation during their compulsory rotatory internship postings.
- The important aspect of the postings includes early screening, disability survey and disability identification, cost effective treatment through which students are enlightened and promote learning and social development work with individuals and groups through which they develop crucial skills like creativity, critical thinking, and problem-solving.
- Learning in the community is an integral part of dental education as it nurtures a sense of social responsibility and enriches the educational experience. Engaging with the community not only enhances students' clinical skills but also cultivates empathy and cultural sensitivity.
- Through various outreach programs, students actively participate in oral health camps, awareness

campaigns, and community service initiatives. These experiences provide them with invaluable opportunities to interact with diverse populations, understand oral health disparities, and address the oral healthcare needs of underserved communities.

- School health program is being conducted regularly in various school by occupational therapy department. This flagship program aimed to improve overall academic improvement, stress management, eradicating barrier in education and provide an overall inclusive education. Students visiting these places get an immersive learning experience and visualize various processes being adopted.

#### **D. Skill Laboratories**

- Fabrication lab at incubation centre
- e-lab to enhance coding skills
- Language laboratories
- Simulation units at aerospace department
- Basic engineering laboratories
- AutoCAD laboratories
- Moot Courts
- FinTech laboratory
- Active learning laboratories
- Virtual laboratories
- Hands-on experience in farmlands for Agricultural students
- Computer Assisted Learning Laboratories (CAL)
- Autism Centre
- Splint laboratory
- Advanced Cardiovascular Life Support laboratory
- SRM/STRATUS Centre for Medical Simulation
- Dental laboratories with phantom heads
- NRP and PALS training facilities

#### **E. AYUSH related learning**

Interdisciplinary Institute of Indian System of Medicine (IIISM) was established in 2008 to promote research in the field of traditional system of Indian Medicine, including Siddha, Ayurveda and Unani.

IIISM is functioning in joint collaboration with Banaras Hindu University in the development of herbal based Siddha, Ayurveda and Unani medicine. It has also signed MoU with AYUSH and Central Council for Research in Ayurveda and Siddha (CCRAS) for promoting research in Siddha, Ayurveda and Unani system of medicine. Further, 200 acres of land has been allocated specifically for the purpose of micro propagation of medicinal plants, reiterating SRMIST's commitment in establishing a world-class research facility to validate and standardize herbal based medicinal products. Also, one acre of land at the University campus has been allocated to establish AYUSH Research Centre with the financial support of the ministry of AYUSH.

#### **Important laboratories under IIISM**

- NMR Laboratory
- Phytochemistry Laboratory

- Molecular Biology & Immuno Biology Laboratory
- Metabolic Ward
- Drug Testing Laboratory (Indian Medicine)

IIISM lab facilities have been certified by NABL in accordance with ISO/IEC 17025:2017

#### F. ICT enabled learning:

SRMIST has provided adequate computers and software so that all learning is ICT enabled. An overall student computer ratio of less than 1:4.8 and a ratio of 1:1 in laboratories ensure that students are adequately skilled as they emerge out of the portals of institute. Students have the option to take laptops on loan from the Library too.

Faculty members have developed e-content for 62 modules which are well received in YouTube and other platforms.

#### G. Usage of facilities

A central processing unit coordinates the usage of laboratories so that students and faculty alike can book their slots as per their convenience. Research laboratories are open 24x7. A few of the software facilities can be operated from remote too.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geotagged photographs of the facilities	<a href="#">View Document</a>
Links for teaching- learning and skills acquisition facilities in the Institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.2

**The institution has adequate facilities to support physical and recreational requirements of students and staff – sports, games (indoor, outdoor), gymnasium, auditorium, yoga centre, etc. and for cultural activities**

#### Response:

“All work and no play make Jack a dull boy” may be an adage but SRMIST understands the intrinsic truth underneath it and therefore, ensures that the students get all the facilities which will enable them to keep the mind fit in a healthy body. While the sports, yoga and cultural facilities rejuvenate the minds of all students at the end of a busy academic day, the talented among them make use of the facilities to represent the university/state/nation in various fields bringing laurels to the University.

**A. Sports and Games**

Facility	Year of Establishment	Number of units	Area in sqm
Volleyball	1995	5	2640
Basketball	2005	4	5000
Football	2008	2	18000
Hockey	2008	1	7000
400 m Track (Standard)	2013	1	21600
Tennis Courts (mud)	2006	2	3000
Tennis Synthetic Surface Courts	2006	2	2500
Turf Cricket Wicket & Net Practice Pitch- 1	2013/2021	1	720
Mini Indoor Stadium with Badminton Courts	2013	6	400
A/C Hall for Practicing Chess	2010	1	1200
Multi-Purpose Indoor Stadium With A/C	2010	1	1125
World Class Swimming Pool	2022	1	1250
Throw ball Courts	2014	2	750
Kabaddi Courts	2006	2	1500
Kho Kho	2008	1	750
Gymnasium	2012	2	1200

- Apart from the facilities, there is separate Sports Directorate with faculty members and coaches.
- Directorate of sports also offers scholarships (Rs. 3 Crores/year) to around 350 students with potential and groom them to become national level players.
- Because of the above-mentioned proactive measures SRMIST has achieved numerous podium finishes at State/Regional/National/International Levels.

A few outstanding achievers from SRMIST in sports are:

- 13 SRMIST students/alumni are grandmasters in chess
- Olympian Ms. Nethra Kumanan represented India in Sailing in Tokyo Olympics – the first woman to do so.
- Mr. Murali Vijay represented India in cricket
- Ms. Malvika Bonsod is world 42 ranked badminton player and she has won five international tournaments
- Two from SRMIST represent Indian Basketball team and 6 play Santosh Trophy (football)

**Award winners in sports**

	State	Regional	National	International
<b>2017-22</b>	<b>83</b>	<b>120</b>	<b>119</b>	<b>30</b>

A few of the notable events where SRMIST students excelled are given below:

- Gold Medal-Gran Canaria Island Sailing Championship 2021-22

- First Position-International sports and Cultural carnival- Riviera-Table Tennis
- First place-Commonwealth Chess Championship 2018
- Gold-Auroville Horse (Medium Dressage) Tournament 2021-22
- Gold Medal-Gran Canaria Island Sailing Championship 2021-22

## B. Yoga Centre

- There are six YOGA centres
- The curricula of programs include YOGA as a mandatory course
- World Yoga day is celebrated annually

## Impact of YOGA

Students and faculty are made aware of the benefits of YOGA for physical and mental fitness.

## C. Cultural Activities

Directorate of Student Affairs arranges cultural events. A few events are:

- Shuru,
- Tarana,
- Butterflies,
- Jhalak,
- Milan. (pan India)

Award winners in cultural events:

	State	Regional	National	International
2017-22	19	104	35	23

A few outstanding international awards won are:

- Guinness world record-Rubik's Cube Solved on a Bicycle
- 1st prize-Chennai International Youth festival
- Guinness Record-the largest Bharatanatyam performance
- Finalist-Global Mr.and Miss Asia International India

## Impact of cultural events

Help the students to become rounded personalities

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Available sports and cultural facilities : geotagging	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.1.3

#### Availability and adequacy of general campus facilities and overall ambience

##### Response:

SRMIST campuses with 50000+ students from all the states of India and 1.6% from across the globe and 2721 faculty can be likened to a global village. Its ambience fosters unity in diversity and each of the stakeholders enjoy it as they lay the foundation for their future here.

SRMIST has the following campus facilities:

- Alternate sources of energy: 5
- Auditorium: 7
- Bank and ATM: 10
- DTP Centre: 14
- Food Court: 16
- General Store: 6
- Greenery: 30% green cover
- Play Ground: 34
- Hospital: 5
- Hostel: 53
- Library: 10
- Lift: as required
- Open Air Theatre: 3
- Pharmacy: 3
- Post Office: 2
- Roads and signage: as required
- Sewage Treatment plant: 5
- Temple: 5
- Toilet: as required
- Topography: plain/undulating
- Transport: For faculty and staff
- Water purification plant: 5
- Yoga Centre: 5
- Saloons/beauty clinics

The links for each of the above facilities are given in the attachment.

**A few highlights of the same are furnished below:****Safety and security**

3000+ CCTV cameras have been installed in the campus so that any type of emergency is handled expeditiously. Police station just outside the campus provides the security cover and patrolling.

**Hostel facilities**

Total hostel capacity is as follows:

Type	Number	Capacity
Boys	38	13855
Girls	12	4830
International	2	445
Medical interns	1	100
Total	53	19230

The international hostel facilities are as per the global standards which accommodate over 1000 students from 60+ countries.

**Faculty/Staff quarters**

	Bachelors	Family
Faculty	20	347
Staff	31	97

All administrative heads along with the hostel wardens are provided accommodation within the campus.

**Transportation**

Faculty members are provided with free transportation facilities in air-conditioned buses for daily commuting. Students avail themselves of similar facility at a nominal fee. The campus is well connected by road/suburban train/metro.

Within the campus also bus/battery car services are available at every 10 minutes for students/faculty/staff.

**Alternate Sources of Energy**

Steam generation	Average per year used for cooking in hostels	69401 kg
Solar Power	Installed capacity	1000 kw
	Power generated per year	753963 kwh
	Cost saved from Electricity Board bill: per year	Rs. 60.31 Lakhs
Biogas production	Used for cooking. Average per	48795 m3

	year	
Use of LED bulbs / Power Efficient Equipment	Number of conventional bulbs replaced with LED average per year	2481
Sensor Based Energy conservation	<ul style="list-style-type: none"> <li>• Passive Infrared Motion Sensor for Lights</li> <li>• Ceiling Lights and Motion Sensors</li> <li>• Sensor Based Lighting – Biometric Machine</li> <li>• Sensors Based Automatic Doors</li> </ul>	

### Medical facilities

Campus	Hospital	
Kattankulthur	1500 bedded	<ul style="list-style-type: none"> <li>• Faculty including dependents of faculty and Students get free/concessional treatment.</li> <li>• 24x7 functioning</li> <li>• Transfer within these hospitals</li> <li>• Ambulance services</li> </ul>
Ramapuram	100 bedded	
Ramapuram (Part) - Vadapalani	SIMS corporate hospital owned by SRM group	
Tiruchirappalli	1575 bedded hospital	
NCR/Delhi	Health centre located within the campus	

### Green Cover

30% green cover with lawns/plants/trees.

### Potheri Lake

The adjacent Potheri lake is being maintained, purified, beautified by SRMIST after getting necessary permission from the Government which the students use for recreational boating and for NCC Naval wing practices.

**Thus, campus is a self-contained one and provides an excellent ecosystem for learning and development.**

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Photographs/ Geo-tagging of Campus facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.1.4

**Average percentage of expenditure incurred, excluding salary, for infrastructure development and augmentation during the last five years**

**Response:** 47.07

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

2021-22	2020-21	2019-20	2018-19	2017-18
19362.29	29860.19	26180.57	20490.66	20217.99

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of budget allocation excluding salary during the last five years	<a href="#">View Document</a>
Audited report / utilization statements (highlight relevant items) (Refer annexure number -01)	<a href="#">View Document</a>

## 4.2 Clinical, Equipment and Laboratory Learning Resources

### 4.2.1

#### **Teaching Hospital/s, Equipments, Laboratory and clinical teaching-learning facilities including equipment as per the norms of the respective Regulatory Bodies**

#### **Response:**

#### **1. SRM Medical College Hospital and Research Center**

##### **a. Clinical Teaching and Learning:**

SRM Medical college hospital is attached with more than 1500+ hospital beds across all the specialities with extensive life saving measures. Intensive care units hold more than 100 beds and the paediatric ICU has around 25 beds. Entire spectrum of non-invasive imaging for interventional diagnostic and therapeutic strategies are available. A student is taught and trained to treat a patient in a holistic manner.

The college has up-to-date facilities for patient care as well as sufficient clinical learning materials for students. The college is constantly updating the infrastructure to expose the undergraduate and postgraduate students to the latest technologies available across all the specialities.

Clinical teaching is executed in all the Medical Departments of the college. Each of these departments have demo/seminar hall for teaching/presentations, laboratory for pre-clinical exercises and a research facility with equipment to perform basic medical clinical projects.

The constituent units and teaching hospitals fulfil the requirement of regulatory bodies to support the teaching and training needs of the students.

Medical college hospital is NABH accredited and have well-equipped lifesaving support facilities, intensive care units, casualty and emergency medicine services as per the stipulations of the NMC.

Clinical teaching-learning facilities include OPDs, bedside clinics, community centres and laboratories of pre and para- clinical departments apart from simulation-based learning. Separate operation theatres are available for all the surgical departments and students are also posted in rotation in operation theatres to visualize and get trained in various procedures

- OPD Posting
- Clinics conducted by senior faculty
- Clinical examinations are demonstrated
- Clinical Case Presentation
- Operative procedures are demonstrated
- Invasive procedures are demonstrated
- X rays and other Investigations are shown and discussed.

A dedicated simulation lab in the medical college contains a wide array of simulators which helps the students to practice the required clinical skills.

#### **b. Laboratory Facilities:**

The basic clinical equipment / materials that are required, are governed by the regulations of the NMC.

Pre and para clinical laboratories: The institution has well equipped pre and para clinical laboratories such Biochemistry, Microbiology, Pathology.

Central clinical laboratory: Central clinical laboratory is well equipped with facilities for biochemical, haematological, cytological and microbiological investigations. The Molecular lab is NABL accredited and the laboratories are working 24 x7 to cater to the needs of the patients.

## **2. DENTAL COLLEGE HOSPITAL**

With 150 chairs and eight clinical departments, SRM Dental College provides an exceptional environment for students to receive hands-on training, gain practical experience, and cultivate clinical skills that are essential for their future success in the dental field.

#### **a. Advanced Equipment**

Teaching hospital is equipped with modern and sophisticated dental instruments and equipment. From digital imaging devices, dental radiography systems, intraoral cameras, to advanced dental units, the college leaves no stone unturned in ensuring that students are trained using the latest technological advancements in dentistry. The availability of these cutting-edge tools empowers students to diagnose and treat various dental conditions efficiently and accurately, preparing them to be competent dental practitioners.

#### **b. Comprehensive Laboratory Facilities**

The college houses well-equipped and spacious laboratories pre-clinical skilled labs that enable students

to refine their practical skills under the guidance of experienced faculty members. These laboratories include preclinical dental labs, dental material labs, and simulation labs where students practice on mannequins and dental models to perfect their techniques before treating real patients. The use of these laboratories ensures that students develop the necessary dexterity and confidence before entering the clinical setting.

### **c. Clinical Teaching-Learning Facilities**

The college provides students with a diverse range of clinical teaching-learning facilities to gain hands-on experience. With 150 chairs, the college can accommodate a considerable number of patients, offering ample opportunities for students to observe, diagnose, and treat a variety of dental cases. Students are assigned to various departments where they work closely with experienced faculty members to provide dental care to patients under supervision.

### **d. Departments and Specializations**

The eight clinical departments cater to various specializations in dentistry. These departments include Oral Medicine and Radiology, Oral and Maxillofacial Surgery, Periodontics, Conservative Dentistry, Prosthodontics, Orthodontics, Pedodontics, and Oral medicine. Each department is equipped with specialized instruments and equipment relevant to its field, ensuring that students receive comprehensive training in their chosen areas of interest.

### **e. Compliance with Regulatory Body Norms**

College takes utmost care to meet and exceed the norms set by the respective regulatory bodies governing dental education. The college follows the guidelines of the Dental Council of India (DCI) and other accreditation agencies to ensure that the infrastructure, equipment, and teaching facilities comply with the required standards. Regular inspections and evaluations are conducted to maintain the highest quality of dental education and patient care.

### **f. Interdisciplinary Learning**

College encourages interdisciplinary learning to provide a holistic approach to dental education. Students have the opportunity to collaborate with other healthcare professionals, such as medical students and physicians, fostering an environment of comprehensive patient care. With a strong emphasis on adhering to regulatory norms and promoting interdisciplinary learning, SRM Dental College continues to be a leading institution in dental education and clinical excellence.

## **3. COLLEGE OF NURSING**

SRM College of Nursing is affiliated to SRMMCRC which is a 1500 bedded multispecialty teaching Hospital, which is well equipped with diagnostic and treatment facilities, run by well-experienced and competent medical team. The hospital has various departments such as Medicine, Surgery, Pediatrics, Obstetrics and Gynecology, Orthopedic, Ophthalmology, ENT, Intensive Care, Cardiology, Pulmonology, Dialysis unit etc. It provides 24X7 causality service, laboratory and X-Ray services. The Patient bed occupancy rate is about 80%.

### **Simulation Lab**

SRM/ STRATUS, is a complete virtual world. High-tech mannequins talk, breathe, blink, and may even die as they lose their pulse during a simulation scenario. Beeping monitors, and real instruments, make up a full-scale operation room which doubles as a birthing suite for a sophisticated mannequin that can deliver a baby. The “arcade” contains laparoscopy simulators which are “state of art”. And a computer lab allows clinicians to care for simulated patients digitally.

File Description	Document
Links for The facilities as per the stipulations of the respective Regulatory Bodies with Geotagging	<a href="#">View Document</a>
Links for list of facilities available for patient care, teaching- learning and research with geotagged evidences	<a href="#">View Document</a>

#### 4.2.2

**Describe the adequacy of both outpatients and inpatients in the teaching hospital during the last five years vis-à-vis the number of students trained and programmes offered (based on HIMS / EMR) within 500 words.**

**Response:**

##### **1. SRM Medical College Hospital and Research Centre**

SRM Medical College Hospital is the teaching hospital that provides clinical training to the students of SRM Medical College. The hospital was started in the year 2005 to provide high quality medical education, clinical training, research experience and healthcare service to needy patients at global level. The hospital thrives to enrich and empower the students by providing an opportunity for continuous learning and development. 32-acre SRM IST campus houses 1590 beds providing tertiary care along with 24x7 emergency and trauma care. The hospital provides treatment across 52 departments including Superspeciality departments like Cardiology, Nephrology, Urology, Neurosurgery etc. It is the largest hospital in Chengalpattu district and can serve over 3,00,000 in and around Kattankulanthur. The Hospital caters to the training of students pursuing Undergraduate and Postgraduate courses in Medical and Allied Health Sciences. It also enriches the learning through many clinical sessions and exercises to all students.

