SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SRM TRP ENGINEERING COLLEGE

IRUNGALUR, MANNACHANALLUR (TK)

621105

trp.srmtrichy.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SRM TRP Engineering College (SRMTRPEC), affiliated with Anna University, Chennai, and approved by the All India Council for Technical Education (AICTE), was established in 2010. SRMTRPEC offers six Under-Graduate programmes – B.E. Civil Engineering, B.E. Computer Science and Engineering, B.E. Electronics and Communication Engineering, B.E. Electrical and Electronics Engineering, B.E. Mechanical Engineering, B.Tech. Artificial Intelligence and Data Science, and two Post-Graduate programmes - M.E. VLSI Design and M.E. Thermal Engineering, and three Ph.D. programmes in Electronics and Communication Engineering, Mechanical Engineering, and Physics. Three eligible engineering programmes B.E. in Computer Science and Engineering, Electronics and Communication Engineering, and Mechanical Engineering, were accredited by the National Board of Accreditation, India.

SRM TRP Engineering Institute boasts a sprawling campus spread over **10.63 acres**, encompassing a built-up area of **37811.7 sq. m.** The infrastructure includes ICT-Enabled Classrooms, Well-Equipped Laboratories, Sports Facilities, and aesthetically pleasing surroundings. With over **37 ICT-Enabled Classrooms, 39 Laboratories, and 5 Interactive Smart Board Classrooms**, students benefit from modern learning environments. Additionally, the campus features amenities such as Seminar Halls, Industry-Supported Labs, Auditorium, Drawing Halls, Yoga Centers, and Gymnasiums. Outdoor and Indoor Sports Facilities, including Courts and Playgrounds for various games and to promote physical activities.

The student-to-full-time teacher ratio of **1:16.34** indicates a conducive learning environment with manageable class sizes, facilitating personalized attention. The institute employs students-Centric Teaching Methodologies, including Experiential and Participative Learning, bolstered by ICT tools, enhancing the overall learning experience. the sanctioned teaching positions are filled, ensuring institutional stability, with 40% of full-time teachers with Ph.D., NET/SET/SLET, reflecting the faculty's expertise.

The institute has produced a total of **424 Publications**, comprising **173 Paper Publications and 70 Book Chapters in the last 5 years**, with Impact Metrics of **3732 citations and 31 h-index**. The institute has received Grants (INR) of **21 lakhs for R&D projects, 1.2 lakhs for organizing Conferences and FDP, 15 lakhs for Consultancy, and 2 lakhs for Student Projects. With 30 functional MoUs**, the institute collaborates with industry partners on projects addressing societal challenges.

With a remarkable **92% placement** rate and a significant proportion progressing to higher education, the institution demonstrates its effectiveness in preparing students for professional and academic pursuits. Moreover, **16% of students** have qualified for state, national, and international level examinations. Additionally, the institution has garnered **43 awards** and medals for outstanding performance in sports and cultural activities at various levels over the last five years, showcasing the holistic development of its students.

The institute's best practices aim to enhance student employability through Skill Development Programs and foster Global Engagement through International Partnerships and Immersion Programs. The SRM TRP Engineering College is an official signatory to the SDG Accord. The Institution's distinctiveness lies in its integration of Sustainable Development Goals (SDGs) into its educational ethos, promoting sustainability awareness and action among students and faculty alike. Through SDG-related projects and annual events celebrating environmental conservation, SRM TRPEC exemplifies its commitment to holistic development and

social accountability.

In essence, SRM TRP Engineering College epitomizes a holistic educational experience where academic excellence, research innovation, social responsibility, and student empowerment converge to shape future leaders in engineering and beyond.

Vision

To carve the youth as dynamic competent, valued and knowledgeable Technocrats through Research, Innovation and Entrepreneurial Development for accomplishing the Global Expectations.

Mission

M1: To inculcate the Academic excellence in Engineering Education to create talented Professionals.

M2: To promote Research in basic sciences and Applied Engineering among faculty and students to fulfill the societal expectation.

M3: To enhance the holistic development of students through meaningful interaction with Industry and Academia.

M4: To foster the students on par with sustainable development goals thereby contributing to the process of Nation building.

M5: To nurture and retain conducive lifelong learning environment towards Professional Excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Three UG programmes are accredited by NBA.
2. Faculty: Student ratio is 1:16.
3. Academia-Industry Collaboration, 30 functional MoUs, Consultancy, and Training programmes.
4. 65 Value-Added Courses across disciplines provide integrated learning and work beyond boundaries.
5. Median salary of students placed is Rs. 5 lakhs.
6. 29 Patents are filed and 7 granted.
7. Reimbursement of course fee for NPTEL courses and cash award for faculty getting 'Elite'/Gold certificates.
8. 40 percentage of full time teachers with NET/SET/SLET/Ph. D.
9. The institute has produced a total of 424 Publications, comprising 173 Paper Publications and 70 Book Chapters in the last 5 years, with Impact Metrics of 3732 citations and 31 h-index.
10. Industrial visits and internships in India and Overseas.
11. Peer learning, innovative teaching-learning methodologies and tutorials make learning a joyful experience.
12. Learning through industry-institute collaboration and industry-powered laboratories.

13. Faculty and external experts provide career guidance and soft skills training.
14. Training for IAS, GATE and Foriegn Languages are provided.
15. Faculty Development Programmes, Course-Specific Competency Training Programmes are conducted periodically.
16. Use of ICT for Teaching-Learning Process and Data Management.
17. Rewards for Publications and Patents.
18. A state-of-the-art library with International Journal Access facility.
19. All classrooms fully equipped with LCD projectors and 1 Gbps internet facility.
20. Smart class rooms equipped with Smart Boards.
21. Entire campus is WiFi enabled
22. Focus on Outcome Based-Education (OBE).
23. Green and Environment friendly campus.
24. Students have been recognized for their innovative projects both at the state and national level.
25. Students have repeatedly won laurels in sports and extra-curricular activities both at the state and national level.
26. Technical clubs and various professional societies to promote academic, social and cultural activities.
27. Alumni address students periodically to share their experiences and motivate their juniors.
28. Implementation of E-governance for data management, attendance, marking entry, library, student fee payment, accounts, student enrolment and effective communication.
29. Free in-house medical facility with doctor consultancy.
30. Decentralization and empowerment of all stakeholders.

Institutional Weakness

1. Less number of student diversity.
2. International faculty exchange are less in number.
3. Less number of research with international collaboration.
4. Students community engagement need to be improved.