SRM Medical College Hospital has Out-Patient and In-Patient services with 24 hours functioning emergency medicine department. Outpatient services are available daily from 8.00 am to 4. 00 pm. Each department has separate rooms with cabins for faculty members and patient care and teaching rooms for clinical teaching-learning. There is regular and adequate flow of patients to the OP departments (broad specialty and Super-specialty). Regular clinical classes and training are given in OPD for Undergraduate & Postgraduate students. On an average around seven lakhs patients per year have attended the Out-Patient services during the last five years. Everyday OPD census is around 2000 which is sufficient for the students to get exposed to various diseases and health conditions. SRM Hospital has sufficient In-

patient facilities with 1590 beds. The average number of patients admitted is around 56,000 per year over the last 5 years, with a daily average of around 153 patients. Bed side teaching and clinical skills training are done in rotation in all the wards.

About 9000 – 9,500 major surgeries per year and 15,000 – 16,000 minor surgeries per year are successfully performed in SRM Medical College Hospital, thus giving the students adequate exposure and training in surgical skills. There are 150 beds in ICUs and critical care departments which provide adequate learning experience for students in management of critically ill patients. Around 11,000 – 12,000 Laboratory investigations and around 2000-3000 radiological investigations are done on an average per year in the hospital which helps as a teaching material for students of various medical and allied health science courses.

The statistics on outpatients and inpatients:

Year	Number of outpatients treated	Student: Patient ratio	Number of inpatients treated	Student: Patient ratio
2018	718992	573.8	57288	45.7
2019	781636	594.9	60647	46.2
2020	499690	360.3	37023	26.7
2021	603855	392.9	47365	30.8
2022	945347	552.5	77526	45.3

## 2. SRM Dental College Hospital

The adequacy of outpatients in a teaching hospital is crucial for the effective delivery of dental-care services and the success of the hospital. Dental college plays a crucial role in clinical education, research, and patient care, making it essential to have a well-balanced and sufficient number of patients in outpatient wing.

Students are posted in clinical units on rotational basis. The hospital has adequate outpatients that are essential for students to gain exposure to a wide range of medical conditions, understand different disease processes, and develop diagnostic and management skills. Through interacting with outpatients, students learn to communicate effectively with patients, conduct thorough medical histories, perform physical examinations, and order appropriate investigations. Moreover, a sufficient number of outpatients allows students to observe the progression of chronic diseases, monitor treatment efficacy, and follow up on patient outcomes. This longitudinal experience enables them to appreciate the importance of continuity of care, patient compliance, and the impact of various interventions.

Adequate outpatient numbers are crucial for the comprehensive education for students. In the Outpatient setting, trainees have the opportunity to actively participate in the diagnosis, treatment, and management of complex medical cases under the supervision of attending physicians. This hands-on experience helps

develop critical thinking, clinical reasoning, and problem-solving skills. Dental College students are posted in various departments. These units cater to patients with diverse medical conditions, including critical illnesses, surgical interventions, and specialized treatments. Exposure to a variety of Outpatient cases allows students to understand the natural history of diseases, practice evidence-based medicine, and learn about inter professional collaboration. To ensure the effective handling of patients, specific patient handling programs are implemented. These programs focus on various aspects, including patient safety, communication skills, professionalism, and ethical considerations. They are also educated on maintaining patient confidentiality, respecting cultural diversity, and delivering compassionate care.

Furthermore, the departments conduct continuing education program on specific conditions. These programs emphasize active listening, empathy, and effective communication strategies to establish rapport with patients, understand their concerns, and address their healthcare needs. The development of these skills is essential for establishing trust and promoting patient-centered care.

The statistics for Dental Colleges:

Year	Per Year	Per day
2017-18	332805	912
2018-19	283226	776
2019-20	229481	629
2020-21	122382	335
2021-22	213653	585
<b>Average</b>	<b>236309</b>	<b>647</b>

#### The efforts taken by the institute to bring in outpatients/inpatients

- Provides Shuttle busses at every 10-minute interval from the railway station and bus stand
- Reaches out to the villages through camps almost on daily basis
- Ensures minimum waiting period for the patients through computerization of processes involving patients at the time of registration, purchase of medicine etc.
- Spacious and clean outpatient waiting rooms maintained
- State of art computerized testing labs so that results provided to the patients within a short duration
- Multiple canteen facilities for the persons accompanying patients at subsidized rates

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for year-wise outpatient and inpatient statistics for the last 5 years	<a href="#">View Document</a>
Links for description of adequacy of outpatient and inpatient statistics as per the norms of the Regulatory Bodies (critical documents to be verified by DVV)	<a href="#">View Document</a>

#### 4.2.3

**Availability of infrastructure for community based learning**

- 1.Attached Satellite Primary Health Centers**
- 2.Attached Rural Health Centers available for training of students**
- 3.Attached Urban Health Centre for training of students**
- 4.Residential facility for students / trainees at the above peripheral health centers / hospitals**

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Government Order on allotment/assignment of PHC to the institution	<a href="#">View Document</a>
Geo-tagged photographs of Health Centers	<a href="#">View Document</a>
Documents of resident facility	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.2.4**

**Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?**

- A. NABH accreditation**
- B. NABL accreditation**
- C. International accreditation like JCI,**
- D. ISO certification of departments /institution**
- E. GLP/GCLP accreditation.**

**Response:** B. Any Four of the above

<b>File Description</b>	<b>Document</b>
Copies of Accreditation Certificate(s) duly certified	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.3 Library as a Learning Resource****4.3.1**

## **Library is automated using Integrated Library Management System (ILMS)**

### **Response:**

SRMIST Central Library is in the 15-Storey University Administrative Block, and is spread over Ground + 3 floors of 1.50 Lakh sqft area. The library building is:

- Fully air-conditioned and automated with RFID (Radio Frequency Identification) technology
- Well protected with fire alarms and CCTV security systems
- Equipped with reading halls in all the floors

<https://www.srmist.edu.in/library/>

As one of the best-established libraries according to International Standards, the University Library has a large collection of books covering various branches of Engineering and Technology, Medical and Health Sciences, Science and Humanities, Management, Law and Agricultural Sciences and their related fields.

### **Automation details**

Library services fully automated in the year 1999 with Bar Code Technology

Upgraded with RFID Technology during in the year 2004 with ILMS automation software (In housed developed software) powered by Oracle 9i (database) and J2EE

**Nature of Automation:** Full

**Version:** J2EE

**Year of Full Automation:** 2004

An OPAC (Online Public Access Catalogue) has been created and about 17 terminals are provided to facilitate access. It is also made available via LAN in the campus.

The features of automation of OPAC are given in the link:

<https://opac.srmist.edu.in/opac/AppController?page=SEARCH&op=dosearch&=&=&=&supop=>

The search of books is done through Accession Number, Title, Author, Publication Year, Keyword.

### **Computer Infrastructure**

- HP-ML 150G2 Server, 2 x 145GB HDD
- Storage Server (IBMX346 – Zeon 10 x 146 GB HDD)
- WIPRO Net Power Server
- Work Stations Desk Top PC's (HP) & IBM
- Scanner (Bar-code and Document Scanners)

**Other e-services offered are:**

- Database Search through DELNET & MALIBNET
- Document Delivery Service (Digital & Printer)
- Current Awareness Services
- Resource Sharing/ Inter Library Loan

### Highlights of subscription to e-sources

#### e-journals

IEEE/IET Electronic Library (IEL) Level-2	<a href="https://ieeexplore.ieee.org/">https://ieeexplore.ieee.org/</a>
ACM (Association for Computing Machinery)	<a href="http://dl.acm.org">http://dl.acm.org</a>
ASCE Journals - (American Society of Civil Engineering)	<a href="http://ascelibrary.org/">http://ascelibrary.org/</a>
ASME Journals (American Society of mechanical Engineering)	<a href="http://asmedigitalcollection.asme.org/">http://asmedigitalcollection.asme.org/</a>
ELSEVIER - Engineering & Tech - Computer Science	<a href="http://www.sciencedirect.com">http://www.sciencedirect.com</a>
Springer Nature	<a href="https://link.springer.com/">https://link.springer.com/</a>
IOP (Institute of Physics)	<a href="https://iopscience.iop.org/journalList">https://iopscience.iop.org/journalList</a>
Nature	<a href="http://www.nature.com">http://www.nature.com</a>
Clinical Key	<a href="http://www.clinicalkey.com">www.clinicalkey.com</a>

#### E-databases

### SCOPUS and 13 other data bases including Springer Materials

#### E- Books

Wiley Black Well - Engineering	204
Elsevier	2175
Springer Nature	13196
EBSCO	1,90,000
IET	195
Clinical Key	1,056

#### Resource Sharing Facilities

- DELNET (Developing Library Networks)
- MALIBNET (Madras Library Network)
- BCL (British Council Library, Chennai)
- AIRC (American Information Resource Center, Chennai)
- SERC (Structural Engg. Research Centre, Chennai)
- IEI (The Institute of Engineers India) Usage by students and faculty

#### Special services provided by the library

- The library coordinates the entire process of students undergoing MOOC courses under NPTEL and SWAYAM like registration, communication, record of results and grading.
- Library also provided laptops on loan to the students and faculty.

- Coordinates the functioning of satellite libraries in the department

### Expenditure on Library

Average expenditure on purchase of resources is Rs. 16.10 Crores

### Usage of library

On an average 10% of students and 15% of faculty use the library services daily.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to Geotagged photos	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.3.2

**Total number of books and reference volumes as well as collection of ancient books, manuscripts, Digitalized traditional manuscripts, Discipline-specific learning resources from ancient Indian languages, special reports or any other knowledge resource for library enrichment especially with reference to traditional systems of medicines**

#### Response:

SRMIST Central Library is in the 15-Storey University Administrative Block, and is spread over Ground + 3 floors of 1.50 Lakh sq ft area. The library building is:

- Fully automated with RFID (Radio Frequency Identification) technology developed in-house
- Well protected with fire alarms and CCTV security systems
- Equipped with reading halls in all the floors, with reference collection

<https://www.srmist.edu.in/library/>

As one of the best-established libraries according to International Standards, the University Library has a large collection of books covering various branches of Engineering and Technology, Management, Medical and Health Sciences, Science and Humanities, Law, and Agricultural Sciences.

The resources include digital/online and non-digital books, journals, ancient literature on classical languages like Time as well as books on Indian Knowledge System (IKS) on medicine. Apart from the central library in the main campus, there are modern and well stocked libraries in each of the campuses as well as satellite libraries in the departments and major units.

SRMIST has spent on an average of Rs. 16.1 Crores on creation of library assets over the last five years.

In addition to the normal services provided by the library, it undertakes the following specialized services also.

- The library coordinates the entire process of students undergoing MOOC courses under NPTEL and SWAYAM like registration, communication, record of results and grading.
- Library also provided laptops on loan to the students and faculty.

### Library resources at a glance

#### A. Number of books and reference books

Text Books +Reference Books	339,742
e-Books	209075
Journals	779
e-Journals	51,412
Digital Database	17
CD & Video	16,114
Back Volumes	11,928

#### B. Traditional systems of medicines in English as well as Tamil.

**76 such books are available.**

The list is available at additional information for the listed area.

- Ayurvedic medicine,
- Herbal medicine
- Indian Medicinal Plants Compilation
- Traditional Medicines
- History of Siddha Medicine

#### C. Ancient books/manuscripts/digitalized traditional manuscripts

**556 books are available.**

##### Sample list:

- Kuzhandhai Maruthuvam
- Magalir Maruthuvam
- Siddha Maruthuvathil Agathiyar Odivu Murivu Nigandagaraathi

#### D. Resource Sharing Facilities <https://www.srmist.edu.in/library/resource-sharing/>

- DELNET (Developing Library Networks)
- MALIBNET (Madras Library Network)
- BCL (British Council Library, Chennai)
- AIRC (American Information Resource Center, Chennai)
- SERC (Structural Engg. Research Centre, Chennai)
- IEI (The Institute of Engineers India) Usage by students and faculty

**E. e-journals (10 Groups each consisting of multiple journals)**

- IEEE/IET Electronic Library (IEL) Level-2
- ACM (Association for Computing Machinery)
- ASCE Journals - (American Society of Civil Engineering)
- ASME Journals (American Society of mechanical Engineering)
- ELSEVIER
- Springer Nature
- IOP (Institute of Physics)
- Nature
- Clinical Key
- Emerald EJournals Premier

**F. e-Databases (12)**

- Lexis Advance - India
- CDJ Law Journal
- J-Gate (Complete)
- Remotex Software
- Grammarly Software
- Turnitin
- DELNET Databases
- E-Shodhsindu
- Shodhganga
- National Digital Library
- NPTEL
- ETD/Digital Repository

**G. e-books (209075)**

Source	Number of books
Wiley Black Well	204
Elsevier	3959
Springer Nature	13196
EBSCO	190000
IET	414
Pearson	246
Clinical Key	1056

**Number of e-books have increased by 8.62 times, e-journals by 1.1 times and digital databases by 1.89 times.**

**H. Usage of library**

On an average 10% (5000+) of students and 15% (400+) of faculty use the library services daily.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for library acquisition data	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 4.3.3

**Does the institution have an e-Library with membership/subscription for the following:**

- 1.e – journals / e-books consortia
- 2.e-ShodhSindhu
- 3.Shodhganga
- 4.SWAYAM
- 5.Discipline-specific Databases

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of subscription letter/member ship letter or related document with the mention of year to be submitted	<a href="#">View Document</a>
Details of subscriptions for e-journals, e-ShodhSindhu, Shodhganga membership etc. for the last five years	<a href="#">View Document</a>
Details of e-resources with full-text access	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 4.3.4

**Average annual expenditure for purchase of books and journals (including e-resources) during the last five years**

**Response:** 1610.2

4.3.4.1 Annual expenditure for purchase of books and journals year wise during the last five years (INR in lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
2286	118	2180	1952	1515

<b>File Description</b>	<b>Document</b>
Provide consolidated extract of expenditure for purchase of books and journals during the last five years duly attested by Finance Officer	<a href="#">View Document</a>
Proceedings of Library Committee meetings for allocation of fund and utilization of fund	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Audited Statement highlighting the expenditure for purchase of books and journal library resources (Refer annexure number -01)	<a href="#">View Document</a>

#### 4.3.5

##### **E-content resources used by teachers:**

**1. NMEICT / NPTEL**

**2. other MOOCs platforms**

**3.SWAYAM**

**4. Institutional LMS**

**5. e-PG-Pathshala**

**Response:** Any Four of the above

<b>File Description</b>	<b>Document</b>
Supporting documents from the hosting agency for the e-content developed by the teachers need to be given	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Give links e-content repository used by the teachers / Students	<a href="#">View Document</a>
Links to documents of e-content resources used	<a href="#">View Document</a>

## 4.4 IT Infrastructure

### 4.4.1

**Percentage of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities (data for the preceding academic year)****Response:** 100

4.4.1.1 Number of classrooms, seminar halls and demonstration rooms linked with internet /Wi-Fi enabled ICT facilities

Response: 600

4.4.1.2 Total number of classrooms, seminar halls and demonstration room in the institution

Response: 600

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Consolidated list duly certified by the Head of the institution.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**4.4.2****Institution frequently updates its computer availability for students and IT facilities including Wi-Fi****Response:**

SRMIST has a legacy of excellence in making SRMIST one of India's most tech-savvy campuses. The computing resources at SRM Institute of Science and Technology (SRMIST) support the educational, instructional, research, administrative, financial and other supporting activities of the University.

Directorate of Information Technology and Knowledge Management(ITKM) was established to govern the technology initiatives.

**A. Policies implemented by ITKM****a. Acceptable Usage of IT resources Policy.**

SRMIST members have access to valuable University resources, sensitive data and internal and external networks. Consequently, the SRMIST community needs to behave in a responsible, ethical and legal manner. Acceptable use means respecting the rights of other computer users, the integrity of the physical facilities and all pertinent license and contractual agreements. Individuals always need to comply with the Acceptable Usage Policy.

**b. Software Licensing Policy.**

To underline the importance of compliance with software licensing provisions to prevent unauthorised duplication and distribution and proper usage of each software based on the OEM end-user license agreement(EULA).

#### c. NetID and Email ID Policy.

To establish a standard for NetID and email accounts to ensure Single Sign On (SSO) and avoid unauthorised ways of communication.

#### d. Communication Policy

This policy ensures that the services always remain plausible, consistent, appropriate. SRMIST has a legal and ethical responsibility to prevent unauthorised or immoral content from being exchanged through communication platforms.

#### e. IT Security Policy.

IT security policy is to protect the digital information assets from all threats, internal, external, deliberate or accidental.

### B. Means of implementation

To implement the above-mentioned IT Policies ITKM pursues directions from the following committees and does periodic audit to ensure the compliance.

- **IT Steering Committee** – reviews/approves all IT requirements and Budget for the same.
- **IT Purchase Committee** - ensures the purchase process is followed and negotiate with vendors and approve the proposal.
- **IT Policy and Process Committee** – reviews/approves the policy and business process

### C. Budgetary Provisions

An average of Rs.20 Crore per year to improve the IT facility and manage the operations.

### D. Infrastructure at a Glance and Improvement

Infrastructure	Present Status	Status 5 years back
Tire – 2 datacentre	3688 sqft	995 sqft
Network	100+ buildings	78 buildings
Backbone	10 Giga networks with redundant paths	1 Giga network
24x7 campus Wi-Fi	2500+ access points	1900
Internet bandwidth from different ISPs	8 Gbps lease lines	2 Gbps
Public IPs from APNIC (Asia Pacific Network Information Center)	1024	--
ERP & Business Applications	200+ virtual servers	85

Desktops and laptops	10996	9328
High Performance Computing	72 Computer nodes 3 Masters 20 Blade servers 3 par storage of 54 TB	70 Computer nodes
Mail System	Gmail	Zimbra
Mailboxes	Unlimited storage 1.5 Lakhs+	1 GB per user 5000+
Attendance marking for faculty	Biometrics through Id Card/facial recognition	Id card/finger printing
Individual faculty information	Faculty Portal	None
NAAC data capturing	Creatrix software	None
Redressal of grievances	Automated Grievances portal	Email
Hospital Information System(HIS)	MHS	None
Application Delivery	Advanced F5 ADC	Citrix Netscaler Platform

#### E. Agreement with AISPL for AWS educate and academy.

File Description	Document
Links for documents relating to updation of IT and Wi-Fi facilities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 4.4.3

##### Available bandwidth of internet connection in the Institution (Lease line)

**Response:** ?1 GBPS

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Details of available bandwidth of internet connection in the institution	<a href="#">View Document</a>
Bills for any one month of the last completed academic year indicating internet connection plan, speed and bandwidth	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual subscription bill / receipt	<a href="#">View Document</a>

#### 4.4.4

#### **Facilities for e-content development such as Media centre, audio visual centre, Lecture Capturing System(LCS), etc.,**

##### **Response:**

With the online mode of course delivery gaining currency development of e-content has become one of the key responsibilities of the faculty members. Students, having been exposed to multimedia through internet, expect the course lectures to be delivered in a blended mode.

Therefore, SRMIST has taken a big leap in providing these facilities within the campus itself.

Further quality of e-content developed, unless it is on par with the best available in the internet, there will be but only few takers for the same. Hence the facilities provided are modern and of state of art.

The highlights of multifarious facilities available are furnished in the following paragraphs:

##### **A. Visual Studio**

Visual Studio with VTR setup (Video Tape Recorder Setup) or '(Video Track Recorder Setup) is used for Online Editing by the TV News Channels to produce 'News Bulletins' and 'Live Telecasts'. SRM Institute of Science and Technology is one of the pioneers and the only Academic institute in India to have the VTR Setup to give the faculty vast hands-on experience in producing video lectures. The Visual Studio is also well equipped with:

- Panasonic Video Cameras
- Panasonic Video Console
- Yamaha 12 Channel Audio Mixer
- Sony HDV Cassette Recorder
- Shooting Floor with Baby lights, 4 bank and 2 bank Cool lights

##### **B. Photography Studio**

The studio also consists of a Green Room and storage space for other photography-related works. The Photography studio is equipped with:

- Nikon Still cameras
- Elinchrom D lite
- Digital Pro Lights

### C. Recording Theatre

A Recording Theatre is a specialized facility for sound recording, mixing, and audio production of instrumental or vocal musical performances, spoken words, and other sounds. The Recording Theatre consists of:

- A 'Live Room' attached with an isolated 'booth' equipped with Rhode Perception Mic
- Yamaha 12 Channel Audio Mixer, controlled by the Sound Engineer
- Pro Tools software in the control room.

### D. Animation & Graphic Studio

The Animation and Graphic Lab has training facilities in 2D Graphics, 3D Animation, Web Designing, VFX, and Game Designing the rudiments of which are required for making a quality e-content.

### E. Edit Suite

The Edit Suite is a room of workstations with one or two displays consisting of Video editing software and hardware. The Edit suite consists of 6 workstations with Final Cut Pro and Avid Edit software for Video Editing. Each workstation consists of the following configuration:

- Mac Pro
- 24GB of RAM
- Graphics Card
- Additional Internal Hard Drives
- Additional External Hard Drives
- Apple Final Cut Pro software package
- Adobe Master software package

### F. Impact of E-Content development facilities

a. e-content developed by faculty

<b>Total</b>	<b>125</b>
ePGPathasala	1
MOOC with NITTR	3
NPTEL-Swayam	1
Learning and Development	16
MATLAB grader	1
M-TUTOR	4
Institutional LMS	99

b. During Covid pandemic the transition from face-to-face course delivery to full online mode was smooth.

c. Students can connect with the wide repository of digital material available online

d. Faculty members can create digital course-ware on par with the best available elsewhere.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Geo-tagged photographs	<a href="#">View Document</a>
Links for the e-content development facilities	<a href="#">View Document</a>

## 4.5 Maintenance of Campus Infrastructure

### 4.5.1

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

**Response:** 49.69

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

2021-22	2020-21	2019-20	2018-19	2017-18
30610.29	19219.69	28003.06	24561.53	20788.8

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details about approved budget in support of the above	<a href="#">View Document</a>
Audited statements of accounts for maintenance (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Provide link to ERP	<a href="#">View Document</a>

### 4.5.2

**There are established systems and processes for maintaining physical and academic support**

**facilities: (laboratory, library, sports facilities, computers, classrooms, etc.)**

**Response:**

### **Policy and ISO certification**

There is a detailed maintenance policy covering physical and academic support facilities: like laboratory, library, sports facilities, computers, classrooms and infrastructure available in the webpage “Facilities and Operations”. The whole gamut of maintenance is carried out by the Directorate of Campus life.

The campus is ISO 14001:2015 certified. Further, a few of the laboratories attached to Medicine and Health Sciences are NABL(ISO 15189:2012)/NABH accredited. The medical college is ISO 9001-2015 certified.

### **Directorate of Campus Life (DCL)**

DCL is headed by an Associate Director (Campus Life) who lead a team of dedicated engineers, technical staff and other support staff under the categories of civil, mechanical and electrical engineering. DCL functions are based on set of well-defined procedures and SOPs which are similar to the ones followed in government establishments like PWD.

The DCL also looks after the provisioning and maintenance of furniture in the buildings, class rooms and laboratories.

Complaints on maintenance can be lodged electronically as well as manually. The mail ids. to which the complaints can be sent are displayed throughout the campus in prominent locations.

Usage/booking of central facilities like seminar halls, 4000 capacity auditorium and conference halls is centrally controlled by Registrar’s office.

Seminar halls attached with the departments are controlled by the respective departments.

Purchase of equipment (other than computers) including program specific software and hardware and their maintenance in laboratories are carried out by the respective departments to which they belong.

### **DCL ORGANIZATION**

#### **a. Maintenance**

*The following maintenance services are undertaken as per SoP*

- Planned maintenance
- Preventive maintenance
- Reactive maintenance
- Emergency maintenance

**b. House Keeping Services**

SRMIST's 234 staff members provide daily cleaning services to over 32, 00,000 square feet of public, academic, administrative and residential spaces at SRMIST. They also coordinate trash removal at all buildings, roads, parking areas, garden areas, open grounds and events area in daily basis.

**c. Security service and fire safety**

- Managing, operating and executing the Institution's security policy according to safety authorities.
- Securing all university sites and facilities.
- Securing all students and employees in all institution sites
- Securing all events that take place in the premises.
- Overseeing all emergency matters
- Writing and implementing safety and emergency procedures.
- Enforcing disciplinary, anti-smoking and ethicality procedures. Investigating and detecting offenses.
- Enforcing traffic and parking regulations around the institution.
- Initiating professional education and training programs for employees about security issues

**d. Miscellaneous work**

- Minor construction works
- Water conservation
- Rainwater Harvesting
- Bore-Wells
- Waste Water Treatment
- Effluent Treatment Plant
- BIO-Conversion
- Recycling Activities

**e. CCTV – Surveillance**

- Analog Security Systems
- IP CCTV Camera System

**f. Teaching aids maintenance**

- Maintenance of smart ICT devices

**DIRECTORATE OF INFORMATION AND KNOWLEDGE MANAGEMENT (ITKM)**

The entire computer infrastructure including purchase, maintenance and disposal is vested with the Directorate of ITKM.

**BUDGET**

The maintenance expenditure constitutes 49.69% of total expenditure minus salaries. The budget is prepared by DCL, reviewed by Registrar and sanctioned by Director (Finance)

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for log book or other records regarding maintenance works.	<a href="#">View Document</a>
Links for minutes of the meetings of the Maintenance Committee.	<a href="#">View Document</a>

Other Upload Files	
1	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

**Average percentage of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years**

**Response:** 68.82

5.1.1.1 Number of students benefited by scholarships /free ships / fee-waivers by Government / Non-Governmental agencies / Institution during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
39834	26247	33103	34530	42184

File Description	Document
Self-attested letters with the list of students with Government-sanctioned scholarships and fee-waivers	<a href="#">View Document</a>
List of students benefited by scholarships / fee-waivers etc. provided by the institution and other non-government schemes	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copies of sanction letters from the University / non-government schemes	<a href="#">View Document</a>
Consolidated document in favor of free ships and number of beneficiaries duly signed by the Head of the institution	<a href="#">View Document</a>
Attested copies of the sanction letters from the sanctioning authorities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.1.2

*Institution implements a variety of capability enhancement and other skill development schemes*

##### 1. Soft skills development

2. Language and communication skill development
3. Yoga and wellness
4. Analytical skill development
5. Human value development
6. Personality and professional development
7. Employability skill development

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of capability enhancement and skills development schemes	<a href="#">View Document</a>
Detailed report of the Capacity enhancement programs and other skill development schemes	<a href="#">View Document</a>
Link to institutional website	<a href="#">View Document</a>

### 5.1.3

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

**Response:** 78.82

5.1.3.1 Number of students provided with training and guidance for competitive examinations and career advancement offered by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
49538	24277	40507	46602	40842

<b>File Description</b>	<b>Document</b>
Year-wise list of students attending each of these schemes signed by competent authority	<a href="#">View Document</a>
Program/scheme mentioned in the metric	<a href="#">View Document</a>
List of students (Certified by the Head of the Institution) benefited by guidance for competitive examinations and career advancement offered by the institution during the last five years	<a href="#">View Document</a>
Institutional Data in Prescribed format	<a href="#">View Document</a>
Copy of circular/brochure of such programs	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

#### 5.1.4

#### **The institution has an active international student cell**

#### **Response:**

SRMIST's International students' strength is around 1000 and they hail from more than 35 countries across the globe. To take care of their needs there is a dedicated Directorate manned by staff and students. SRMIST has also an International Hostel catering to the varied boarding and lodging needs of international students.

#### **ACTIVITIES**

##### **a. Outward/Study Abroad**

- Semester Abroad – on an average 231 students go abroad every year.
- Dual Degree Programme
- Twinning Programme
- Indo German Centre for Higher Education
- Taiwan International Graduate Program

##### **b. Inward Mobility**

- Abroad Students to SRMIST – on an average 221 students get admitted
- SRM Global Immersion Program
- SAP / Exchange

##### **c. Collaborations/MoUs-200 Universities/40countries**

- Strategic Alliance
- Supporting international Research Initiatives
- Tailor made MDPs for Industry Partners

#### **b. Networking and Alliances**

- Panel of foreign faculty
- International Advisory Board
- Supporting various thought leadership initiatives

**A few Highlights of the above-mentioned activities are furnished here.**

#### **Semester Abroad Program**

Semester Abroad Program (SAP), a unique initiative providing its students an international exposure and global opportunities. SRMIST is the first University in India to introduce the program in 2004.

Under the Semester Abroad Program the students are allowed to take-up a few courses and /or a Major project in reputed foreign universities for ONE semester. The credits earned in the foreign university through the SAP will be translated into SRM credits and taken for consideration for the award of the degree by SRMIST.

The beneficiaries are 231 students per year on an average.

#### **IMPACT of SAP - OUTBOUND**

##### **The benefits derived from SAP – for Students**

- Provides a unique opportunity to gain international learning and living experience
- Brighten the career opportunities both in India and Overseas
- Get an opportunity to work with eminent professors of the universities and upon proving their mettle stand a good chance of getting direct admission to subsequent higher studies in that university or in other universities.
- Get an opportunity to work in cross-cultural, multi-national environment.
- Acquire or improve self-confidence and independency
- Fulfills one's life time ambition to stay ahead at the top
- **65% of students who go for SAP have a CGPA of 9.1 and above**

##### **The benefits derived from SAP – for Institution**

- Based on the experiences shared by the students SRMIST too introduced a quite few initiatives
- ABET accreditation since 2009 (USA)
- IET accreditation (UK)
- Introduction of Biology for engineering students

**In order to improve the global connectivity of the students. SRMIST holds membership in the following international student bodies:**

- AUAP – Association Universities of Asia and the Pacific
- ACU – Association of Commonwealth Universities
- SATU – Presidents’ Forum of Southeast and South Asian and Taiwan Universities
- Times Higher Education
- College Board bodies

**The directorate is advised by 50 strong International Advisory Board.**

**Attracts international students through:**

- MoUs with educational bodies of foreign universities
- Advertising in research journals for faculty
- Faculty exchange programs

**Overall impact of internationalization**

1. International accreditation -ABET/IET
2. Ranked by QS, THE, Shanghai
3. QS Stars Rating/QS-IGauge Rating
4. Introduction of best practices from foreign universities

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for international students’ cell	<a href="#">View Document</a>

### 5.1.5

**The institution has a transparent mechanism for timely redressal of student grievances / prevention of sexual harassment and prevention of ragging**

1. Adoption of guidelines of Regulatory bodies
2. Presence of the committee and mechanism of receiving student grievances (online/ offline)
3. Periodic meetings of the committee with minutes
4. Record of action taken

**Response:** All of the above

File Description	Document
Minutes of the meetings of student Grievance redressal committee and Anti-Ragging committee	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Circular/web-link/ committee report justifying the objective of the metric	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 5.2 Student Progression

### 5.2.1

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

(eg: NET/SLET/GATE/GMAT/GPAT/CAT/GRE/TOEFL/PLAB/USMLE /AYUSH/AICTE/ Civil Services/Defense /UPSC/State government examinations/PG-NEET/ AIIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc., )

**Response:** 91.32

5.2.1.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE /Civil services/ Defense/UPSC/State government examinations/ *PG-NEET*/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,) year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
641	390	420	247	104

5.2.1.2 Number of students appearing in state/ national/ international level examinations (eg: NET/SLET/GATE/GMAT/CAT/GRE/TOEFL/ PLAB/ USMLE/Civil Services/State government examinations *PG-NEET*/ AIMSPGET, JIPMER Entrance Test, PGIMER Entrance Test etc.,)) year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
698	433	455	262	118

<b>File Description</b>	<b>Document</b>
Pass Certificates of the examination	<a href="#">View Document</a>
List of students qualifying for state/national/international-level examinations during the last five years with their roll numbers and registration numbers	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.2.2**

**Average percentage of placement /self employed professional services of graduating students during the last five years**

**Response:** 61.83

5.2.2.1 Number of outgoing students who got placed / self-employed year- wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
7906	7606	9347	8884	7501

<b>File Description</b>	<b>Document</b>
Self-attested list of students placed/self-employed	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of Placement Cell	<a href="#">View Document</a>

**5.2.3**

**Percentage of the graduates in the preceding academic year, who have had progression to higher education.**

**Response:** 25.55

5.2.3.1 Number of batch of graduated students of the year before preceding year, who have progressed to higher education

Response: 3314

File Description	Document
Supporting data for student/alumni in prescribed format.	<a href="#">View Document</a>
List of students who have progressed to Higher education preceding academic year	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

#### 5.3.1

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

**Response:** 497

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

2021-22	2020-21	2019-20	2018-19	2017-18
137	51	122	88	99

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Certified e-copies of award letters and certificates.	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 5.3.2

**Presence of Student Council and its activities for institutional development and student welfare**

**Response:**

There are number of students' bodies involved in curricular, co-curricular, extra-curricular and social outreach activities exposing students to life-long learning and making them rounded personalities as well contributing to institutional development and student welfare.