Institutional Opportunity

1. Located in the industrial area, Trichy, Tamil Nadu where many Manufacturing Industries like MRF, Rane etc., Public Sector Undertaking like BHEL, Department of Defense Production are situated. So, Industry and Institute interactions shall be improved futher.
2. Having proximity to premier institutions like NIT – Trichy, IIIT-Trichy, IIM - Trichy and Anna University (BIT Campus) more collaborative research work can be carried out.
3. MNCs and other major companies are keen to recruit students from our Institution.
4. Willingness of industries to collaborate with the institution for training faculty members.
5. Industry-supported labs to solve industry problems.
6. Inter-institute Multi-Disciplinary Research among Sister Institutions.
7. Leverage on strong Alumni connect to enhance the Placements.
8. Scope for more Consultancy and Research Projects.

Institutional Challenge

1. Rapid technological advancements and lack of curriculum agility to fill the industry institution gap.
2. Challenge in implementing data driven instruction due to lack of intelligent learning management system capturing all forms of Learners' data (learning styles), Institutional data and its interconnections.
3. Challenge in getting more feedbacks from external stakeholders.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Curriculum planning is the foundation of every higher education institution, including our college, which operates under Anna University's guidelines. Adhering to the university's established curricular framework, our institution spearheads academic planning and curriculum execution. This entails meticulous scheduling with a flexible academic calendar and systematic documentation of Teaching-Learning Process and Continuous Internal Student Assessments.

In tandem with our commitment to expanding educational opportunities, the college has diversified its array of value-added courses to cater to evolving interests and career prospects. Courses like **Deep Learning, Photovoltaic Cell Designing, Android Development, IoT, and Nondestructive testing** have been introduced to meet market demands. Over the past five years, the college has offered 65 such courses, with an impressive **70.5%** completion rate among students.

Further emphasizing our dedication to societal relevance, our curriculum incorporates cross-cutting issues such as Gender Equality, Environmental Sustainability, Human Values and Professional Ethics. This ensures that graduates not only possess technical skills but also understand the broader societal implications of their work. Additionally, our college fosters practical exposure through projects, fieldwork, and internships. In the academic year 2022-2023 alone, **663 students** participated and completed these activities, comprising, **79 Major Projects**, **56 Mini-Projects**, 6 **Fieldwork Endeavors**, and **211 Internships.**

Moreover, our institution maintains a robust feedback system, carefully analyzing input from stakeholders to identify curricular gaps and initiate appropriate actions, thereby ensuring continual improvement and alignment with educational goals.

Teaching-learning and Evaluation

SRM TRP Engineering College is dedicated to maintaining high standards of educational quality and student support, as evidenced by its performance across various metrics. With an enrollment percentage of **61.23%**, the college has made strides in student accessibility. However, there is room for improvement in optimizing the utilization of reserved seats for categories like SC, ST, OBC, and Divyangjan, which currently stand at **53.28%**.

The student-to-full-time teacher ratio of **1:16.34** indicates a conducive learning environment with manageable class sizes, facilitating personalized attention. The college employs Student-Centric Teaching Methodologies, including Experiential and Participative Learning, bolstered by ICT tools, enhancing the overall learning experience.

The sanctioned teaching positions are filled ensuring institutional stability, with **26.48%** of full-time teachers

average of past five years holding advanced degrees such as Ph.D., NET/SET/SLET, reflecting the faculty's expertise.

Transparent assessment mechanisms and an efficient grievance redressal system underscore the institution's commitment to fairness and accountability. Program Outcomes (POs) and Course Outcomes (COs) are clearly articulated and evaluated, emphasizing measurable educational objectives.

With a commendable pass percentage of **88.52%** over the last five years, SRM TRP Engineering College demonstrates the effectiveness of its teaching and student support systems. Additionally, the student exit survey further highlight the institution's commitment to continuous improvement in the teaching-learning process.

Research, Innovations and Extension

SRM TRP Engineering College is dedicated to fostering a vibrant research and development (R&D) culture, evident in its support for faculty and student research. Emphasizing R&D, the college aims to advance engineering disciplines and cultivate innovation among its academic community. The college actively encourages faculty to pursue funded research projects, providing resources and administrative backing. Incentives and seed money further motivate faculty members to engage in research, publish findings, and contribute to their disciplines. SRM TRP Engineering College promotes a research-oriented mindset among students, offering state-of-the-art research facilities. This hands-on approach enhances academic experiences and boosts research output, aiding students' critical thinking and future pursuits. The college seeks partnerships with industry leaders to bridge theoretical knowledge with practical application. Through collaborations, students and faculty members gain exposure to industry practices, further enriching research endeavors.

In the past five years, the college has achieved following milestones in the research:

- Publications: **173 papers in Scopus and SCI and 70 Book Chapters.**
- Grants(INR): **21 lakhs for R&D, 1.2 lakhs for conferences/FDP, 15 lakhs for consultancy, and 2 lakhs** for student projects.
- Impact Metrics: **3732 citations and 31 h-index.**
- Patents: **29 Published** & **7 Granted.**

The institute has signed 30 MoUs, to collaborate on projects benefiting communities and with industry partners to address societal challenges.

The college's extension activities in nearby villages have received global recognition, reflecting its dedication to community engagement and social responsibility. Through these initiatives, SRM TRP Engineering College works to improve the quality of life in surrounding communities, addressing issues such as education, healthcare, and environmental sustainability.

Infrastructure and Learning Resources

SRM TRP Engineering College boasts a sprawling campus spread over **10.63 acres**, encompassing a built-up area of **37811.7 sq. m.** The infrastructure includes ICT-enabled classrooms, well-equipped laboratories, sports facilities, and aesthetically pleasing surroundings. With over **37 ICT-Enabled Classrooms, 39 Laboratories,**

and 5 **Interactive Smart Board Classrooms**, students benefit from modern learning environments. Additionally, the campus features amenities such as Seminar Halls, Industry-Supported Labs, Auditorium, Drawing Halls, Yoga Centers, and Gymnasiums. Outdoor and Indoor Sports Facilities, including courts and playgrounds for various games, promote physical activities. The institution allocates an average of **26.8% of its budget annually** for infrastructure enhancement.

The central library is a cornerstone of academic excellence, equipped with state-of-the-art facilities. It houses a vast collection of resources, including **23,735 Books with 6719 Titles, 4910 e-Journals, 58 Printed Journals, 10 General Magazines, and 8 Newspapers**. Furthermore, the library provides digital resources that can be accessed through 20 systems, including platforms like **IEEE and ScienceDirect**. The institution's focus on effective utilization and user support ensures that students and faculty have access to a wealth of resources for learning and research.

SRM TRP Engineering College prioritizes the deployment and maintenance of a robust IT infrastructure. With a computer ratio of **3:1** and **54 Wi-Fi access points** across the campus, students have ample access to computing resources and high-speed internet (**1 Gbps**). **Digital Notice Boards** facilitate communication, while tools like Google Classroom enhance the teaching-learning process. The institution also hosts virtual sessions via platforms like Google Meet, MS Teams, and Jio Meet, ensuring continuity in academic and extracurricular activities.

Effective maintenance of physical, academic, and IT facilities is ensured through strategic budget allocation and comprehensive upkeep mechanisms. Annual Maintenance Contracts (AMCs), in-house staff, and external experts are utilized for maintenance tasks. The campus is equipped with CCTV surveillance, a dedicated power management department, and backup power sources, including diesel generators and solar panels. Other facilities, such as the cafeteria, bookstore, stationery shop, and transport services, further enhance the campus experience for students and staff. The institution dedicates an average of **27.3%** of its expenditure to the maintenance of campus infrastructure, ensuring optimal functionality and safety.

Student Support and Progression

Over the past five years, **76.39%** of SRM TRP Engineering College students have benefited from scholarships and freeships provided by various entities, showcasing the institution's commitment to facilitating access to education. The institution's capacity-building initiatives encompass a wide range of activities, including **80 events** focused on soft skills, language and communication skills, life skills such as yoga and physical fitness, and ICT/computing skills.

Furthermore, **88% of students** have taken advantage of the institution's guidance for competitive examinations and career counseling, demonstrating its commitment to fostering academic and career success. SRM TRP Engineering College ensures a transparent mechanism for addressing student grievances, including sexual harassment and ragging cases, through the implementation of guidelines, awareness programs, and grievance submission mechanisms. Appropriate committees facilitate timely redressal. With a remarkable **92% placement** rate and a significant proportion progressing to higher education, the institution demonstrates its effectiveness in preparing students for professional and academic pursuits. Moreover, **14.04%** of students have qualified for state, national, and international level examinations. Additionally, the institution has garnered **44 awards and medals** for outstanding performance in sports and cultural activities at various levels over the last five years, showcasing the holistic development of its students. Students have participated in **164 sports and cultural programs** over the past five years, demonstrating their active engagement in extracurricular

activities, with an average of **33 programs per year**.

Governance, Leadership and Management

The institutional Perspective Plan aims for Excellence in Curriculum, Teaching, Evaluation, Research, Infrastructure, Student Support, Governance, and Best Practices. The Governing Council along with various decentralized bodies such as the Internal Quality Assurance Cell (IQAC), Department Advisory Board, Class Committee, Research & Development Cell, Training and Placement Cell, Entrepreneur Development Cell, Institute Innovation Cell, Industry Institute Interaction Cell, Alumni Cell, and Department Technical Clubs ensure the Perspective Plan and set target is achieved. These bodies operate under defined policies, administrative setups, appointment processes, and service rules. Policies on Admissions, HR, IT, Research, and Library use ensure transparency and consistency.

A structured administration with clear roles supports operations and provides a framework for all stakeholders. The governing council, principal, deans, and heads of departments (HODs) collaborate on academic decisions. The principal, pivotal in academic and administrative oversight, liaises with management and strategizes resource acquisition. HODs manage academic responsibilities autonomously, promoting student and faculty development. Faculty and staff selection follows AICTE and Anna University guidelines, ensuring a good student-faculty ratio. Service rules govern conduct, performance expectations, and career progression, fostering a motivated workforce. The governing council regularly monitors targets and implements continuous improvement strategies.

The Institution's performance appraisal system and welfare measures for staff include annual reviews of teaching, learning, evaluation activities, co-curricular and professional activities, and research contributions. Financial support for professional development and participation in Faculty Development Programs (FDPs) demonstrates a commitment to continuous learning. Welfare measures include concessional medical treatment, staff quarters, education for staff wards, free transport, various leave benefits, creche facilities, and recognition of long-term service. Career development opportunities, such as the Faculty Abroad Program, cash incentives for publications, and conference participation, support staff growth. The teaching staff receive financial aid for attending conferences and workshops.

The IQAC, established on June 30, 2022, ensures quality strategies and processes. It conducts periodic reviews of teaching-learning methods and outcomes, documenting improvements. The IQAC develops standards for Academic and Administrative Activities, fosters a Learner-Centric Environment, reviews stakeholder feedback, and organizes Quality-related Workshops and Seminars. Regular Academic and Administrative Audits (AAA) assess program effectiveness, using self-evaluation and peer reviews to identify Strengths, Weaknesses, Opportunities, and Challenges. Feedback from Students, Faculty, Parents, Alumni, and Employers is collected and analysed by the IQAC. Suggestions are forwarded to relevant bodies for continuous improvement based on stakeholder input. This comprehensive approach to student support and progression reflects the institution's commitment to excellence.

Institutional Values and Best Practices

SRM TRP Engineering College prioritizes Gender Equity by fostering an ethos of Gender Parity, supported by proactive Women Empowerment and Women Harassment Prevention Cells. Women's leadership is advanced through engagement in decision-making roles, and the syllabus includes gender studies. Tailored amenities and

safety protocols ensure a conducive environment for female scholars, reinforced by annual observances and wellness programs.

Institutional Facilities underscore environmental sustainability with a comprehensive energy conservation and renewable energy program. This includes a Rooftop Solar Station, Efficient Lighting, and Waste Management initiatives like Composting and Recycling. Water conservation efforts feature advanced treatment and rainwater harvesting, supported by the Green Campus initiative promoting Energy Audits and a Paperless Environment. Special provisions for students with disabilities include admission policies, guidance programs, and infrastructure enhancements.

Institutional Values and Social Responsibility prioritize diversity and accessibility through scholarships for marginalized communities and cultural celebrations. Events nurture cultural, environmental, and societal awareness while promoting unity and civic responsibility. Best Practices focus on Skill Development for Employability, addressing curricular gaps with value-added courses and the Naan Mudhalvan Upskilling Platform. Global Engagement enhances student learning through International Exposure, Faculty Exchanges, Immersion Programs, and Foreign Language Classes, fostering a Global mindset and improving employability.

Institutional Distinctiveness lies in the Integration of Sustainable Development Goals in Education through awareness campaigns, aligned teaching methods, and student involvement in projects and competitions. Activities like the Go4Youth Green Olympiad Quiz and SDG Art Competition engage students in environmental consciousness, complemented by events and workshops promoting water conservation and holistic sustainability.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRM TRP ENGINEERING COLLEGE
Address	IRUNGALUR, MANNACHANALLUR (TK)
City	Tiruchirappalli
State	Tamil Nadu
Pin	621105
Website	trp.srmtrichy.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	B.GANESH BABU	0431-2258940	8098100674	-	principal@trp.srmtrichy.edu.in
Professor	C.RAMESH KANNAN	0431-2258681	9943566023	-	vp@trp.srmtrichy.edu.in

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Tamil Nadu	Anna University	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	17-02-2021	View Document
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	NIL

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	IRUNGALUR, MANNACHANALLUR (TK)	Rural	10.63	37811.7

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)

Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Artificial Intelligence And Data Science,Artificial Intelligence And Data Science	48	HSC	English	60	63
UG	BE,Civil Engineering,Civil Engineering	48	HSC	English	60	25
UG	BE,Electronics And Communication Engineering,Electronics and Communication Engineering	48	HSC	English	120	125
UG	BE,Electrical And Electronics Engineering,Electrical and Electronics Engineering	48	HSC	English	60	52
UG	BE,Mechanical Engineering,Mechanical Engineering	48	HSC	English	120	69
UG	BE,Computer Science And Engineering,Computer Science and Engineering	48	HSC	English	180	189
PG	ME,Electroni	24	B.E. or B.	English	9	2

	cs And Communication Engineering,VLSI Design		Tech.			
PG	ME,Mechanical Engineering,Thermal Engineering	24	B.E. or B. Tech.	English	18	4
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Communication Engineering,Electronics and Communication Engineering	36	M.E. or M.Tech.	English	33	6
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	36	M.E. or M.Tech.	English	65	1
Doctoral (Ph.D)	PhD or DPhil ,Physics,Physics	36	M.Sc. or M.Tech.	English	21	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	15				11				96			
Recruited	12	3	0	15	9	2	0	11	51	45	0	96
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				5
Recruited	4	1	0	5
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	16	11	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	12	3	0	9	3	0	13	7	0	47
M.Phil.	0	0	0	0	0	0	6	5	0	11
PG	0	0	0	0	0	0	32	32	0	64
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	1275	1	0	0	1276
	Female	537	1	0	0	538
	Others	0	0	0	0	0
PG	Male	7	0	0	0	7
	Female	4	0	0	0	4
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	1	0	0	0	1
	Female	6	0	0	0	6
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	30	21	16	5
	Female	19	10	9	4
	Others	0	0	0	0
ST	Male	1	0	0	0
	Female	1	0	0	0
	Others	0	0	0	0
OBC	Male	318	206	169	131
	Female	154	88	54	49
	Others	0	0	0	0
General	Male	10	3	2	4
	Female	8	3	2	1
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		541	331	252	194

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution aims to get autonomous status in the year 2025 and evolve into a holistic, multidisciplinary hub by integrating diverse disciplines, fostering collaboration across departments, and implementing innovative curriculum frameworks. This vision entails creating cross-disciplinary research initiatives, offering interdisciplinary courses, establishing flexible learning pathways, Multiple Entry and Multiple Exit and cultivating a culture of holistic education and problem-solving. The institution follows Anna University Curriculum which adopts an interdisciplinary approach by blending humanities and science, mathematics with Engineering and

	Technology, promoting holistic education. All the UG programs include courses "Engineering Mathematics," "Engineering Physics," "Engineering Chemistry," and "Principles of Management." These combinations equip students with comprehensive skills for addressing complex societal challenges through diverse perspectives. The institution offers flexible and innovative curricula (designed by Anna University) by integrating credit-based courses and projects (minor and major). The curricula include "Environmental Sciences and Sustainability," "Human Values and Ethics," and projects focus on real time societal and industrial problems. Through hands-on experiences, students develop a holistic understanding of societal needs, environmental stewardship, and ethical values, fostering a multidisciplinary approach to education and personal development. The institution fosters multidisciplinary research by establishing Research and Development Cell, Institute's Innovation Cell, Entrepreneurship Development Cell and Inter Departmental Collaborative Initiatives that promotes innovative solutions related to Sustainable Development Goals. The institution implements NEP 2020 by integrating interdisciplinary approaches into its curriculum. It conducts "Hackathons" where students from diverse disciplines collaborate on real-world problems, fostering innovation and holistic learning. Faculty training programs encourage interdisciplinary teaching methods, enriching the educational experience and aligning with NEP objectives.
2. Academic bank of credits (ABC):	The institution aims to get autonomous status in the year 2025 and planning to initiate the Academic Bank of Credits (ABC) and register under ABC in compliance with NEP 2020, allowing students to accumulate credits for courses completed. Flexible credit transfer mechanism will enable seamless movement between institutions and courses, promoting lifelong learning and Multiple Entry and Multiple Exit in the future. The institution facilitates seamless collaboration and internationalization by establishing partnerships with 2 foreign universities (University Tunku Abdul Rahman (UTAR), Infrastructure University, Kuala Lumbur, Malaysia) enabling student and faculty exchange programs. Bilateral agreements ensure fostering global mobility and enriching educational experiences through

	diverse perspectives and cultural exchange. Faculties are empowered to design value added courses and pedagogical approaches within approved frameworks through professional development workshops. They select textbooks, reading materials, assignments, and assessments aligned with learning outcomes, fostering innovation and adapting teaching methods to suit diverse student needs.
3. Skill development:	The institution strengthens vocational education and soft skills aligned with the National Skills Qualifications Framework (NSQF) through value added courses, value-based education, specialized training programs and industry collaborations. Skill development workshops, internships, and certification courses prepare students for employment by enhancing their practical abilities and soft skills, ensuring alignment with NSQF standards and industry requirements. The institution fosters value-based education by integrating humanistic, ethical, and constitutional principles into its curricular, co-curricular and extra-curricular activities. Through dedicated courses, workshops, and extracurricular activities, students develop values such as truth, righteousness, peace, love, nonviolence, scientific temper, citizenship values, and life skills, fostering a positive and ethical learning environment. The institution mandates all students to take at least one skill-based Value-Added Courses equivalent to vocational courses in each year of study. Industry experts and Master Crafts persons are engaged to provide professional, personal and interpersonal skills, supplementing regular faculty members. Value added courses are offered in blended mode i.e., through physical and MOOCs. The institution implements a robust skill development program aligned with NEP 2020, offering industry-relevant certification courses and internships. Through partnerships with industries, students gain practical experience and develop employable skills. Regular feedback mechanisms ensure curriculum alignment with evolving industry demands, enhancing students' readiness for the workforce.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The institute integrates the Indian Knowledge system into its regular teaching-learning process through a multi-faceted approach. This includes offering courses taught in regional language (Tamil) and English through bilingual mode for effective