Student Body and Description	Outcome in terms of institutional improvement
------------------------------	---

	<b>and student welfare</b>
<p style="text-align: center;"><b>Class Committee</b></p> <p>In every program, for every semester there is a class committee represented by students from every class in the semester. The class committee has also faculty representation. This committee discusses and pass resolutions on academic issues</p>	<ul style="list-style-type: none"> <li>• Examination results</li> <li>• Evaluation methodology for practical and other equivalent courses</li> <li>• Syllabus for cycle tests</li> <li>• Disciplinary issues of the students</li> <li>• Faculty performance in teaching</li> <li>• Industrial visits / training</li> <li>• Other student – centric issues raised by the students including maintenance of infrastructure</li> </ul>
<p style="text-align: center;"><b>Departmental Board of Studies (BoS)</b></p> <p>Every department/ school has a BoS which has, among others, maximum of two student members.</p>	<ul style="list-style-type: none"> <li>• PO attainments are discussed</li> <li>• Changes in syllabi are made</li> <li>• Survey formats are fine-tuned</li> </ul>
<p style="text-align: center;"><b>Class Representative Committee</b></p> <p>This is a Faculty level committee having student representatives from all the classes under a Faculty and the convener of the same is the Faculty Dean. Students air freely their opinions / suggestions / grievances directly to the dean on any issue which directly or indirectly relates to the issues concerning the students.</p>	<ul style="list-style-type: none"> <li>• Governance</li> <li>• Physical facilities</li> <li>• Academic processes</li> </ul>
<p style="text-align: center;"><b>Placement Committee</b></p> <p>Student volunteers play a big role during placement process including roping in potential recruiters.</p>	<p>Students are motivated to prepare well for the placement process. SRMIST has an average placement record of 61.83% and Higher Studies percentage of 25.58%</p>
<p style="text-align: center;"><b>IQAC Members</b></p> <p>Four students are members of IQAC and they contribute in the quality assurance process in academic and other related areas</p>	<ul style="list-style-type: none"> <li>• Information on semester abroad programs</li> <li>• Campus amenities</li> <li>• Academic schedules and examination time tables</li> <li>• Internships for BBA students,</li> <li>• Food quality in campus outlets,</li> <li>• National Service Portal,</li> <li>• Student friendly webpages</li> <li>• Improvement of student projects</li> </ul>
<p style="text-align: center;"><b>Aaruush Committee</b></p> <p>Aaruush is a national level annual technical festival</p>	<ul style="list-style-type: none"> <li>• Branding of SRMIST</li> <li>• Management and organization skills of students</li> </ul>

	<ul style="list-style-type: none"> <li>• Exposure to international level competitions</li> <li>• Finance control</li> <li>• Crowd controlling</li> <li>• Safety and security</li> </ul>
<p><b>Milan</b></p> <p>Milan is an annual cultural festival fully managed by the students.</p>	<ul style="list-style-type: none"> <li>• Event management skills</li> <li>• Finance control</li> <li>• Crowd controlling</li> <li>• Safety and security</li> <li>• Regional/language barriers are broken</li> </ul>
<p><b>NSS/NCC</b></p>	<p>Predominantly run by students in partnership with governmental and nongovernmental bodies like Unnat Bharat Abhiyan, Swacchh Bhart Abhiyan, Lion's Club, Rotary Club etc.</p>
<p><b>Student Clubs - Cultural</b></p> <p>15 student clubs, 100+events per year</p> <p><a href="https://www.srmist.edu.in/life-at-srm/student-life/clubs/">https://www.srmist.edu.in/life-at-srm/student-life/clubs/</a></p>	<p>Learning beyond class room -Cultural</p>
<p><b>Student Clubs – Technical</b></p> <p>67 Clubs -having 3685 student members</p>	<p>Competitions- Awards-organizing skills</p>
<p><b>Women empowerment club</b></p>	<ul style="list-style-type: none"> <li>• Gender equity</li> <li>• Self-defense</li> <li>• Safety and security</li> </ul>
<p><b>Student Houses</b></p>	<ul style="list-style-type: none"> <li>• Sports</li> <li>• Cultural events</li> <li>• Discipline</li> </ul>
<p><b>Professional association</b></p>	<ul style="list-style-type: none"> <li>• Co-curricular enrichment</li> <li>• Interaction with experts</li> </ul>
<p><b>Anti-ragging teams</b></p>	<p>Ragging free campus</p>

### Impact on students

- Major say in student centric activities
- Give suggestions to the decision-making processes
- Air their grievances
- Develop organizational skills
- Life long learning

SRMIST provides ample opportunities to the students by nurturing their free spirit, bringing to the fore

their latent talent and groom them to become responsible citizens.

File Description	Document
Any additional information	<a href="#">View Document</a>
Links for Student Council activities	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 5.3.3

#### Average number of sports and cultural activities / competitions organised at the institution level per year

**Response:** 61.2

5.3.3.1 Number of sports and cultural activities / competitions organised by the Institution year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
141	28	50	39	48

File Description	Document
Report of the events/along with photographs appropriately dated and captioned year-wise	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Event photograph if available (random selection with titles and date(s) of the events marked)	<a href="#">View Document</a>
Copy of circular/brochure indicating such kind of activities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

**The Alumni Association/Chapters (registered and functional) has contributed significantly to the development of the Institution through financial and other support services during the last five years**

**Response:**

There is a dedicated Alumni Directorate.

**VISION**

Develop a fully connected, strong SRM Alumni Community.

**MISSION**

Advance SRM Institute of Science and Technology by promoting alumni relationships, fostering commitment among students and enabling student–alumni interactions.

Alumni Association is registered and maintains separate balance sheet.

**Alumni network**

India Chapters	25
International Chapters	30
Virtual Chapters	26
Active members	99000+

**Spread of alumni under selected overseas chapters**

USA	839
Africa	36
Australia	83
Canada	181
Dubai	272
Germany	118
Ireland	15
Muscat	26
Netherlands	60
New Zealand	12
Singapore	259

An Alumni Association Executive Committee is constituted which meets twice in a year and planning of activities, method of execution and monitoring are discussed. The minutes are provided in the attachment.

*This mission is brought to life through events and programs such as:*

- Maintaining alumni website and social media pages
- Maintaining alumni database
- Publishing newsletter – Reflection
- Fostering alumni visits to campus

- Helping alumni with Institute-related activities
- Providing job portal for alumni
- Encouraging giving back by alumni
- Donations, lectures, sponsorships, mentoring, internships, placement
- Holding alumni reunions
- Recognizing exceptional alumni through awards
- Forming international chapters
- Forming national chapters
- Getting feedback from Alumni on curriculum and areas of governance

**The alumni contribute to the university through many ways. These include:**

Type of contribution	
Financial contribution	Rs. 4.54 Crores, 2017-22)
Alumni meet with students and talk on various topics	69
Providing jobs in their companies to students and other alumni	36
Providing internships to students	63
Donating books to the University library	192
providing sponsorships to students	1483
Facilitating Semester Abroad Program Students	23
Mentoring students and younger alumni.	

**Assistance to Alumni is provided in the following forms:**

- Admission to alumni and their wards at concessional rate
- 100% free guest house and 20% concession in SRM Hotels
- Making transcripts available
- Being a mentor in professional areas
- Responding to Alumni queries
- Providing a platform to share their experiences and concerns among fellow alumni
- Sharing achievements and avenues for further achievements
- An institutional webpage publishes the day to day alumni engagement

### Prominent alumni start-ups

**28 alumni start-ups in 2017-22. The start-up Razel Automotive Private Limited attracted a funding of Rs. 200 crores from MM Forgings.**

Name of Start-Ups	Area	Name of Alumni
Razel Automotive Private Limited	E-mobility	Mr. Karthik D, Mr. Madhu BV
Tabz Learning Private Limited	Healthcare	Mr. Sudharshan
Brainwaves Neurorehab Solutions Private Limited	HealthTech	Dr. Bhasi
Airdonex Technologies Private Limited	Tech Infrastructure	Mr. Chandru Rajendran
Reflow Technologies Private Limited	Products and Services	Mr. Chakreesh Minnal

Barjata E-Retail Private Limited	E-Commerce	Mr. Rajinder Barjata
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**Prominent Alumni****11 alumni are chess grandmasters****Other prominent Alumni**

Mr. Vikraman Vasudevan, IPS

Ms. Sharanya Ari, IAS

Mr. Ravi Kundru, Founder/CEO/QurHealth

Ms. Nivetha Thomas, actress

Mr. Ashok Ramachandran, President, Schindler India

Mr. Murali Vijay, Indian Cricketer

Mr. Praveen Singhal, Founder, Stage – OTT For Bharat,

**Thus, SRM Alumni are effectively contributing towards the interest of SRMIST nationally and globally and both the institute and alumni are mutually benefitted.**

File Description	Document
Audited statement of accounts of the Alumni Association (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Links for quantum of financial contribution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for details of Alumni Association activities	<a href="#">View Document</a>

**5.4.2**

**Provide the areas of contribution by the Alumni Association / chapters during the last five years**

- 1. Financial / kind**
- 2. Donation of books /Journals/ volumes**
- 3. Students placement**
- 4. Student exchanges**
- 5. Institutional endowments**

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

<b>File Description</b>	<b>Document</b>
List of Alumni contributions made during the last 5 years	<a href="#">View Document</a>
Certified statement of the contributions by the head of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual audited statements of accounts/ Extract of Audited statements of highlighting Alumni Association contribution duly certified by the Finance Officer and Head of the Institutions	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

The Institution has clearly stated vision and mission which are reflected in its academic and administrative governance.

**Response:**

#### THE VISION AND THE MISSION OF SRMIST

##### *VISION*

To emerge as a World - Class University in creating and disseminating knowledge, and providing students a unique learning experience in Science, Technology, Medicine, Management and other areas of scholarship that will best serve the world and betterment of mankind.

##### *MISSION*

MOVE UP through international alliances and collaborative initiatives to achieve global excellence.

ACCOMPLISH A PROCESS to advance knowledge in a rigorous academic and research environment.

ATTRACT AND BUILD PEOPLE in a rewarding and inspiring environment by fostering freedom, empowerment, creativity and innovation.

#### A. PROGRESS TOWARDS FULFILMENT OF VISION

The Vision and Mission were formulated in 2002 at the time of becoming a deemed to be University and SRMIST is steadily progressing towards fulfillment of the same.

Vision	Progress made
To become world class University World - Class University in creating and disseminating knowledge, and providing students a unique learning experience....	<ul style="list-style-type: none"> <li>• Close to 1000 international students from around 34 countries</li> <li>• Ranked by QS (UK), THE (UK), Nature Index (UK), Shanghai (China)</li> <li>• On an average 231 students visit and undergo a semester of study in reputed foreign universities.</li> <li>• International accreditation by ABET/IET</li> <li>• Global ratings by QS Stars (4-Star)</li> <li>• 210 International MoUs – 40 countries</li> </ul>
Science, Technology, Medicine, Management and other areas of scholarship.....	Offers 258 programs in six broad Faculties <ul style="list-style-type: none"> <li>• Engineering</li> <li>• Medicine</li> </ul>

	<ul style="list-style-type: none"> <li>• Management</li> <li>• Agricultural Sciences</li> <li>• Law</li> <li>• Science and Humanities</li> </ul> <p><b>Leveraging the above-mentioned diverse disciplines interdisciplinary programs and research are conducted.</b></p>
Best serve the world and betterment of mankind.	<ul style="list-style-type: none"> <li>• Alumni occupying key positions in national and international organizations</li> <li>• 750+ faculty collaborators from institutions abroad co-publishing with SRMIST faculty</li> <li>• International patents</li> <li>• Outreach activities uplifting the surrounding communities.</li> </ul>

## B. NATURE OF GOVERNANCE

(a) It is guided by the strategic plan comprising the following principles:

- Autonomy and Oversight
- Segregation of Academia and Administration
- Transparency and Accountability
- External Advisory
- Implementation of E-Governance

(b) Participative management

The intuitional bodies like Board of Management, Academic Council, Boards of Studies, IQAC etc. are having external members as mandated by the UGC and details are furnished below:

Institutional Bodies	External members from academic/industry/students
Board of Management(BoM)	3
Academic Council (AC)	11
University Research Council(URC)	4
Finance Committee(FC)	2
Planning and Monitoring Board(PMB)	7
Board of Studies(BoS)	4
IQAC	11

c. A sample of key decisions taken leading to excellence

Institutional Body	Key decisions taken	Outcome
BoM/ACM/BoS	Starting Specialized programs at UG level	Inter-disciplinary courses, Collaborative publications
	Regulations for transfer of credits from MOOC	Implemented in alignment with NEP
	NBA accreditation	Five programs accredited

PMB	Collaboration with Ministry of Defense	Introduction of programs on defense and programs for highflying staff officers
IQAC	ISO-14001:2015	Certified
URC	Creation of Researgence portal	Created and under utilization
	Creation of Research Development Cell	Created in alignment with NEP

### C. KEY INSTITUTIONAL EXCELLENCE OVER THE PAST FIVE YEARS

- % of faculty with PhD: 33% to 54%
- NIRF ranking: 43rd rank to 18th rank
- Per capita publication: 0.36 in 2016 to 1.16 in 2022, 3.22 times jump. h-index-132
- Global and National Green ranking QS/THE/UGC/AICTE
- 129 ISR awards
- ISO/NABL/NABH certification

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for vision and mission documents approved by the Statutory Bodies	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for report of achievements which led to Institutional excellence	<a href="#">View Document</a>

#### 6.1.2

**Effective leadership is reflected in various institutional practices such as decentralization and participative management etc.**

#### Response:

SRMIST believes in empowering its personnel by giving them full academic and functional freedom in the form of decentralization and participative management so that they evolve themselves to be leaders on their own right and contribute to the organization. At the time of inception of the university in 2002, the top administrators were those who had experience in other institutions.

However, now after two decades later, SRMIST is governed by leaders who have worked their way up from grass root level thus proving themselves worthy of the trust reposed on them.

The top three posts viz. Vice Chancellor, Registrar and the CoE and twenty Faculty/Unit heads are those who have excelled in their careers within SRMIST.

### A. CASE STUDY – FACULTY RECRUITMENT PROCESS

**It is the first vital step which defines the future course of the university.**

The process is decentralized to the department level and only the HoDs have major say.

Once the vacancies are determined, the advertisement is made in leading newspapers and SRM career portal. The applications received are sent to the departments concerned. Departments shortlist the candidates as per their requirement exercising full autonomy without having to take any consent from the Faculty Dean.

Then recruitment/interview committee is constituted by the VC as per UGC norms with minimum two external experts, department HoD, concerned school dean, Faculty dean and a representative of the VC. A template for the assessment of the competency of the candidates is prepared with well-defined benchmarks. After the interview a merit list is drawn and sent to the VC through the Faculty dean for the former's approval.

As elucidated above major say is with the department in shortlisting, conducting interview and drawing the merit list.

Similar procedure is adopted for internal promotions also.

Because of the above-mentioned procedure right people are recruited at the right time without any extraneous influence.

## **B. DECENTRALIZATION**

A decentralized governing structure exists with delegation of authority, responsibilities and accountability.

Each of the six Faculties comprises of multiple units and each unit is headed by a dean who reports to the Vice Chancellor/Registrar.

To carry out the supporting functions like Finance, Campus Administration, International Relations, Student and Alumni Affairs etc. directors are appointed.

Recruitment, training, performance appraisal, career advancement, and corrective action of all faculty and staff under the Units are independently handled by the Unit Heads. Further unit heads enjoy full autonomy in functions like formulation of academic regulations, curriculum designing, question paper setting, results passing etc.

Each Unit Head prepares a budget and after a due process it is approved. Once approved, the Unit Heads are free to incur any approved expenditure without referring to the top management.

In addition, Unit Heads are authorized to incur emergency unplanned expenditure as spelt out in the University's Rules and Regulations.

## **C. PARTICIPATION IN INSTITUTIONAL GOVERNANCE**

All statutory bodies like Board of Management, Academic Council, Planning and Monitoring Board,

Research Advisory Council, Board of Studies has representation from faculty from assistant professors to professors as per UGC norms.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for information / documents in support of the case study	<a href="#">View Document</a>

## 6.2 Strategy Development and Deployment

### 6.2.1

**The institutional Strategic plan is effectively deployed.**

**Response:**

#### **A.Methodology adopted for developing the strategic plan**

A core committee consisting of the following members was constituted.

- Vice Chancellor
- Registrar
- Dean/IQAC
- Dean/Bioengineering
- Dean/Engg. &Tech
- Dean/Mechanical Engg
- Chair/School of Computing
- Dean/Sciences
- Two external experts

A series of meetings were conducted and a broad blue print of the plan was prepared.

The draft plan was circulated among the Deans and Directors(DD) and in the periodical DD meetings and specially convened brainstorming sessions the plan was discussed segment-wise and the plan was finalized. The process took 14 months.

#### **B. Overview of the Strategic Plan**

**The strategic plan rests on six pillars**

- Academic excellence
- Research excellence
- Capacity building of faculty and students

- Global visibilities and collaboration
- Incubation and Entrepreneurship
- Sustainable development

Each pillar has Key Result Areas and for each KRA targets have been set against timelines.

Responsibilities for the monitoring of the attainment of targets have been assigned.

The key Enablers for the implementation of strategic plan are:

### **Funding**

- Students' Fees
- Donation from Philanthropists
- Online Courses
- Commercialization of Patents and Technology Transfer
- Alumni Funding
- Consultancy

### **Governance**

- Autonomy and Oversight
- Segregation of Academia and Administration
- Transparency and Accountability
- External Advisory
- Implementation of E-Governance

### **Infrastructure**

- Pedagogy Enhancement Infrastructure
- Infrastructure to Promote Inter-Disciplinary Learning and Experience
- Sustainable Infrastructure Strategy
- Research Infrastructure
- Technology in Infrastructure
- Academic and Housing
- Campus Experience for Students

**The entire strategic plan is founded on the following core values**

- Excellence, Integrity and Academic Freedom
- Global Vision and Local Commitment
- Inclusiveness, Diversity and Empathy

### **C. Implementation of Strategic Plan through KRA Targets**

The following Table gives the sample overview of monitoring process.