	learning, incorporating cultural elements into subject matter, and promoting indigenous knowledge systems. The course titled "Heritage of Tamils" is included as a part of the curriculum of all the programs. The institution preserves and promotes Indian traditions and Knowledge Systems through National Day Celebrations, offering value-based courses, workshops, and co-curricular activities. The institute has an exclusive Arts and Cultural Club that promotes Indian Arts and Cultures. The community engagement initiatives through NSS/YRC further support the preservation and dissemination of India's rich linguistic and cultural heritage.
5. Focus on Outcome based education (OBE):	The institution adopts Outcome Based Education (OBE) in all practices in the educational framework. The OBE is emphasized in teaching-learning process through workshops, faculty training, and stakeholder consultations. Curriculum mapping aligns learning outcomes with industry requirements and societal needs. Continuous assessment methods and feedback mechanisms ensure OBE implementation, fostering student-centric learning and holistic skill development. The institution captures Outcome Based Education (OBE) in teaching and learning practices through regular assessment of student learning outcomes, feedback mechanisms, and curriculum alignment with industry standards. Faculty utilize active learning strategies, project-based assignments, and real-world case studies to ensure students acquire the desired competencies and skills. One good practice of the institution regarding Outcome Based Education (OBE) in alignment with NEP 2020 is the adoption of Constructive Alignment approach for all courses in the programs. This Constructive Alignment approach ensures the pedagogical approach and assessments conducted by the faculty in a course will be in line with the intended course outcome.
6. Distance education/online education:	Utilizing multimedia resources and interactive platforms, the faculty members conduct special coaching classes through online mode. The institution implements technological tools for teaching-learning activities, including Learning Management Systems (LMS), virtual labs, and multimedia resources. Efforts towards blended learning involve faculty training, content digitization, and creating interactive modules. Continuous assessment and feedback

	mechanisms ensure effective integration of technology for enhanced student engagement and learning outcomes. The institution insists all the students to register and complete at least one MOOC/NPTEL courses relevant to the discipline

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, the Electoral Literacy Club (ELC) has been successfully established in our college with the full support of our students. Through a variety of activities, students are familiarized with the election process, including voter registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, the college appoints both student and faculty coordinators for the Electoral Literacy Club (ELC), ensuring its functionality. The ELC is currently functional and the composition of the ELC typically includes Chairman, Vice Chairman and Convenors (one from each department) as student members (elected) and faculty who have volunteered in election process is appointed as a coordinator. These members collectively carry out their duties, including organizing various awareness campaigns and recruiting student participants for ELC activities.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	The Electoral Literacy Club (ELC) at SRMTRPEC has been fostering to bring a culture of electoral participation and awareness among students every year. The following initiatives undertaken by the college ELC: The college ELC facilitate the voter registration of students who are all eligible to vote thereby expanding the electoral base and ensuring broader participation in the democratic process. The college ELC periodically organize voter awareness campaigns aimed at educating citizens about their electoral rights, the importance of voting, and the electoral process itself. These campaigns often employ various mediums such as workshops, seminars and art competition. The announcement (ECI/PN/24/dated on 16.03.2024) released by Election Commission of India (ECI) is shared to all the students. SRMTRPEC has actively participated in the ECI Competition conducted by Anna University and the same was recognized by the University. The college ELC periodically emphasize the importance

	of ethical voting and conduct programs to raise awareness about the implications of malpractices like vote-buying, coercion, or electoral fraud. Faculty Co coordinator is Mr. G. Purushothaman / AP / Physics and Student Coordinators ,Chairman-Asaipandiyan S, III / MECH, Vice chairman-Shalini R, III CSE , Conveners-Paintamil Pari. R, III / ECE, Sabarishwaran . A, III / CIVIL and NAVEEN KUMAR V, III / EEE.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	The institute ELC produce educational content such as brochures, pamphlets, infographics, videos, and social media posts to disseminate information about electoral issues, democratic principles, and civic engagement.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.	The college ELC institutionalize mechanisms to register eligible students as voters. The students above 18 years who are yet to be enrolled as voters had been identified and guided registration in the electoral roll by filling the Form-6 of ECI.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1471	1113	1014	1091	1337

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2 Teachers

2.1

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

Response: 172

File Description	Document
Upload Supporting Document	[View Document](#)
Institutional data in prescribed format	[View Document](#)

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
90	93	98	102	108

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
382.74	543.17	210.00	318.36	550.04

File Description	Document
Upload Supporting Document	[View Document](#)

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

SRM TRP Engineering College (SRMTRPEC), affiliated with Anna University, Chennai, and approved by the All India Council for Technical Education (AICTE), was established in 2010. SRMTRPEC offers six Under-Graduate programmes and two Post-Graduate programmes , and three Ph.D. programmes. Since 2017, the Institution has adopted a Choice Based Credit System (CBCS) in its curriculum, providing students with flexibility in course selection. The curriculum planning, delivery, monitoring, and student development activities are meticulously organized to ensure academic excellence and holistic growth.

The **Institution Academic Calendar**, synchronized with the University Academic Calendar, is authorized by the Principal and disseminated to all departments and students. It outlines various activities including Commencement Dates, Orientation Programs, Internal Assessments, Symposiums, Workshops, Conferences, and Important Events such as Graduation Day, Sports Day, and Annual Day celebrations. The number of working days prescribed by the affiliated university per semester is strictly followed.

The curriculum planning process begins with curriculum gap analysis, identified by the stakeholders. Value-added courses addressing the gap are offered to the students of all the departments with the approval from the **Department Advisory Board (DAB)**. Faculty members express their course preferences based on the domain knowledge and experience, which are then allocated by the respective Heads of Departments (HoDs). Forthcoming academic year activities such as Industrial Visits, Field Work, Internship, Extension and Outreach Activities, Club Activities are planned and discussed in the Department Advisory Board (DAB) meeting conducted every year. Timetables are coordinated and released to faculty members, ensuring a structured approach to course delivery. Each faculty member designs a detailed course plan encompassing both theoretical and laboratory components, aligning with the credit specifications outlined in the syllabus. Course files are prepared by faculty members, containing Academic Schedules, Syllabus, Timetables, Course Plan, Assignment Plan, Pedagogy Initiatives, Content Beyond Syllabus, Learning Materials, and Previous Year's Question Papers.

The delivery of courses is closely monitored by the Principal and HoDs, with formal feedback obtained from students to assess syllabus completion and effectiveness of course delivery. **Class Committee Meetings (CCMs)** provide a platform for student representatives to voice academic and administrative concerns. **Continuous Internal Assessment (CIA)** plays a crucial role in student evaluation, with marks awarded based on internal assessments conducted for theory and laboratory courses. For minor and major project works, periodic reviews are conducted to improve the quality of the work by the review committee constituted by the head of the department. CIA Question papers are meticulously reviewed to ensure portion coverage, distribution of course outcomes and **Bloom's Level of Taxonomy** by the

scrutiny committee constituted by the principal before examination. Answer scripts are evaluated promptly and internal assessment analysis are conducted by the HoDs and Principal. Course wise CIA marks and attendance are uploaded periodically on the University Web Portal.

Course Outcomes (COs) are regularly validated by mapping them against **Programme Outcomes (POs)** after Continuous Internal Assessments (CIAs). Faculty members communicate major course outcomes to students and periodically ensure their assimilation.