<b>Pillar of Strategic</b>	<b>KRA</b>	<b>Target</b>	<b>Present Status</b>	<b>Responsibilities</b>
----------------------------	------------	---------------	-----------------------	-------------------------

plan		2027		
ACADEMIC EXCELLENCE	% of specialized or inter-disciplinary programs	25%	16%	BoS Academic Council Board of Management
	Graduate Employment Rate (General)	80%	62%	Faculty Deans/Director Career Centre
	Higher Studies	15%	25%	Faculty Deans
RESEARCH EXCELLENCE	Faculty with PhD	75%	54%	Faculty Deans
	Average publications per faculty per year	2	1.8	Dean Research Faculty deans
	Revenue from industry projects /grants (INR Crore)	Rs. 25 Crores/annum	Rs. 16 Crores	Dean Research Faculty deans
	No. of start-ups incubated	25 per annum	16	DEI
CAPACITY BUILDING	Faculty Student Ratio	1:12	1:19	Registrar Faculty Deans
	% International students	4%	2%	Directorate of International Relations
GLOBAL VISIBILITY AND COLLABORATION	Number of SAP students –outbound	500/year	250/year	Directorate of International Relations
	International Faculty Visiting	100	25	Directorate of International Relations
	Number of International Alumni	20	30	Alumni Directorate

	Chapters			
INNOVATION, INCUBATION AND ENTREPRENEURSHIP	Patents Granted	75	115	DEI
	Patent commercialized and Revenue generated through IP and tech transfers	25	3	DEI
SUSTAINABILITY	Adopting village schools	5	7	Directorate of Campus Life
	Constructing green energy initiatives like solar power, biogas plants and rainwater harvesting in villages	5	5	Directorate of Campus Life

Thus, the strategic plan covers the entire gamut of University's aspirations and lays the blue print for the future course of action to be followed by the institute to become a national as well as global player in the realm of education as encapsulated in SRMIST's vision.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan document	<a href="#">View Document</a>
Link for minutes of the Governing Council/ other relevant bodies for deployment / monitoring of the deliverables	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.2.2

**Effectiveness and efficiency of functioning of the institutional bodies as evidenced by policies, administrative setup, appointment and service rules, procedures etc.**

**Response:**

## **A. INSTITUTIONAL BODIES**

The university is guided by the following institutional bodies in its day to day functioning as well as in chartering its course in the future.

- Board of Management(BoM)
- Academic Council(ACM)
- Finance Committee(FC)
- University Research Council(URC)
- Planning and Monitoring Board(PMB)
- Internal Quality Assurance Cell
- International Advisory Board(IAB)

The bodies have members - both internal and external - as per the UGC Regulations for Deemed to be Universities. Periodical meetings are held as stipulated in the regulations.

## **B. DEMONSTRATION OF EFFECTIVENESS AND EFFICIENCY OF INSTITUTIONAL BODIES**

### **a. Bye-laws, rules and regulations of SRMIST**

University has drafted its own “BYE-LAWS, RULES AND REGULATIONS” that was placed in the 45th Academic Council Meeting held on 19.03.2021 and the 54th Board of Management Meeting held on 23.04.2021 and approved. These laws provide the constitutional framework for the functioning of the University.

#### **The areas of governance covered by the Byelaws are:**

- Vision and Mission
- Core Values
- Student Diversity
- Admission Policy
- Hostel Policy
- Code of Conduct for Students
- Internal Complaints Committee (for Sexual Harassment)
- Institution of Fellowships, Scholarships, Studentships
- Procedure for the Introduction of New Programmes
- Establishment of Teaching Departments
- Examination Policy
- Library Policy
- Research Policy
- Appointment, Powers and Functions of Deans of Faculty /Heads of the Departments & Centres
- HR Policy
- Employees’ Leave Rules
- Leave Rules for Employees of Medical College and Hospital
- Disciplinary Procedure for Employees
- Grievance and Redressal
- Benefits Extended to The Employees

- Purchase Policy
- IT Policy
- Retention Policy

#### b. The administrative set-up

As dictated by the institutional bodies and bye-laws, SRMIST follows a simple but effective organogram.

A decentralized governing structure exists with delegation of authority, responsibilities and accountability.

Each of the six Faculties comprises of multiple units and each unit is headed by a dean who reports to the Vice Chancellor/Registrar.

To carry out the supporting functions like Finance, Campus administration, International Relations, Student and Alumni Affairs etc. directors are appointed.

#### c. Key policies formulated

- Admission Policy
- Research Policy
- Internal Complaints Committee
- Code of Conduct for Employees
- Grievance and Redressal Policy

#### d. Sample of Key Decisions taken by the various bodies

Name of the Body	Decision taken on	Meeting No. date
Board of Management	Centre For Heritage Studies in Architecture Dept  Off Campus at Tiruchirappalli	56, 30-7-2021
Academic Council	SRM Centre for Journalism Centre for Research in Defence and International Studies Center for Rural development and Technology	47, 22-10-2021
Finance Committee	Sanction of seed money for research	28, 4-6-2019
	Fee fixation	Special FC, 28.01.2021
	Incentives to promote Research to the tune of Rs. 2.52 Crore	31, 18-11-2020
IQAC	Applying for NBA accreditation for 5 programs	28, 23-07-2018
	Enrolling in National Service Portal	33, 25-11-2019
	Paramarsh Scheme started	35, 6-3-2020
	ISO 14001:2015	35, 6-3-2020

Planning and Monitoring board	Creation of SRM Centre of Immersive Technologies	12, 29.10.2020
University Research Council	Creation of Central Research Facility	25-6-2020

As demonstrated above, SRMIST is run, bound by its documented rules and regulations and the approvals provided by various institutional bodies. There e is no place for ad hoc measures.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for Annual Report of the preceding academic year	<a href="#">View Document</a>
Link for organogram of the University	<a href="#">View Document</a>
Link for minutes of meetings of various Bodies and Committees	<a href="#">View Document</a>

### 6.2.3

**The University has implemented e-governance in the following areas of operation**

- 1.Planning and Development**
- 2.Administration (including Hospital Administration & Medical Records)**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

**Response:** All of the above

File Description	Document
Screen shots of user interfaces, if any	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional budget statements allocated for the heads of E-governance implementation ERP Document	<a href="#">View Document</a>
E-Governance architecture document	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty and Staff Empowerment Strategies

## 6.3.1

**The institution has effective welfare measures for teaching and non-teaching staff, and other beneficiaries.**

**Response:**

SRMIST's guiding dictum is empowerment of human resources so that they contribute to the cause of students, institution and education. Apart from the liberal incentives provided to faculty for curricular and cocurricular activities like for publication of papers, bringing in funded projects, attending conferences etc, faculty and staff enjoy a lot of welfare measures which provide them a sense of security, belongingness and esprit de corps.

**The broad categories of welfare measures are:**

**1. Staff (Faculty and non-teaching)**

- Health Cards to get free / concessional treatment in SRM Medical College Hospital for staff and their dependents.
- Need-based treatment in SRM owned corporate hospitals
- Free / Concessional Staff Quarters (367 for Faculty and 128 for Non-Teaching)
- **Free/concessional Education for Wards of Staff of SRM Group of Institutions (834)**

Year	No. of employee-wards benefitted	Scholarships disbursed in Rs. lakhs
2017-18	161	244.87
2018-19	131	185.13
2019-20	103	99.28
2020-21	207	356.21
2021-22	232	427.55
<b>Total</b>	<b>834</b>	<b>1313.04</b>

- **Gift Cheques for Staff's Own /Ward's Marriage/other ceremonies (293)**

<b>Special Functions at Home</b>		
Year	No. of beneficiaries	Amount in Rs. Lakhs
2017-18	56	1.23
2018-19	62	1.97
2019-20	67	2.06
2020-21	47	1.87
2021-22	61	3.64
<b>Total</b>	<b>293</b>	<b>10.77</b>

- **Compensation for Staff when they lose the near and dear ones (105)**

Losing near and dear ones	No. of beneficiaries	Amount in Rs. Lakhs
2017-18	13	0.33
2018-19	13	1.25
2019-20	20	2.4
2020-21	10	0.5

2021-22	49	5.45
<b>Total</b>	<b>105</b>	<b>9.93</b>

• **Jobs for widows of SRM employees (13)**

Expired Employee Name	Relationship	Name of the Staff	Designation
Mr.V.Anbazhagan	Son	Mr.Surya A	Lab Asst
	Son	Mr.Rohith A	Lab Asst
Mr.K.Sachithananthan	Wife	Mrs.Janaki	Attender
Mr.D.Mani	Son	Mr.M.Saravanan	Attender
Mr.Baskar	Wife	Mrs.Keerthi P	Jr.Asst
Mr.Palani	Son	Mr.Nethaji Subash	Attender
		Chandra Bose P	
Dr.Gopalakrishnan	Wife	Mrs.Chandra Jeya	Research Scholar
Mr.R.Sankaran	Daughter	Ms.Aiswaraya	Asst.Farm Manager
Mr.K.Velumurugan	Wife	Mrs.P.Kanagalakshmi	House keeping Supervisor
Mr.K.Dharani	Wife	Mrs.D.Malliga	Lift Operator
Mr.P.Umapathy	Wife	Mrs.Bhakiyalakshmi	Attender
Mr.Gopinath	Wife	Mrs.Praveena	Teaching Associate
Mr.Thanikachalam	Son	Mr.Kavidhasan	Farm Supervisor
Mr.T.E.Kannan	Wife	Mrs.Yasotha	Attender

- Free Transport for staff in Air-Conditioned Busses
- Medical & Maternity leave for Eligible Staff Members
- Free Creche facilities
- Gratuity – settled 243 claims at a cost of Rs. 6.54 crores
- 60 days - Summer and Winter Vacations for Faculty Members
- Flexible attendance System / Timing for Staff with Biometric System
- Concessional fee for staff pursuing higher studies UG/PG/PhD
- Workload reduction for staff pursuing higher studies
- General Group Insurance Cover
- Skill development courses for Non-Teaching Staff
- Get-togethers and gifts on Teachers' day
- 10% concession in SRM owned 3-Star hotel
- Concessional rate for using swimming pool
- Organization of sports and cultural competitions and award of prizes
- Gifts on competing 10/15/25 years of service

**2. Faculty alone**

- Sponsorship to Attend Conferences in India and Abroad
- Faculty Abroad Program to enable faculty to visit foreign universities for study / research
- Cash Incentives for Publications
- 5% of the funds received on account of Sponsored research projects as incentives to the investigator from institutional funds
- Faculty development programs for faculty members on regular basis

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for policy document on welfare measures	<a href="#">View Document</a>
Link for list of beneficiaries of welfare measures	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 71.66

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

2021-22	2020-21	2019-20	2018-19	2017-18
1340	1722	2480	2265	1564

File Description	Document
Policy document on providing financial support to teachers	<a href="#">View Document</a>
List of teachers provided with membership fee for professional bodies	<a href="#">View Document</a>
List of teachers provided with financial support to attend conferences, workshops etc. during the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	<a href="#">View Document</a>
Audited statement of account highlighting the financial support to teachers to attend conferences/workshops and towards membership fee for professional bodies.	<a href="#">View Document</a>

### 6.3.3

#### Average number of professional development / administrative training programs organized by the

**University for teaching and non teaching staff during the last five years****Response:** 140.4

6.3.3.1 Total number of professional development / administrative training programmes organized by the Institution for teaching and non-teaching staff year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
106	106	149	170	171

<b>File Description</b>	<b>Document</b>
Reports of Academic Staff College or similar centres Verification of schedules of training programs	<a href="#">View Document</a>
List of professional development / administrative training programmes organized by the University year-wise for the last five years	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Detailed program report for each program should be made available Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	<a href="#">View Document</a>
Copy of circular/ brochure/report of training program self conducted program may also be considered	<a href="#">View Document</a>
Certified list of the participants who attended the professional development/administrative training programmes during the last five years	<a href="#">View Document</a>
Certified list of organisations / agencies that sponsored/supported/supervised the programmes	<a href="#">View Document</a>

**6.3.4**

**Average percentage of teachers undergoing Faculty Development Programmes (FDP) including online programmes (Orientation / Induction Programmes, Refresher Course, Short Term Course etc.) during the last five years..**

**Response:** 71.98

6.3.4.1 Total Number of teachers attending such programmes year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
2142	1481	1909	1975	1906

File Description	Document
List of teachers who attended Faculty Development Programmes including online programmes during the last five years	<a href="#">View Document</a>
List of sponsoring/supporting/supervising agencies	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
E-copy of the certificate of the program attended by teacher	<a href="#">View Document</a>
Annual reports of the IQAC and the University for the last five years.	<a href="#">View Document</a>
Annual reports of the AQAR submitted to NAAC	<a href="#">View Document</a>

### 6.3.5

#### **Institution has Performance Appraisal System for teaching and non-teaching staff**

#### **Response:**

#### **Faculty Members**

Institute has a very transparent self-appraisal system. The appraisal system covers all the aspects of academic, administrative and research activities of the staff. Each of the activities carries points. The system is made online. The highlights of the appraisal are reproduced below:

- Teaching Assignment
- Teaching Resource Creation
- Mentoring & Guidance
- Journal Publication
- Conference Publication
- Research Project
- Award / Honors / Recognition
- Online Courses
- Professional Training
- Professional Membership
- Administration Support Services
- Organizing Events

- Accreditation Activities
- Consultancy

In addition to the above, faculty are rated by students through an online feedback system. The attributes covered for theory courses are:

- Punctuality
- Sincerity
- Subject Knowledge
- Lecture Preparation
- Communication & Presentation Skills
- Coverage of Syllabus as per Schedule
- Controlling of the Classes
- Standard of Test Questions
- Discussion of Test Questions
- Fairness in Evaluation
- Interaction & Approachability
- Helping for Clarification of Doubts
- Knowledge Gained at Present on the Subject
- Overall Rating of the Teacher

### **Promotional avenues and recruitment**

**The promotion/recruitment policy is as per the by-laws of the institution, which is in alignment with UGC regulations.**

**It is the first vital step which defines the future course of the university.**

The process is decentralized to the department level and only the HoDs have major say.

Once the vacancies are determined, the advertisement is made in leading newspapers and SRM career portal. The applications received are sent to the departments concerned. Departments shortlist the candidates as per their requirement exercising full autonomy without having to take any consent from the Faculty Dean.

Then recruitment/interview committee is constituted by the VC as per UGC norms with minimum two external experts, department HoD, concerned school dean, Faculty dean and a representative of the VC. A template for the assessment of the competency of the candidates is prepared with well-defined benchmarks. After the interview a merit list is drawn and sent to the VC through the Faculty dean for the former's approval.

As elucidated above major say is with the department in shortlisting, conducting interview and drawing the merit list.

Similar procedure is adopted for internal promotions also.

Because of the above-mentioned procedure right people are recruited at the right time without any extraneous influence.

There are elaborate formats to grade the candidates.

### For Non –Teaching category

SRMIST recognizes the key role played by the non-teaching staff in underpinning the functioning of the system and has developed a self-appraisal system so that non-teaching staff show involvement, take responsibility and are held accountable. The components of assessment are furnished below:

- Task Execution and Punctuality
- Work in Time and work Perfection
- Work interest and Motivation
- Ability to work independently & in groups
- Capability to maintain discipline amongst staff
- Dress code and Neatness
- Fairness and impartiality
- Capacity and willingness to assume responsibility
- Integrity, honesty in behaviors
- Ability to rise to difficult situation & execute tasks
- Behavior with Colleagues
- Cooperation with colleagues for work activities
- Helping colleagues
- Learns from colleagues
- Motivates colleagues in workplace

Thus, SRMIST follows a systematic and time-tested process for staffing. This process is reviewed and modified as warranted.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for performance appraisal policy of the institution	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

**Response:**

#### **A. STRATEGIES FOR MOBILIZATION**

**The resource mobilization is carried out by the following means:**

- Domestic student fee
- International student fee
- Interest on Corpus Fund
- Earnings from consultancy
- Alumni support
- Other earnings from training or workshops
- Donations from philanthropists

#### **a. Domestic student fee**

The trends indicate that inflow of domestic student fees increases at an average rate of 25%, which indicates a healthy revenue system. This component alone is having a huge share of more than 95%.

#### **b. International student fees**

SRMIST augments the intake of foreign students by creating awareness of SRMIST among foreign audience which is expected to increase international student intake and hence more non-domestic fees.

#### **c. Interest from corpus funds**

By increasing the corpus funds in accordance with the UGC regulations 2019, the interest accrued from the same is marginally increased.

#### **d. Earnings from consultancy**

This is an area where there is a lot of scope for improvement. SRMIST plans to strengthen the consultancy cell with additional infrastructure and personnel so that its earnings are considerably increased. The current earnings are Rs. 145 Crores per annum.

#### **e. Leveraging alumni financial resources**

SRM IST engages alumni in:

**Contributing to scholarship fund:** SRM IST provides scholarships to meritorious students as a part of its need-blind admission policy. The alumni are encouraged to contribute to the scholarship fund to ensure availability of monetary support to the students in continuing their studies.

**Institutionalizing named endowments:** SRM IST engage its alumni in setting up named endowments for student scholarships, special research fellowships, chair professorships and others.

**Funding research projects:** SRM IST encourages its alumni to be a part of the institute's journey to pursue research excellence. SRM IST showcases the research activities being carried out at the institute and the plan for developing centers of excellence in niche areas. The alumni are motivated to pitch in for contributing in setting up research infrastructure, providing research grants and fellowships. Current average research grant received from industry is Rs. 21.95 Crores

**Building named infrastructure:** The alumni are involved in extending their support in building world-class infrastructure such as auditorium, student blocks. The entrance arch is one of the examples.

SRM IST expects a total of INR 350 crore as contribution from alumni in variety of causes, discussed above.

#### **f. Donations from philanthropists**

This is one avenue which has not been explored much. SRMIST plans to approach industrial houses and request them to support its various scholarship schemes so that that much burden on the institute is reduced which can be used for other academic purposes.

### **B. OPTIMAL UTILIZATION OF FUNDS**

**The following measures are in place:**

- Avoidance of duplication of lab facilities through proper scheduling
- Reducing energy bills by using solar power to the extent of 1000 kw to be doubled in a year.
- In-house fabrication of research facilities and in-house design of infrastructure
- MoU with Public Enterprise LIC for the payment of gratuity
- Securing loans at negotiated interest rates from banks whenever huge expansion is planned like establishment of new campuses.