Student development activities are an integral part of the institution's ethos. Departments organize various programs for the students to actively participate in Co-Curricular and Extracurricular Activities. The institution commemorates important national and cultural festivals, instilling a sense of pride and belonging among students.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.2 Academic Flexibility

1.2.1

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

Response: 65

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

Other Upload Files	
1	[View Document](#)

1.2.2

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

Response: 70.54

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

2022-23	2021-22	2020-21	2019-20	2018-19
506	862	788	911	1184

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

Response:

With the rising use of Technology and Communication, we live in a global village, and our primary concerns are safety and security, green and clean, and honesty and integrity in all areas. Educational institutions play an important role, as we have demonstrated by educating the crosscutting issues through core courses, add-on courses and electives.

Beyond technical features, the affiliating university has designed the curriculum and development with a reasonable focus on sensitizing students by instilling socially, professionally, and ethically significant concerns as part of the curriculum for nurturing their personality traits. The curriculum is classified as **Humanities Social Science & Management Courses (HSMC), Basic Science Courses (BSC), Engineering Science Courses (ESC), Professional Core Courses (PCC), Professional Elective Courses (PEC), Open Elective Courses (OE), Employability Enhancement Courses (EEC), Mandatory Courses (MC), and NCC Credit Courses (NCC).**

Anna University's curriculum focuses on major societal factors such as Environmental Sustainability, Gender, Professional Ethics, and Human Values by offering courses like GE3451/Environmental Sciences and Sustainability, MX3081/Introduction to Women and Gender Studies, MX3084/Disaster Risk Reduction and Management, GE3791/Human Values and Ethics in Regulation 2021, and GE8291/ Environmental Science and Engineering, GE8071/Disaster Management, GE8076/ Professional Ethics in Engineering in Regulation 2017.

The inclusion of Program Outcomes (PO7 and PO8) related to environmental sustainability, professional ethics, and human values in Anna University's curriculum demonstrates a commitment to addressing major societal issues and preparing students to be responsible professionals who positively contribute to society. Incorporating these topics into the curriculum helps to ensure that graduates not only possess the technical skills required for their professions but also understand the broader societal implications of their work and act ethically and responsibly in their roles.

In addition to the aforementioned courses, the College has a **National Service Scheme (NSS)** unit, a **Women Empowerment Cell**, and various **Clubs** that play an important role in actively engaging students in societal activities. **NSS** supports student participation in programs including blood donation, tree planting, and the Swachh Bharat Abhiyan, as well as raising awareness about renewable energy sources, water and electricity conservation.

All lectures include components that instill ethical principles in students so that they become responsible citizens. These principles are also promoted by inviting renowned speakers and arranging seminars. Furthermore, the institution conducts co-curricular activities addressing problems like ethics, gender, human values, the environment and sustainability.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

1.3.2

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

Response: 45.07

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

Response: 663

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

1.4 Feedback System

1.4.1

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 61.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
541	331	252	194	203

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

2022-23	2021-22	2020-21	2019-20	2018-19
627	438	447	456	516

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.1.2

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

Response: 53.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
327	199	153	122	116

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

2022-23	2021-22	2020-21	2019-20	2018-19
434	304	310	316	357

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

2.2 Student Teacher Ratio

2.2.1

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

Response: 16.34

2.3 Teaching- Learning Process

2.3.1

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

Response:

Experiential Learning

As part of the curriculum, students in our institution actively engage in Experiential Learning through Laboratory Practices, Internships, and Project Work. Through Co-curricular Activities, students gain professional experience by participating in technical symposia, conferences, extension and outreach activities, industrial visits, hands-on workshops, and professional club activities.

Thirty percent of the curriculum in all UG and PG programs comprises laboratory courses to impart technical skills through hands-on experience. Practical work in the laboratory helps students become more skilled and confident and improves their engineering knowledge.

Students are encouraged to undergo 2-4-week internships or in-plant training at core industries during winter and summer vacations, providing career-related experience beyond the classroom. They also undertake minor (2 credits) and major (10 credits) project work during the pre-final and final years of study, applying skills and concepts from theory and laboratory courses to real-world problems.

Students are motivated to participate in technical symposia and conferences at national and international levels for practical experience and exposure. To bridge the gap between theoretical knowledge and real-world application, departments organize industrial visits for insights into the work environment and culture at core industries.

Esteemed industry professionals and academic experts worldwide are invited for guest lectures to enrich technological advancements and global educational experiences. The institute's NSS and YRC units arrange extension and outreach activities to emphasize community services, providing opportunities to address real-world problems, especially in rural areas.

Students are encouraged to participate in professional club activities such as project exhibitions and technical and non-technical contests, fostering interdisciplinary experiential learning and enhancing leadership, communication, and team-building skills.

Participative Learning

To enhance communication skills, a 1-credit seminar course is included in the curriculum. The seminar updates students on new technologies, allowing them to convey this knowledge to peers, thereby improving skills beyond the curriculum.

Faculty members adopt active learning methods like **Jigsaw, Think-Pair-Share, Group Discussions, ICT-based Quizzes, Role Play, Just a Minute, Mind Map, Peer-to-Peer Learning, Blended Learning, etc.,** to provide deep insights into core engineering concepts. These methods ensure active participation in learning.

Problem-Based Learning

Tutorial-based courses focus on problem-solving to improve critical thinking skills, with a separate tutorial hour scheduled weekly. The institution also organizes hackathons to enhance problem-solving abilities by allowing students to implement their ideas.

ICT-Enabled Teaching

Faculty members utilize ICT-enabled tools, including PowerPoint presentations, animations, e-tools, and online simulation tools, alongside traditional teaching methods to create engaging and comprehensive learning environments. e-Tools allow students to learn subjects using devices like Mobiles, Tablets, and Laptops.

The Google Classroom platform is used as a learning management system to post course-related information, learning materials, and assignment evaluations. The ICT-enabled teaching-learning process is supported by access to the digital library, online courses (MOOCs, NPTEL, etc.), online journals, and online assessments. The language laboratory, enriched with ICT tools, makes students proficient in listening, speaking, reading, and writing skills.

File Description	Document
Upload Additional information	[View Document]()
Provide Link for Additional information	[View Document]()

2.4 Teacher Profile and Quality

2.4.1

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

Response: 98.59

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

2022-23	2021-22	2020-21	2019-20	2018-19
97	93	98	102	108

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

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last

five years (consider only highest degree for count)

Response: 26.48

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	31	24	19	15

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

SRM TRP Engineering College, affiliated with Anna University, Chennai, follows the university's guidelines for assessing and evaluating student performance. The academic calendar, based on the University's schedule, is prepared at the start of each semester and displayed on department notice boards, ensuring students are aware of Continuous Internal Assessment and End Semester Examinations Schedules. Transparency in assessments are prioritized, with criteria directed by Anna University.

Continuous Internal Assessment:

- The Continuous Internal Assessment schedule is communicated via the institute's exam cell at the semester's start and displayed on notice boards. Faculty members prepare question papers based on course outcomes and Bloom's Taxonomy, submitting them within the stipulated period. The quality of question papers is checked and approved by the concerned authority. The examination

cell enforces strict measures against malpractice, emphasizing punctuality and adherence to exam regulations.

- Answer sheets are evaluated within three days of the examination, shown to students for verification, with dedicated sessions for discussing and solving question paper problems. Students can approach subject teachers or the Exam cell in-charge to address examination-related grievances, which are resolved promptly. Internal result analysis is conducted at the institutional level to evaluate student performance. Results are displayed on notice boards and communicated to parents to maintain transparency. Continuous Internal Assessment marks from all departments are entered into the Anna University web portal as per the university's schedule.

End Semester Examination:

- A profile is created for every student on the University's web portal as per Anna University requirements, with corrections accommodated as needed. The university posts the end-semester examination schedule on its website. Students meeting academic requirements receive their hall tickets in advance. Grievances related to hall tickets are forwarded to the university by the exam cell for resolution.

- Information about the venue and seating arrangements is displayed on the notice board on the day of the examination. End-semester examination answer scripts are evaluated by teachers appointed by the Controller of Examinations, with results declared by the COE. Students can request a photocopy or recounting of their answer scripts by submitting the requisite fee through the Principal. The Exam Cell Coordinator handles grievances related to these requests. If dissatisfied with the grades after receiving photocopies, students can request a revaluation and, if still unsatisfied, submit a Challenge Valuation. Grievances related to end-semester university examinations, such as revaluation, duration, and relevance of questions, are collected by the Principal through the Heads of Departments and communicated to the university's exam section.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs): They represent the generic graduate attributes students will exhibit after completing the 4-year engineering program.

Course Outcomes (COs): They represent the attributes such as knowledge, skills, and attitude that students will exhibit after completing a 1-semester-long course.

Program Specific Outcomes (PSOs): They represent the core attributes specific to the program that the students will exhibit after completing the four-year engineering program.

- SRM TRP Engineering College has adopted outcome-based education, and all the programs have well-defined COs, POs, and PSOs. The twelve POs address the graduate attributes defined by the NBA, the two PSOs define the domain-specific skills acquired from the program, and the three to six COs are defined for each course.

- Anna University has prepared the curriculum content and clearly stated the course outcomes COs and program outcomes POs for all its academic programs and courses, which are displayed on the Anna University website.

- To establish a connection between the course outcomes, program outcomes, and program-specific outcomes, correlation matrices are developed. These matrices classify the correlation as high (3), medium (2), or low (1), depending on how relevant the COs are in comparison to the POs and PSOs with Bloom's level.

- These course outcomes are clearly articulated and mapped to the respective Bloom's knowledge levels. These COs and POs are displayed on our institute's website.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Course Outcomes (COs) are defined for each course in all programs and are mapped to **Program Outcomes (POs)** defined by the **National Board of Accreditation (NBA)**. Thus, the attainment of COs provides evidence of PO attainment. The COs articulated for each course in a program, along with their

respective POs, are specific, measurable, achievable, relevant, and time-bound. Periodic outcome attainment analysis is conducted to understand how well students perform given tasks and to identify areas for improvement, such as enhancements in pedagogical practices, assessment, and evaluation methods.

CO Attainment Calculation Methodology:

The attainment of POs is calculated from the attainment of COs for all courses in a program. Considerations for the CO attainment calculation include:

- Mapping questions for assessments with their respective COs and Bloom's level.

- Ensuring equal weightage for all COs addressed in Continuous Internal Assessment (CIA) by question paper setters.

- Mapping every CO to relevant POs in the **Course Articulation Matrix (CAM)**.

- Setting a threshold value for each CO, i.e., 50% of the respective question marks. The threshold value for each CO is adjusted by the respective course handling faculty based on the performance of previous batch students in the CO.

- Defining attainment as the percentage of students scoring above the set target marks,.

Using the following rubrics to set attainment levels:

- **Level 3:** CO attainment above **80%**

- **Level 2:** CO attainment in the range of **71%–80%**

- **Level 1:** CO attainment in the range of **60%–70%**

- **Level 0:** CO attainment below **60%**

Setting higher threshold values for COs if target values are achieved is part of continuous improvement.

Calculating attainment levels based on pass percentage and using the rubrics mentioned above after announcing End Semester Exam (ESE) results. This process is followed in ESE due to the unavailability of question-wise or CO-wise marks from the affiliated university after evaluation.

PO Attainment Calculation Methodology:

- **Direct Attainment:** The CO attainment of all courses contributing to program outcomes and respective CO-PO mapping levels from the Course Articulation Matrix are used to calculate the attainment of each PO.

- **Indirect Attainment:** The Alumni Survey, Program Exit Survey, and Employer Survey on a

3-point scale (3-High, 2-Low, 1-Medium) conducted at the end of the program are used to calculate PO attainment.

Overall, **80%** of the **Direct Attainment** value of each PO and **20%** of the **Indirect Attainment** value of the respective PO are used to determine the total attainment value.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

2.6.3

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

Response: 88.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	213	305	351	326

2.6.3.2 **Number of final year students who appeared for the university examination year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
222	223	316	359	431

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

File Description	Document
Upload database of all students on roll as per data template	[View Document](#)

01-06-2024 02:52:57

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 26.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
25.85	0.15	0	0.15	0.15

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

SRM TRP Engineering College, affiliated with Anna University, Chennai, stands out with its exclusive research centers dedicated to various themes. In order to foster a robust ecosystem for innovation through R&D, promote awareness about funding proposals and Intellectual Property Rights (IPR), and facilitate efficient IPR management, a unified **RISE** forum was established. We have divided this forum into multiple verticals, which include:

- **R**esearch and Development (R&D) Cell,

- Institute **I**nnovation Council,

- **S**tart-up and **E**ntrepreneurship Development Cell

These research cells serve to uplift and refine faculty and student ideas and projects, nurturing them towards greater potential and impact. The entrepreneurial spirit cultivated within our institution has led to the successful establishment of a student-led startup, marking a significant milestone in our journey of innovation and entrepreneurship. The college has leadership for research, start-up initiatives, and industry connections. Every calendar year, the college forms these research committees.

Research and Development Cell

The R&D cell includes the Principal as convener, Dean (Research) and Research Coordinator as Co-conveners, HoDs, and faculty members nominated from each department. This R&D cell fosters a robust research culture on campus. These include educating people about reputable journals, raising awareness about high-quality publications, understanding indexation quality levels, honing research proposal writing skills, and navigating funding opportunities from various agencies. Over 42 programs organized by the cell are pivotal in fostering research, innovation, academic excellence, and societal advancement. Faculty contribute significantly to the exponential increase in research paper publications. This cell works diligently to secure government and non-government funding for R&D projects, as well as seminar and workshop grants.