<b>File Description</b>	<b>Document</b>
Link for resource mobilization policy document duly approved by BoM / Syndicate / Governing Council	<a href="#">View Document</a>
Link for procedures for optimal resource utilization	<a href="#">View Document</a>

#### **6.4.2**

**Funds / Grants received from government / non-government bodies / philanthropists during the last five years (excluding scholarships and research grants covered under Criterion III)**

**Response:** 521

6.4.2.1 Total funds / Grants received from government /non- government bodies year-wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
92	56	115	191	67

<b>File Description</b>	<b>Document</b>
Provide the budget extract of audited statement towards Grants received from non-government bodies, individuals, philanthropist duly certified by chartered accountant and/or Finance Officer	<a href="#">View Document</a>
List of government / non-Governmental bodies / philanthropists that provided the funds / grants	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Copy of letter indicating the grants/funds received by respective agency as stated in metric	<a href="#">View Document</a>
Audited statements of accounts for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 6.4.3

#### **Institution conducts internal and external financial audits regularly**

#### **Response:**

SRM institute of Science and Technology is conducting Audit in two ways.

Internal Audit

1. **Internal Audit**
2. **Statutory Audit**

#### **1. Internal Audit**

SRM Institute of Science and Technology has qualified Chartered Accountants (Internal Auditors) to supervise the Internal Audit Functions and they ensure that all the procedures and guidelines set by the Board of Governance and Management are strictly adhered to while carrying out the transactions.

The Internal Audit have been effectively carried out by the in-house Auditors on the recommendations under the division headed by the Chartered accountant. The Internal Audit teams ensure that the recording of transactions is carried out in the ERP and also participate in the purchase Committee meeting to ensure the compliance of statutory aspects in respect of Purchase order under review.

Apart from the above, SRMIST has two External Auditors who assigned to do the Internal Audit by the reputed practicing Chartered Accountants Firm.

They are carrying out the Procedural, Transaction and compliance Audit and submit their reports either Quarterly or Half Yearly. Audit reports commenting on their observations and highlighting the corrective

measures that need to be taken to ensure proper compliance as per their observations.

The External Internal Auditors' reports are reviewed by Management and forwarded to the respective accountants / Internal Auditors to bring in desired improvements in the areas highlighted by the External Internal Auditors. Effective 2016 - 17, SRMIST has increased the size of External Internal Auditors to 3 considering the volume of transactions that has gone over a period of last five years.

With the above SRMIST ensures that proper checks and balances are in place in respect of Financial / Procedural aspects and also ensures that the transactions are recorded in books with proper approvals.

## 2. Statuary Audit

The Statuary Auditors carry out annual audit of accounts and ensure that proper books of accounts are maintained by the institution for the recording of transactions, preparation of financial statements viz Income and Expenditure Statement, Balance Sheet etc. Also they certify that, in their opinion, the financial statement give a true and fair view of the state of affairs, Surplus/Deficit for the financial year of the Trust/Institution.

File Description	Document
Link for financial audit reports for the last five years (Refer annexure number -01 as per SOP)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for policy on internal and external audit mechanisms	<a href="#">View Document</a>

## 6.5 Internal Quality Assurance System

### 6.5.1

#### Institution has a streamlined Internal Quality Assurance Mechanism

#### Response:

#### A. IQAC has contributed significantly in the following areas:

- Curriculum and syllabus
- Accreditation/Ranking
- Internal promotion
- Reports for UGC/AICTE Expert Committee Visit and visit logistics
- QS Rating
- External Publicity
- Preparation of MoA

- Participation in media surveys
- Freshers' induction
- AISHE nodal officer
- Formulation of strategic plan
- Feedback surveys on syllabus and curriculum.

## B. TWO CASE STUDIES

### a. RANKING

The parameters of different rankings have been disseminated to all faculty members so that they are taking conscious efforts to implement activities which will enhance the points that can be scored in these parameters.

**The Faculty deans as well the top administration have been made acutely conscious of the following:**

- Optimization of sanctioned intake so that the ratio between actual and sanctioned strength is more than 0.90
- Though an FSR of 1:20 is acceptable for Universities, IQAC is pushing for 1:15 to improve rankings.
- Research publications are done in SCOPUS and WoS only. The SCOPUS h-index is now at 132. IQAC facilitates conducting periodical reviews on publications. The research publications have jumped 3 times and citations 6.25 times compared to 2017.
- The process of filing and publicizing the patents have been streamlined so that 101 patents have been granted compared to just three in 2017.
- Faculty members are motivated to go for collaborative publications with those in foreign universities and their network enables SRMIST garner more points under perception and IRN (International Research Network). In 2021-22 alone 747 faculty members made collaborative publications.

A comparison of NIRF rankings over the years.

Discipline	NIRF-2023	Earlier NIRF
University	18	34 (2017)
Engineering	28	35 (2017)
Medicine	20	22 (2018)
Dental	6	9 (2020)
Pharmacy	15	9 (2017)
Architecture	14	11 (2022)

### b. CONSISTENCY IN EVALUATION OF ANSWER SCRIPTS

When multiple sections are there for the same course multiple faculty handle the course across the sections. In order to ensure fair and uniform assessment of the answer scripts, the answer scripts of students belonging to different sections are first thoroughly mixed together. The answer scripts are then bundled with 30 or less scripts in each bundle. These bundles are then randomly distributed to the faculty

members. A common answer key is prepared.

Nevertheless, it is still possible that minor variations in evaluation will arise among the faculty members. The variation in averages / maximum marks awarded by different faculty members can be attributed to their inherent style of valuation though everyone follows the answer key. Only in order to iron out such variations normalization is adopted.

Every answer sheet has a provision wherein the faculty has to shade his/her identification number by which the consolidated marks awarded by a faculty for the answer scripts corrected by him/her can be segregated. From this the average/ maximum mark awarded by an individual faculty is calculated. These values are compared across the faculty members and normalization factors arrived at based on average/maximum marks.

A similar procedure is followed for internal evaluation also.

Thus, IQAC has internalized many a practice.

File Description	Document
Link for the structure and mechanism for Internal Quality Assurance	<a href="#">View Document</a>
Link for the report on the initiatives for the appointment of a fulltime Director/Officer for the IQAC	<a href="#">View Document</a>
Link for the minutes of the IQAC meetings	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.5.2

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

- 1. Academic and Administrative Audit (AAA) and initiation of follow-up action**
- 2. Conferences, Seminars, Workshops on quality**
- 3. Collaborative quality initiatives with other Institution(s)**
- 4. Orientation programmes on quality issues for teachers and students**
- 5. Participation in NIRF process**

**6. Any other quality audit by recognized State, National or International agencies ( ISO, NABH, NABL Certification, NBA, any other)**

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

<b>File Description</b>	<b>Document</b>
Report /certificate of the Quality Assurance Initiatives as claimed by the Institutions eg: NBA, ISO, NABH, NABL, AAA etc.,	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
e-copies of the accreditations and certifications	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual reports of the University	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for AQARs prepared by IQAC.	<a href="#">View Document</a>

### 6.5.3

#### **Impact analysis of the various initiatives carried out and used for quality improvement**

**Response:**

#### **A. TEACHING LEARNING**

- **OBE was introduced in 2009 and today five programs have been accredited by ABET, five by NBA and four by IET.**

#### **B. STUDENT PERFORMANCE**

In view of the OBE and mapping of topics to CO and PO, students have better clarity on the learning and evaluation process, which has resulted in top notch performance in the university examinations. The Assurance of Learning (AOL) as vindicated by PO attainment for sample program is:

- Engineering-ECE–the level varies from 2.2-2.7 over 12 PO
- Pharmacy-Varies from 2.11– 2.65 over 11 PO
- MBBS – varies from 1.7-3 over 13 PO
- These levels provide a direction towards remedial action.
- Further the average pass percentage is 95.91.
- The combined percentage of placed students/higher studies has improved to 87.3

### C. ASSESSMENT PROCESS

- Examination reforms like Digital evaluation and normalization of marks for consistency have resulted in more transparency, accuracy and efficiency in the evaluation process so that the results are published within seven days and percentage of grievances at 0.82%

### D. RESEARCH

- Setting targets for paper publication providing incentives for the same
- Incentives for funded projects
- Setting up Innovation and incubation center
- Recruitment of research faculty
- Seed money
- Impact of the above over the last five years
- Publications have tripled
- Citations improved by 6.25 times
- From 8 patents in 2017 we have 101 patents granted
- Research funding through sponsored projects has increased by 1.5 times.
- h-index has shot up to 132 from 42 in 2017.

### E. LEARNING OUTCOMES

**With the introduction of OBE, all programs including that of MHS have adopted it and PO-CO mapping and measurement of attainment of the same have become a norm now.**

**Feedback on curriculum and syllabus obtained from students, faculty, alumni, professionals and employers reveals the scores on a 4-point scale.**

Faculty	Students	Employer	Alumni
2.995	2.860	2.433	2.611

**Analyzing the above, the following reforms have been made.**

- **88.84% of programs revised.**
- **100% of programs have adopted CBCS/Elective curriculum**
- **Percentage of new programs introduced: 42.23**
- **Number of value-added courses conducted: 534**
- **New Faculty Agricultural Sciences introduced**

### G. ADMINISTRATIVE REFORMS

- **All academic, financial, administrative and student/faculty centric processes computerized to an extent of 95%**
- **Recruitment/internal promotion process has been made transparent**
- **A simple but effective organogram has been in place**
- **Byelaws, policies formulated in accordance with Regulatory bodies and implemented.**

### H. FINANCIAL MANAGEMENT

- Institutional income/expenditure has increased by 25% over the last five years.
- Secured loans have been reduced by 23%

## I. NATIONAL RANKING – NIRF

NIRF rankings over the last 5 years in all disciplines

NIRF	2023	2022	2021	2020	2019
University	18	19	30	35	32
Engineering	28	24	34	41	36
Pharmacy	15	12	15	19	14
Medical	20	20	20	31	22
Architecture	14	11	NA	NA	NR
Dental RMP	6	8	10	9	NA
Overall	32	36	53	58	52
Research Rank	39	36	46	--	--

## J. GLOBAL RATING

QS-Stars ranked SRMIST with global 4-stars in the second consecutive cycle and five-star rating in teaching, employability, online learning, innovation, social responsibility.

Complete impact: [http://naac23.srmist.edu.in/webassets/SSR\\_IV/General/6.5.3\\_Impact\\_IQAC.pdf](http://naac23.srmist.edu.in/webassets/SSR_IV/General/6.5.3_Impact_IQAC.pdf)

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for relevant documents/information on the process and results of impact analysis on the above aspects	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

**Measures initiated by the institution for the promotion of gender equity during the last five years.**

#### **Response:**

**Gender Audit:** Centre for Statistics, SRMIST conducts Gender audit and its recommendations are considered in Policy framing & budget allocation. The improved safe and secure environment, to stay and study, has paved way for many female to choose SRM and it is evident by the fact that enrolment of girl students has increased from 12.7% in 2015 to 24.1% in 2021 and female staff strength is raised to 44.2%. Among 47.2% of long standing women employees 33.5% are holding high office positions.

**Gender Equity Promotion:** Campus is secured that women and girls enjoy the campus facilities in the same scale as that of male counterparts. SRMIST is keen in sensitizing about the dignity of women, their values, and specific issues faced by them.

- Since University's policy is Zero Tolerance for the sexual Harassment, **Internal Committee (IC)** is active. Internal Committee Members are facilitated to undergo **POSH** training and certification.
- Quick measures are taken to maintain gender equality, by implementing special policies in appointment, posts, services, leave and special permission. Percentage of women serving as teaching faculty in the institution is above **42%., whereas it is 50% in the non-teaching.**
- Every female employee is eligible for **Maternity Leave** for 90 days with pay. Female members who are covered under **ESI Scheme** are given Maternity Leave of 6 months. Also special casual leaves are permitted for undergoing sterilization and non-puerperal sterilization.
- **33.5% of women in leadership roles** (Senior Professors/HOD/Assistant Director/Associate Director/Dean/Director/Addl. Registrar) indicates how SRM prioritizes equity and equality
- Many **female students excel** in academics, research and in International / National level sports.
- Department of sports has allotted a **lady teaching faculty & trainer** for girls

#### **Gender Equity & Sensitization – Curricular**

<b>Course</b>	<b>Outcome</b>
Value Education	Dedicated team inculcates the basic value system in the context of Indian Ethos and instills gender equity. Also infuses traditional esteem and honour bestowed on women in our culture
Universal Human Values (UHV)	An active UHV cell headed by a woman imparts human values across the campus.
Certificate Course on gender studies	Initiated to educate on gender spectrum and to practice inclusivity.

**Gender Equity & Sensitization – Co-Curricular:**

<b>Title</b>	<b>Outcome</b>
Workshop	<ul style="list-style-type: none"> <li>• Capacity Building for Women</li> <li>• Awareness on IC &amp; POSH Law</li> <li>• Working Women Workouts</li> </ul>
Training	<ul style="list-style-type: none"> <li>• Menstrual Hygiene Management Summit</li> <li>• Fire safety for Ladies hostel Staff</li> <li>• Disaster Management for Women</li> </ul>
Events & Celebrations	JOSH, Women's Day, Navratri, Rakshabandan, Durga Pooja

**Facilities for Women:** To implement gender equity, special measures taken by the university are

- SRMIST's own security agency patrols 24X7
- CCTV surveillance covering the entire campus.
- Senior officials/doctors/ women Counselors/Clinical Psychologist reside inside Campus
- Training for mentors/counselors by highly Qualified Professional
- 24X7 dedicated ambulance for Hostels & Medical services
- Lady Security Guards/Warden/ Dy. Warden/Supervisor/Student Relation officer/Accountant/Matrons/Lift operator in hostels.
- Girls are encouraged to spend more time in the research and innovative labs / libraries under surveillance
- Open and AC Gyms, Face recognition attendance, baggage scanner, access control entry/exit in Hostels
- Women rooms, Sanitary Napkin Vending machine and incinerator in each Building

File Description	Document
Link for specific facilities provided for women in terms of- a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Link for annual gender sensitization action plan	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.2

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

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

**Response:** Any Four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>

### 7.1.3

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

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

#### **Response:**

Waste Management practices adopted are hygienic, efficient, safe and economic for the processes of storage, collection, transportation, treatment or disposal without polluting the atmosphere, soil or water system. All types of wastes are covered as mentioned below;

#### **a. SOLID WASTE MANAGEMENT**

- Waste management and recycling support the reduction of the amount of material entering the waste stream.
- More than 1,000 recycling bins on campus to collect degradable and non-degradable waste like food waste, paper waste, general solid and liquid waste, dry waste of fallen flowers and leaves, plastic packaging, food wrappers plastic bags etc.,
- More than 60 % of waste form landfills, but the goal is to reach 75% before 2024
- Avoid or to minimize generation of waste
- Working with waste collection authorities.
- SRMIST (Hostels) signed a LOA with Bisleri International Ltd. (Bottles for change –CSR)

#### **b. LIQUID WASTE MANAGEMENT**

**a. Water conservation**

- Water Conservation is long-term commitment of SRMIST.
- Regular monitoring of water uses with frequent meter readings
- Rapid response to potential leaks
- Behaviour of the students and staff at the institute modified through education
- University has operated an irrigation monitoring program specifically designed to conserve water and reduce runoff from campus. The irrigation schedule is administered by an advanced automated central control

**c. WASTE WATER TREATMENT**

- Waste water treatment is for a desired end use.
- SRMIST has three Sewage Treatment Plants (STP) and 4 Effluent Treatment Plants.
- Wastewater is treated as per CPCB norms for reusability
- Quality of water treatment process is maintained by certified operators who monitor results
- Average waste water generated in the campus is 46,00,000 litres. The average water treated in the 3 STPs is 41,40,000 litres.
- Entire treated water is used for watering the gardens and lawns
- Sludge settled in the STPs is removed, composed and used as manure for gardens.
- ETP removes the soluble harmful pollutants in the waste water.

**d. E-WASTE MANAGEMENT**

- E waste is collected by ITKM department of SRMIST.
- Students deposit any waste with ITKM and special drives are conducted for collecting.
- E-waste for recycle can be submitted to the ITKM between Monday to Friday, 08.00 am to 04.00 pm.
- Departments also follow the same procedure
- Collected items are sent to government approved/certified dealers based on MOU signed

**e. BIOMEDICAL WASTE MANAGEMENT & HAZARDOUS CHEMICALS AND RADIOACTIVE WASTE MANAGEMENT**

- To dispose of bio-medical wastes government guidelines are meticulously followed.
- Waste bins as per the specification with necessary warning signs are located in strategic locations.
- The Hazardous waste generated in the campus is disposed through authorized hazardous waste disposal authority from TNPCB.

**SRMIST CAMPUS IS14001:2015 CERTIFIED.**

Hence all the above-mentioned activities are driven by SoPs. Targets are set for each one of them a sample of which is furnished below:

**Minimize:**

- Electricity consumption by 10%.
- Consumption of diesel for gensets by 10%.

- Diesel consumption for transit facilities by 3%.
- Ground water extraction by 10%.
- Increase the rain water harvesting facilities by 10%.
- Increase the production of electricity using photovoltaic cells by 10%.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Link for Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Link for additional informaton	<a href="#">View Document</a>

#### 7.1.4

##### Water conservation facilities available in the Institution:

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

**Response:** All of the above

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Geo-tagged photographs / videos of the facilities	<a href="#">View Document</a>
Link for additional informational	<a href="#">View Document</a>

#### 7.1.5

##### Green campus initiatives include:

1. Restricted entry of automobiles
2. Battery-powered vehicles
3. Pedestrian-friendly pathways
4. Ban on use of Plastics
5. Landscaping with trees and plants

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link to additional information	<a href="#">View Document</a>
Geo-tagged photos / videos of the facilities	<a href="#">View Document</a>

### 7.1.6

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

- **Green audit**
- **Energy audit**
- **Environment audit**
- **Clean and green campus recognitions / awards**
- **Beyond the campus environmental promotion activities**

**Response:** Any Four of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Audit reports of the institution related to the metric	<a href="#">View Document</a>

### 7.1.7

**The Institution has disabled-friendly, barrier free environment**

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

**Response:** All of the above

File Description	Document
Relevant documents / reports	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>
Link for relevant geo-tagged photographs / videos	<a href="#">View Document</a>

### 7.1.8

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

#### **Response:**

With students from across all states of India, SRMIST campus is a mini-India. The diversity factors are:

- Students from other states: 47.1%
- Students from other countries: 1.6%
- Economically and Socially Challenged: 62%
- Female students: 26.3%
- Female faculty: 44.32
- Faculty from other states: 12.5%
- In order to ensure unity and harmony among the diverse group of students a bouquet of measures is taken:

#### **a. Curricular courses**

- Every program has exclusive courses on value education and ethics
- 18LEM102J Value Education
- ULL18206 Professional Ethics
- MB20201 Human Resources Management
- AS1.3, SU8.1, SU7.2 Ethics
- Mandatory on NSS/NCC/YOGA/SPORTS/ Constitution of India
- UHV courses Part I and Part II

These courses teach the basic values required to ensure a harmonious existence of humanity. These also expound how one's basic value system can be successfully applied to professional practice.

#### **b. Places of worship**

Places of worship are available within the campus for all the major religions. In addition, prayer halls can be booked and events conducted there.

### **c. Celebration of National/International days and festivals:**

These celebrations enable the students to break the barriers between them and mingle freely amongst them as one big SRMIST family.

A sample listing is:

- Independence/Republic/Constitution days
- Ramzan, Onam, Sankranti, Pongal, Ganesh Chaturthi, Saraswati Pooja, Navratras and Garbha Night, Ugadi, Christmas

### **d. Social outreach activities**

Students participate in outreach activities organized by NSS/NCC and other clubs and houses which enables them to come-together and develop harmony. On an average 220 activities are conducted per year with the participation of 84.97% of students and SRMIST has won 129 awards from government agencies on account of these activities.

### **e. Campus festivals**

SRMIST organizes two mega festivals within the campus – one technical (Aaruush) and the other cultural (Milan). These are conducted within two months of arrival of freshers. They go a long way in establishing rapport within the student community as they volunteer for the various organizational responsibilities.

### **f. Clubs and Houses**

15 cultural clubs and eight houses conduct more than 100 events per year thus promoting harmony among students.

### **g. Directorate of Student Affairs**

This dedicated directorate oversees all the student events while giving them free hand in organizing. It always provided central 24X7 counselling arrangements with the involvement of

- The Directorate of Student Affairs
- The Department of Psychiatry
- The Department of Clinical Psychology
- Wellness Centre
- The School of Public Health (SPH)

### **h. Hostels**

With 53 hostels and an intake capacity of 19230 students, different cuisines are provided to cater to the diverse taste buds so that students feel they are home away from home at SRMIST

### **i. Scholarships/free ships**

68.82% of students avail themselves of the various schemes.

### Living and Learning Together

It's a 'mini India' out here with students from all over India and even from other parts of the world. The campus too reflects this cosmopolitan aspect of the student community, with celebrations of regional festivals.

Living and learning together instills self-confidence and a spirit of camaraderie among the students, and contributes to professional fraternity.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link to supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 7.1.9

#### Sensitization of students and employees of the institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

##### Response:

SRMIST has undertaken many initiatives to sensitize the students and employees to apprise them of their **values, duties & responsibilities and rights** including their constitutional obligation.

##### Values:

- During induction program, young faculty members are inculcated how their own model behavior will motivate the students to display exemplary characteristics as they leave the institute.
- SRMIST organizes national festivals. During such occasions, campaigns on tree plantation, environmental consciousness and cleanliness are espoused with walks, road shows, talks, runs by eminent personalities and SRMites.
- Cultural and study tours organized by SRMIST to imbibe three thematic perspectives – culture, mother nature and professional outlook and values
- Teachers' day is organized every year in a grand manner. On that occasion all the teachers working in SRMIST gather at the main campus auditorium. They take teachers' day oath (written by former president of India late Dr. APJ Abdul Kalam); teachers' awards for publications, sponsored projects etc. are distributed.
- Courses like ULL18206 Professional Ethics, MB20201 Human Resources Management and AS1.3, SU8.1, SU7.2 Ethics teach the basic values required to ensure a harmonious existence of humanity. These also expound how one's basic value system can be successfully applied to

professional practice.

- UHV courses are conducted to inculcate human values
- Courses like ULL18506 Law Relating to Women and Children, 18LEM102J Value Education, MB21AB02 Agricultural Production Management teach the basic value in accordance with our culture.

### **Duties and Responsibilities:**

- First year students are taught on key tenets of our Constitution.
- Every student is provided with a Handbook in which all the rules of the institute including code of conduct are stated.
- The institute has an approved Byelaws, Rules and Regulations which give a foretaste of what is expected of students to be responsible citizens once they leave the portals of the institute.
- Faculty members are provided with a Handbook which outlines how sense of rights, duties and responsibilities are to be instilled among the students.
- Similarly, birth and death anniversaries of great Indian personalities are commemorated; for such functions public personalities are invited to give talks.
- Massive Swachhata campaigns aligned to Swachh Bharat missions have involved students and staff which brought them under one umbrella to work in unison.
- University also took initiate measures to inculcate the sense of social responsibilities among students and employees mainly by organizing Tree Plantation Drive, Awareness Rally about Cleanliness, Drug Abuse etc.
- On the occasion of Children's day celebration free dental check-up, eye check-up, general health check-up are carried out to take care of their well-being. Various competitions are conducted in the schools in and around the villages.
- University Electoral Literacy Club not only spreads awareness about voting rights among the students but also reaches out the surrounding communities to make them aware of their ethical voting rights.

### **Rights:**

- Periodical webinars/FDPs and guest lectures are conducted to make the students not only conscious of their rights and their responsibilities.
- Annual Union Budget Discussions by eminent economists were organized by the University.
- Faculty members are given Special leave to fulfil their citizenship rights during elections.

<b>File Description</b>	<b>Document</b>
Link to details of activities that inculcate values, necessary to render students in to responsible citizens	<a href="#">View Document</a>
Link additional information	<a href="#">View Document</a>

### **7.1.10**

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

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

**Response:** All of the above

<b>File Description</b>	<b>Document</b>
Institutional data in prescribed format	<a href="#">View Document</a>
Institutional code of conduct and code of ethics	<a href="#">View Document</a>
Details of the monitoring committee of the code of conduct	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Web link of the code of conduct	<a href="#">View Document</a>
Link for additional	<a href="#">View Document</a>

### **7.1.11**

**Institution celebrates / organizes national and international commemorative days, events and festivals**

**Response:**

It is embedded in Indian culture that we celebrate many festivals, remembrance days of our leaders, national and international days and other events with gusto. These celebrations bring people together and make them less conscious of man-made barriers created during colonial era. Students at SRMIST, home away home, and faculty members participate in these events organised by SRMIST which make them live in harmony.

#### **Festivals / Events in SRMIST**

- Students celebrate cultural and religious festivals such as Ganesh Puja, Saraswati Puja, Viswakarma Puja, Holi, Diwali, Oonam, Ramadan, Miladi nabi, Shivratri, Poongal, Christmas, etc in the campus
- Raksha Bandhan is celebrated with Prajapita Brahma Kumaris that honour women
- Students celebrate ethnic day with their ethnic attire and participate in cultural programs
- Also, Institution organizes/ celebrates commemorative days, several national and international days

**National day Celebrations:**

- SRMIST observes and celebrates National days and festivals such as Republic Day, Gandhi Jayanthi, Independence Day and other national integration days. During such occasions, causes like tree plantation, environmental consciousness and cleanliness are espoused with walks, road shows, talks by eminent personalities.
- Celebration of national integration days spreads the flavour of unity, integrity and oneness. These programs instil patriotism among the students and faculty to honour the freedom fighters. Flag hoisting and Parades are followed by cultural performances and special events engaging students in cleaning the surrounding areas. These activities, while instilling the importance of cleanliness amongst students, also inspire contribution to local community.
- National Unity Day involves hundreds of students and joint events.
- Birth and death anniversaries of great Indian personalities are commemorated; for such functions, public personalities are invited to give talks.
- Teachers' day is organized every year in a grand manner by the students.
- During Children's Day celebrations week-free dental check-up for children were organized by SRM Dental College
- National Pharmacy week is celebrated
- National Law Day and National Girl child day are celebrated by Faculty of Law and Department of English and Foreign Language

### **International Day Celebrations:**

**To inculcate the oneness among the SRM family and to give them the glimpse of the international arena, international days are celebrated. The celebrations include**

- World Environment Day
- International Yoga Day
- World Human Rights Day
- Road Safety Day
- World Women's Day
- World Water day
- Earth day
- World No-Tobacco Day
- UN Day
- Autism awareness day
- World Breast Feeding week
- World Breast Cancer day
- Engineer's Day
- Doctors' Day
- Nurses Day
- International Day against Drug Abuse and Illicit Trafficking
- World Millet Day
- Languages Day
- World Poetry Day
- World Tuberculosis Day
- World Blood Donor Day
- International Youth Day
- World Tourism Day
- IPR day

- AIDS day
- World Diabetes day

Being focused on societal benefits, many days have been dedicated to service, launch of products and services free of cost to citizens in need. Rallies, conferences, workshops, awareness campaigns, free medical check-ups, village visits etc., are organised as part of these celebrations.

File Description	Document
Any additional information	<a href="#">View Document</a>
Link for annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>
Link for Geo-tagged photographs of some of the events	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **BEST PRACTICE -1**

#### **Title of the Practice -1**

#### **I-D-E-A-T-I-O-N-S**

#### **2. Objectives of the Practice**

<b>I</b>	Integrate industry inputs and requirements with academia
<b>D</b>	Design of curriculum jointly by academia and industry
<b>E</b>	Experts from industry handling key courses
<b>A</b>	Assemble collaborative projects with industry leading to publications
<b>T</b>	Track problems faced by the industry for offering optimal solutions

<b>I</b>	Infrastructure for Laboratories and events with the funding from industry
<b>O</b>	Opportunities capitalisation for student employment
<b>N</b>	Nurturing Training needs of Faculty, Students and Industry personnel
<b>S</b>	Societal Outreach programs jointly with industry

The underlying principle is that industry and institute shall mutually benefit from these practices for the common good of the society

### 3. The Context

#### Context and challenges

In India there exists a disconnect between the industry and HEIs. Normally they both work from their own silos. While industry feels that the HEIs are not doing enough to equip their students and not doing enough applied research to help them handle the rapid technical developments and societal expectations, HEIs, on their part are of the opinion that industry is reluctant to make use of their research output or that industry does not have that much confidence to invest and collaborate with the HEIs as they seek to solve their problems. In the present era as changes are taking place all-round at astounding speed, unless both industry and institutes support each other they will be doing a disservice to the global community. Training the graduates to be employment ready is but only a minuscule part the collaboration, just like a tip of an iceberg, whereas what is required is joining of hands of industry and HEIs in each and every aspect of their existence, which from the HEI point of view can be from admission to graduation to alumni support.

### 4. The Practice

#### Practice and uniqueness

SRMIST's collaboration with industry is multidimensional touching every aspect of university life. It is aimed at benefitting students, faculty, industry, parents and society.

#### **I - Integrate industry inputs and requirements with academia**

Filing of patents aimed at solving industry problems and commercialization of the same

Consultancy work including of testing of industrial products

#### **D-Design of curriculum jointly by academia and industry**

Having industry experts in institutional bodies as per the mandate of the regulators is a commonplace thing. But at SRMIST every course is designed by a designated faculty, an industry expert and an external academic expert. This practice ensures that industry expertise is not merely used generically but, in a course-wise focused manner.

A few UG and PG programs are run with the support of industry also.

Industry representation in institutional bodies like Board of Management, Academic Council, Planning and Monitoring Board, Boards of Studies, IQAC, University Research Council

### **E - Experts from industry handling key courses**

Though SRMIST revises its curriculum every three years or less, technological break-throughs keep happening and more often than not they find application in industry first. In order to make the students aware of such advances one/two/three credit courses are offered which are designed by the industry experts.

Getting models from industry for demonstrations/training purposes

### **A - Assemble collaborative projects with industry leading to publications**

SRMIST undertakes sponsored research projects in collaboration with industry through MoUs

SRMIST makes joint publications with industry experts

### **T - Track problems faced by the industry for offering optimal solutions**

Training to industry personnel to bridge the knowledge gap

Incubation of start-ups based on industry requirement

### **I - Infrastructure for Laboratories and events with the funding from industry**

Setting up industry supported labs

Cocurricular events sponsored by industry

Industry supported Techfests

### **O - Opportunities capitalization for student employment**

Training for placement

Campus recruitment

Internship

### **N - Nurturing Training needs of Faculty, Students and Industry personnel**

Faculty members are deputed to industry to undergo internship like training to get themselves acquainted with the industrial practices. 94 faculty members have been benefited by this scheme Faculty Industry Immersion Program

Training to industry personnel to bridge the knowledge gap

Training for placement

### S - Societal outreach programs jointly with industry

Joining hands with local industry in undertaking social outreach

### 5. Evidence of Success of IDEATIONS

The success stories are as follows:

Area of empowerment	Outcome/evidence	Associated industry/Number of industries
<b>I - Integrate industry inputs and requirements with academia</b>	Number of industry personnel in institutional bodies	14 in institutional Bodies like Board of Management 35 in corporate advisory Board
	Patents	101 granted
	Start-ups	28(5-years)
<b>D-Design of curriculum jointly by academia and industry</b>	B.Tech CSE with Specialization in DSBS	TCS
	B.Tech Automotive Engineering	Automotive Research Association of India(ARAI) Pune
	B.Tech, Automobile Engineering with Specialization in Vehicle Testing	Global Automotive Research Center
	M.Tech - Automotive Technology	Automotive Research Association of India (ARAI) Pune
	Migration facility to do PhD by Service Personnel	Defense Services Staff College (DSSC)
	Courses in every program jointly designed by academia and industry	Multiple industries
<b>E - Experts from industry handling key courses</b>	26 one/two/three/credit courses are offered in 10 departments	21
	Industrial training – mandatory for all students of E&T	
<b>A - Assemble collaborative projects with industry leading to publications</b>	Research projects	65 agencies and 45 departments of SRMIST, 361 projects
	Joint Publications	619 (5 years)
	Start-ups	28 (5 years)
<b>T - Track problems faced by the industry for offering optimal solutions</b>	Consultancy – average revenue per year – Rs. 1.45 Cr	154
	Technology Transfers	4
<b>I - Infrastructure for Laboratories and events with the funding from industry</b>	Industry supported Labs	30

	Simulation center	STRATUS, BOSTON, USA
	Patents	101 granted
	MoUs	153
<b>O - Opportunities capitalization for student employment</b>	Training for placement	21 companies
	Campus recruitment	1306 companies per annum
	Internship	1347 internships through 152 companies
<b>N - Nurturing Training needs of Faculty, Students and Industry personnel</b>	Training imparted to industry personnel	FORD, HYUNDAI, METECNO
	Faculty Industry Immersion Program	94 Faculty members – 15 departments
	Industrial Training (Mandatory)	Around 8000 students per year
<b>S - Societal outreach programs jointly with industry</b>	Tie up with corporate hospitals	SIMS, Chennai
		SRM Global Hospitals

The outcomes listed above indicate that at SRMIST a conducive ecosystem exists which facilitates industry empowerment in a systematic way.

## 6. Problems Encountered and Resources Required

### Problems encountered

When industry empowerment is required in a large and varied scale covering the above-mentioned activities of the University, the first and foremost requirement is sustained dialogue with the industry. It is much more than inviting for one one-off meetings. Both industry and institute shall have follow-ups. SRMIST found this aspect of empowerment very difficult in the early days. However, with sustained efforts from both sides this obstacle has been overcome.

Second aspect is funding for research projects. Industry was very reluctant to provide funds for research in view of the long gestation periods for fructification. With the faculty of SRMIST expediting the research and demonstrating that they are capable of delivering the goods in a short time, confidence was gained and collaborations strengthened.

Third one is finding time for faculty to involve in IDEATIONS activities in addition to their teaching, academic research, administrative and other student centric activities. SRMIST has overcome this by providing flexi attendance timing for faculty, reduced workload for research track faculty and offering attractive incentives to them.

### Resources required

Since institute has to support the projects at least to an extent of 50% of project cost special allotments have to be made.

Recruitment of additional faculty over and above the minimum specified by the regulatory bodies.

## BEST PRACTICE -2

## 1. Title of the Practice

### **Holistic Value Based Education (HVBE) through Universal Human Values (UHV)**

Developing our university as a conducive environment that provide Holistic Value Based Education (HVBE) for Students, Faculty Members and other stakeholders. Education is a Fundamental Environment to Enrich the Self Exploration process to develop the Right Understanding for achieving full human potential at the individual level and developing an equitable and justice society for the National Development.

## 2. Objectives of the Practice

- The primary objective is to promote and instil universal human values by integrating value-based education modules in the university's curriculum across various disciplines.
- To develop teaching and learning strategies aim to enhance students' self-awareness for deeper understanding of oneself.
- Encourage students to find intrinsic reasons for Education and learning and develop Self-confidence to empower students with their own capabilities and the resilience to face challenges.
- Imparting Integrity like being honest, ethical, and having strong moral principles. It involves consistency in actions and values, even when no one is watching.
- Integrating passion, empathy along with the sense of responsibility to build a strong interpersonal relationship, and a more compassionate and connected society.

## 3. The Context

### **Technological Advancements**

Contextual Feature: Technology is shaping education delivery and communication methods.

Challenge: Ensuring that technology doesn't dilute the depth and personal engagement required for meaningful values education.

### **Globalization and Cultural Diversity**

Contextual Feature: Different cultures have unique interpretations of universal values, and these interpretations should be respected and integrated.

Challenge: Navigating how universal values can be adapted to diverse cultural and global settings without diluting their essence.

### **Teacher Preparation and Development**

Contextual Feature: Teachers play a pivotal role in values education.

Challenge: Providing educators with adequate training to effectively teach and model universal values.

### **Pedagogical Approaches**

Contextual Feature: Effective pedagogical methods are crucial for engaging students in values education.

Challenge: Selecting instructional strategies that encourage journaling, self-reflection, and active participation.

### Assessment Methods

Contextual Feature: Assessments should reflect the depth of values understanding and application.

Challenge: Designing assessment methods that measure values development beyond traditional quantitative metrics.

### Sustainable Implementation

Contextual Feature: Sustainable implementation of values education requires long-term commitment.

Challenge: Overcoming the potential for shifts in educational policies, priorities, and leadership that could impact the continuity of values education efforts.

## 4. The Practice

Indian higher education shaped by a combination of practices and uniqueness, often influenced by its cultural context and several aspects come to the forefront. Adhering some Best Practices in our university

**Holistic Education:** Traditional Indian education systems often focus on holistic development, emphasizing not only academic knowledge but also physical, emotional, and moral growth.

**Spiritual and Ethical Values:** Indian education historically integrated spiritual and ethical teachings. Concepts like truth (Satya), non-violence (Ahimsa), and compassion (Karuna) are rooted in Indian philosophy. Incorporating these values into education promotes ethical behavior and a sense of responsibility towards others.

**Guru-Shishya Tradition:** The guru-shishya (teacher-student) relationship is deeply ingrained in Indian education. This personalized approach fosters strong bonds, mentorship, and mutual respect, contributing to the cultivation of universal values such as trust, respect, gratitude etc.

**Self-Body Regulation:** Practices like yoga and meditation, deeply rooted in Indian culture, emphasize the importance of a balanced and healthy self-body connection.

**Community Engagement & Social Harmony:** Indian higher education can play a role in promoting social harmony by addressing issues related to caste, religion, and gender. This practice encourages students to connect with societal issues, promoting values and civic responsibility

### Constraints and Limitation that hinder the effective implementation

**Rote Learning Tradition:** This can hinder the development of critical thinking, creativity, and a deeper understanding of human values.

**Curricular Overload:** Indian university curricula are often dense and rigid, leaving little room for incorporating courses on ethics, values, or personal development.

**Lack of Faculty Training:** Faculty members might not always be adequately trained to integrate values and ethics into their teaching. This can lead to a gap between the intended values-based curriculum and the actual classroom experience.

**Cultural Diversity:** Balancing local cultural values with universal values can be complex.

**Assessment Methods:** The emphasis on high-stakes examinations can discourage experimentation with innovative teaching methods that promote values-based education.

**Bureaucracy and Institutional Inertia:** Universities often have bureaucratic structures that can hinder quick adaptation to new teaching methodologies or curriculum changes that emphasize universal human values.

**Societal Expectations:** There might be a mismatch between the values promoted in higher education and the societal emphasis on competition, material success, and social status. This leads to a lack of alignment between academic values and real-world behavior.

## 5. Evidence of Success

The success of implementing universal human values in our university evaluated, along with potential indicators and their implications:

- **739 UHV Introductory and 165 UHV-II certified faculty members.**
- **Implemented Student Induction Program (UHV-1 during SIP) since Aug 2022 as per NCC-IP guidelines.**
- **Inclusion of UHV II mandatory 3 Credit Course in the Curriculum**
- **Close to 25000 students benefitted.**

### **Faculty and Student Behavior and Attitudes:**

Indicator: Decrease in instances of bullying or aggressive behavior among students and faculty

Implication: This could indicate that the values education program has positively influenced students' and faculty with the right feeling of relationships, empathy, and conflict resolution skills.

### **Ethical Decision-Making:**

Indicator: Students demonstrating improved ethical decision-making skills through real-life scenarios.

Implication: This show that values education has helped students develop critical thinking skills, consider ethical implications, and make moral decisions.

### **Community Engagement:**

Indicator: Increase in student participation in community service projects or volunteering activities.

Implication: This could signify that values education has fostered a sense of responsibility toward society and a willingness to contribute positively.

**Faculty and Student Feedback:**

Indicator: Positive feedback from Faculty and Students indicating that values education has been beneficial in their personal and professional lives.

Implication: Few stories can demonstrate the long-term impact of values education on personal development

**Recognition:**

Indicator: Institutional recognition for values education initiatives

Implication: Recognition can indicate that the institution's efforts in promoting universal values are acknowledged and appreciated.

**6. Problems Encountered and Resources Required**

**Problems Encountered:**

Few stakeholders might not fully understand the significance of universal human values in education, leading to skepticism or apathy toward its implementation.

Balancing values education with the existing curriculum can be challenging, especially if there's a perception that it might reduce time for core academic subjects.

Measuring the effectiveness of values education through traditional assessment methods might prove difficult due to the subjective nature of values development.

Faculty require training to effectively integrate values education into their teaching methods and classroom discussions.

**Resources Required:**

Frequent Faculty Development Programs to impart values.

Resources for curriculum experts to design and revise courses to incorporate values in education seamlessly.

Development of assessment methods that measure values understanding, ethical decision-making etc

Support from institutional leadership to provide direction and create a conducive environment for values education.

Developing strategies to ensure the long-term sustainability of values education initiatives despite potential challenges

**Impact of the practice**

In accordance with the survey on students and faculty, 80.42% of students and 92% of Faculty feel that UHV has made positive impact on them

File Description	Document
Link of the best practices in the Institutional web site	<a href="#">View Document</a>

**7.3 Institutional Distinctiveness****7.3.1**

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

**Response:**

**OBJECTIVES**

- To instill in the young minds the concepts of innovation
- To facilitate the students to transform their innovative ideas into products through incubation
- To expose the students to entrepreneurship in the areas of their specialization

**UNDERLYING PRINCIPLES**

Students are inculcated adequate theoretical and practical knowledge which normally fetches good employment opportunities. However, the same knowledge can transform the students into entrepreneurs who can contribute directly to nation building. This practice will convince the students to take up entrepreneurship by removing the fear and anxiety normally associated with such endeavors. This concept is also envisaged in NEP-2020 under Clause 11 '*Towards a More Holistic and Multidisciplinary Education*'.

**NECESSITY**

Day by day government jobs are shrinking. Though there is a compensating expansion of the private sector, the pandemic which has turned the world upside down has also impacted on the security of private sector jobs. Therefore, the students who have been imparted a quality education at SRMIST should be adequately prepared to become entrepreneurs straightaway after graduation or after a short stint in industry. Further innovative entrepreneurs focusing on *atmanirbhar bharat* can keep our country afloat amidst global war scenarios and natural calamities.

**SETTING UP SRM DIRECTORATE OF ENTREPRENEURSHIP AND INNOVATION**

(DEI) <https://www.srmdei.com/>

- **DEI** is a dedicated directorate which looks after the entrepreneurial requirements of students. It was set up in 2015 in collaboration with UC Berkley through a MoU, envisaged student/faculty exchange programs to enhance the local ecosystem.
- DEI is an interdisciplinary directorate where students and faculty from the varied disciplines get themselves involved in incubation leading to start-ups and entrepreneurship.
- The Directorate itself is self-contained having the necessary hardware and software. Further the Directorate also facilitates and coordinates with laboratories across SRMIST depending on students' specific requirements.
- The Directorate also offers space and facilities and also interaction with industries.

## **OVERCOMING CHALLENGES**

The challenges like attracting students who are employment focused to DEI, finding time for them to work beyond class hours, mobilizing faculty from across the disciplines to be part of DEI have been overcome through flexi timetables for both faculty and students, involving students in the decision-making processes and identification and motivation of interested faculty. The issue of funding is also ameliorated by roping in external funding agencies like IEDC and SISFS who supplement SRMIST's funding.

## **IMPLEMENTATION THROUGH- ICED-ICIF PROGRAM**

This program involves the following practices that provide a holistic end-to-end approach to innovation and entrepreneurship and constitute an overall unique distinctive practice for the university.

### **I- Innovate in-house**

- Through Fabrication Lab, which facilitates students to innovate leading to incubations.
- 52 faculty members have been trained as Innovation Ambassadors
- 16 Idea/Innovation Student Clubs
- 9 External Experts/Agencies engaged as Mentors

**C- Competitions-** Coordinates the activities of various student clubs including participation in technical competitions across the country.

### **E- Entrepreneurship Courses**

- Offers 27 tailor made minor courses oriented
- Open elective courses
- Students trained at UC Berkeley conduct courses
- Formulated an I & E policy along with implementation plan

**D-Design Thinking-**DEI trains faculty on Design thinking

### **I- Infrastructure**

- Space and facilities for students to innovate, incubate and generate start-ups

- Pre-Incubation Facility – 9 Nos.

### **C- Collaboration with:**

- DST-NSTEDB, (GoI)-Establishment of NewGen IEDC (Innovation and Entrepreneurship Development Centres)
- Department for Promotion of Industry and Internal Trade (DPIIT), Government of India- Implements the Startup India Seedfund Scheme, a program of the Bootstrappers' Research Council (BRC), a section 8 company, established to oversee all incubation and technology transfer processes.
- Institute Innovation Council (IIC), an initiative of the MoE are overseen by DEI-Appropriate resources provided
- NISP portal for I&E (Innovation and Entrepreneurship) Policy adoption
- National Kapila Portal registered-and participated in Smart India Hackathon -2022
- External partners – 13 (Teesside University, MoE's Innovation cell, The Chennai Angels, Jacob's Institute of Design Innovation, UC Berkeley, etc.)

### **I- Intellectual Property**

- DEI through the Centre for Intellectual Asset Protection (CIAP) coordinates the patent filing, publishing -CIAP works to Protect, Promote and Profit from the IP generated by the institute researchers and students
- DEI managed by a 17 dedicated faculty and others.

### **F- Funding arrangements**

- By Attracting Angel investors and venture capitalists

### **IMPACT**

#### **a. ARIIA ranking**

The institution has been ranked within top five in the last three years.

#### **b. Innovations**

Total number of innovations recorded in YUKTI National Innovation Repository (2022) - 19

#### ***Highlights***

- Wireless charging electric skate scooter with PV charging station
- Smart helmet
- Smart Electricity Conservation System for an indoor environment

#### **c. Products developed and distributed during Covid-19**

- Low cost ventilator
- Covid-19 face shields

- Multipurpose sanitizer dispenser
- Unmanned vehicle for disinfection
- Robot for medicine delivery for Covid-19 patients
- Location based corona tracker

#### **d. Ventures and Start-ups**

- 23 ventures and start-ups have been recorded in YUKTI National Innovation Repository (2022).

#### **Highlights**

- Abhinava Rizel has secured an investment of USD of 25 million from MM Forging.
- Kreator 3D printer and solutions Pvt. Limited
- WORKIFY
- ZERO MEAT

#### **e. Collaboration with other incubation units, HEIs and Industries**

Collaborations with 31 private industries and four government units.

#### **Highlights**

- Automotive Research Association of India, Pune (Govt.)
- CSIR (Govt.)
- Indian Navy
- Mitsubishi Electric India Pvt. Limited

#### **f. Patents published, granted and commercialized**

Published : 1211

Granted : 101

Commercialized : 4

#### **Highlights of commercialized patents:**

- Ear based biometric authentication
- IoT Fog based power distribution system
- Hardened 22 carat gold for jewelry making in collaboration with TANISHQ (TATA)

#### **CONTINUAL IMPROVEMENT**

The achievements mentioned above have been measured against KRAs envisaged in strategic plan and follow up action is taken.

<b>Category</b>	<b>KRA as per strategic plan/Achievements</b>
Patents granted	50/101

Patents commercialized	10/4
No. of start-ups incubated	15/28
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link of appropriate Web link in the Institutional website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

**Apart from the rules and regulations mandated by MoE/UGC/AICTE / other Statutory bodies, SRMIST believes in going much beyond and has over the years adopted many a best practice making it the first choice for its stakeholders - students, faculty members, staff, parents, and industry.**

- All India Entrance Examinations for admission into programs under Engineering and Technology, Management and Medical and Health Sciences which has resulted in SRMIST having under its fold students from all the states of India
- Personality Development Courses embedded in curriculum to enhance employability
- Digitalization of curricular aspects, running e-labs, evaluation processes
- Foreign Language Courses in-built into curriculum for imbuing global mobility
- Mandatory Industrial Training twice during program to make students industry ready
- Students of Faculty of Agricultural Sciences live in villages for a semester or more to learn the practices as well create awareness on modern farming
- Comprehension courses to prepare the students for competitive examinations
- Facility to take up final year major design project entirely in industry
- Facility to launch entrepreneurial ventures in the final year with support from the institute instead of conventional major project work
- One-credit courses offered by industry experts
- Compensatory courses for slow learners
- Non-Traditional courses like value education / constitution of India to make students imbibe professional ethics and morality
- Employability centric courses by the Career Development Center
- Open houses for faculty members and students to identify areas of improvement
- Corporate Advisory Board obtains inputs from industry experts regarding curriculum development and offering industry-centric courses
- SRMIST runs UG / PG / PhD programs under Faculty of agricultural sciences. Students of this Faculty spend a semester in villages imparting state of art knowledge and practices to the village community thus increasing their agricultural output.
- Every year 300 rural school students are identified and are given free education at SRMIST including boarding and lodging
- During COVID, switched over from face-to- face classes to online classes seamlessly
- Even when the pandemic was at its peak online placement of students went unabated.
- Carried out clinical trials for indigenously developed COVAXIN.

### Concluding Remarks :

SRMIST as a multidisciplinary University has made giant strides in the field of education over the last two decades through excellence in education, research and innovation. Faculty and students enjoy an inclusive atmosphere wherein they are able to articulate their ideas and suggestions with an open mind without fear or favour. Towards the fulfilment of its vision SRMIST has taken all out efforts in providing necessary resources including that required for digitalization of its processes, competent manpower from across India and the globe and an effective and efficient governance system. It is now competing with the best of institutions as indicated

by its national and global rankings. It is consolidating and optimising its academic, administrative and financial resources to be in a position to implement NEP-2020 in letter and spirit for the benefit of students, faculty, industry and society.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.3	<p>Percentage of interdisciplinary courses under the programmes offered by the University during the last five years</p> <p>1.2.3.1. Number of interdisciplinary courses offered by institution during the last five years Answer before DVV Verification : 7511 Answer after DVV Verification: 8311</p> <p>1.2.3.2. Number of courses offered by the institution across all programs during the last five years Answer before DVV Verification : 10468 Answer after DVV Verification: 10468</p> <p>Remark : Value has been updated as per HEI Clarification response</p>																														
2.1.1	<p>Due consideration is given to equity and inclusiveness by providing reservation of seats to all categories.</p> <p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.1.1. Number of actual students admitted from the reserved categories year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10264</td> <td>8283</td> <td>8025</td> <td>7522</td> <td>6130</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>9141</td> <td>9035</td> <td>9148</td> <td>9275</td> <td>6817</td> </tr> </tbody> </table> <p>2.1.1.2. Number of seats earmarked for reserved categories as per GOI or State Govt. norms year-wise during the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2021-22	2020-21	2019-20	2018-19	2017-18	10264	8283	8025	7522	6130	2021-22	2020-21	2019-20	2018-19	2017-18	9141	9035	9148	9275	6817	2021-22	2020-21	2019-20	2018-19	2017-18					
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3.1.3	<p>Average Percentage of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research participation in Indian and Overseas Institutions during the last five years</p> <p>3.1.3.1. Number of teachers awarded national/ international fellowship / Financial support for advanced studies/collaborative research and conference participation in Indian and Overseas Institutions year-wise during the last five years Answer before DVV Verification:</p>																														

2021-22	2020-21	2019-20	2018-19	2017-18
974	752	682	838	462

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
402	381	392	521	270

Remark : As per data template excluding the awards given by the self HEI the value have been updated

3.6.1 Extension and outreach activities such as community Health Education, Community health camps, Tele-conferences, Tele-Medicine consultancy etc., are conducted in collaboration with industry, community, Government and non- Government Organizations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., during the last five years

3.6.1.1. Number of extension and outreach activities conducted in collaboration with industry, community Government and Non-Government Organisations engaging NSS/NCC/Red cross/YRC, institutional clubs etc., year-wise during the last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
284	157	250	231	180

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
227	134	219	196	151

Remark : Values updated as per relevance of the metric

3.6.2 Average percentage of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1

3.6.2.1. Number of students participating in extension and outreach activities beyond the curricular requirement as stated at 3.6.1, year-wise during last five years

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
45088	42129	42681	42617	44100

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
41497	39887	40787	40298	41583

Remark : Updated as per 3.6.1

4.2.4 Is the Teaching Hospital / Clinical Laboratory accredited by any National Accrediting Agency?

A. NABH accreditation

B. NABL accreditation

C. International accreditation like JCI.,

D. ISO certification of departments /institution

E. GLP/GCLP accreditation.

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. Any Four of the above

Remark : As per the documents value has been updated .

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
167	51	122	88	99

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
137	51	122	88	99

5.3.3 Average number of sports and cultural activities / competitions organised at the institution level per year

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
89	28	50	39	48

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
141	28	50	39	48

## 2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of all programs offered by the institution during the last five years</p> <p>Answer before DVV Verification : 258</p> <p>Answer after DVV Verification : 248</p>