Institute's Innovation Council

The Institute's Innovation Council (IIC) , established and registered under the Ministry of Human Resource Development (MHRD), aims to foster innovation at SRM TRP Engineering College. IIC promotes innovation through various activities, guided by the Principal as President and Vice-Principal as Vice President. The IIC includes coordinators for startups, social media, internships, innovation, Intellectual Property Rights, the Atal Ranking of Institutions on Innovation Achievements, and the National Institutional Ranking Framework, along with nominated faculty members. The IIC, recognized with a **2-star rating by the MHRD**, has facilitated the publication of **Twenty-Nine Patents**, getting grant of **Seven Patents** and student successes in hackathons.

Start-up and Entrepreneurship Development Cell:

The Start-up and Entrepreneurship Development Cell at the College plays pivotal roles in creating a dynamic environment where innovation thrives, aspiring entrepreneurs transform their ideas into impactful ventures, contributing to economic and societal growth. This cell supports students in launching ventures, providing resources and infrastructure, providing mentorship, facilitating connections among students, alumni, and industry experts, and providing networking opportunities to nurture startup ideas. This cell consists of the Dean of Industry Connection and the Principal, with faculty representation from each department. Through entrepreneurial success stories, the cell organizes 14 programs to boost positive impact and alumni engagement. The Entrepreneurship Development and Innovation Institute, Tamil Nadu, and the Government of Tamil Nadu have supported our students from the CSE, ECE, and Mechanical departments in establishing their start-ups.

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

3.2.2

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

Response: 74

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	14	9	14	13

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 1.01

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	35	25	21	15

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

3.3.2

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

Response: 0.41

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

2022-23	2021-22	2020-21	2019-20	2018-19
25	19	20	3	3

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

3.4 Extension Activities

3.4.1

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

Response:

Extension activities play a pivotal role in shaping students' holistic development by sensitizing neighborhood communities around Tiruchirappalli to social issues and fostering community engagement. Over the past years, SRM TRP Engineering College has actively engaged in extension activities aimed at sensitizing students to various social issues, contributing to societal development. These initiatives have had a significant impact, as evidenced by the increasing participation numbers, which started at around **250+** public participants and have since grown to over **600+**. A few of the extension activities carried out in the last 5 years are highlighted below:

The Awareness Camp against Drugs conducted by SRM TRP students in nearby villages served as a beacon of enlightenment in the fight against substance abuse. Through interactive sessions workshops, villagers were educated about the dangers of drugs and the importance of leading healthy lifestyles. This initiative not only empowered individuals to make informed choices but also fostered a stronger sense of community resilience against the scourge of addiction. The awareness camp provided participating college students with raise community resilience against drug abuse.

The events hosted by SRM TRP Engineering College for polytechnic students offered a platform for showcasing their projects, fostering creativity, innovation, and collaboration. These gatherings also provided a stage for our own students to apply their knowledge and skills to real-world problems, societal challenges and technological advancements. In the age of social media dominance, there's a demanding need to manage and raise awareness about its usage. SRM TRP Engineering College students took an active role in a social awareness program aimed at educating the students.

In response to the growing concern over environmental pollution, the role of Electric Vehicles in Pollution Control has promoted sustainable transportation solutions. The demonstrations showcased the benefits of electric vehicles in mitigating air pollution and reducing carbon emissions. Students learned about fire hazards, electrical codes, and precautions to prevent electrical accidents. Highlighting the significance of immunization in preventing infectious diseases, the Importance of vaccination camp was conducted with an aim to dispel myths and misconceptions about vaccines.

In line with promoting cleanliness and environmental consciousness, Smart Dustbin for School Students and general public programmes involved designing and implementing smart dustbins equipped with sensors for efficient waste management in schools. Students learned about waste segregation, recycling, and maintaining a clean environment.

Eco-Energy Initiative and Empowering Neighbour Communities around the villages through Energy Saving Solutions organized to raise awareness about energy conservation and sustainable practices. The awareness on eco-friendly technologies and solar power and energy-efficient appliances held at Pallividai Village was conducted to empower village pupils to become mediators of change in their communities. The participation in the Eco-Energy Initiative program would have equipped our students with valuable learning opportunities, empowering them to serve as catalysts for positive change in advocating energy conservation and sustainable practices within their communities.

Overall, these extension activities have played a pivotal role in sensitizing students to various social

issues, fostering their holistic development, and empowering them to become responsible and proactive members of society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.2

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

Response:

SRM TRP Engineering College has harvested several accolades for its active community engagement and impactful extension programs, underscoring its deep commitment to academic excellence, research, and professional development. These recognitions also reflect the college's dedication to making positive community contributions and upholding social responsibility. Some of the recognitions highlight the institute's commitment to making a good difference in the community and its devotion to social responsibility.

Recognition for Sustainable Development and Energy Conservation:

SRM TRP Engineering College proudly received a distinguished certificate of recognition from **The SDG Accord**. This accolade, spearheaded by the **Environmental Association for Universities and Colleges (EAUC)** and the **Australasian Campuses towards Sustainability (ACTS)** in Australia, highlights the our student's unwavering commitment to sustainable development and energy conservation goals. This prestigious acknowledgment reaffirms the institution's dedication to fostering a culture of environmental stewardship and promoting Sustainable Development Goals for sustainable practices in nearby villages. It stands as a testament to the college's unwavering resolve to advance toward a more sustainable and equitable future. As part of Sustainable Development Goals, the significance of electric vehicles and the smart electrical initiatives spearheaded by the College have been also acknowledged by **Lighting Logistics Pvt. Ltd.,** a Group Company of Micellio Mobility Pvt. Ltd., Bangalore. This recognition underscores the college's pioneering efforts in embracing sustainable transportation solutions.

Recognition for Promoting Awareness and Core-Engineering Education in nearby Rural Schools:

The Sisters of Cross-society for Education Development (Registration No: 121/1998) also honoured the college with a certificate of Recognized Appreciation for promoting higher education opportunities for female students, emphasizing its commitment to inclusivity and gender equality in academia. This recognition marks the college's efforts to create a more equitable and supportive educational environment for all students. The college's public awareness programs and community-oriented initiatives have been recognized by the **Tiruchirappalli Multipurpose Social Service**

Society (Registration No: 02/1975).

Recognition for Promoting the Green Initiatives:

The tree plantation efforts undertaken by our College have been duly acknowledged and recognized by the **Green India Foundational Trust** (Registration No.: 27/IV/2016), affirming the college's commitment to environmental conservation and sustainability. Through these commendable initiatives, SRM TRP has demonstrated its proactive approach towards mitigating climate change and enhancing green cover in the region.

Recognition for addressing critical social issues:

The impactful Awareness Camp against Drugs, organized by students of SRM TRP in the nearby villages located has been duly recognized by the **Rural Development Organization Trust** (Reg. No.: 747/2006). This recognition underscores the college's commitment to addressing critical social issues and fostering positive change in the surrounding communities.

Recognition for Promoting Excellence in Academia and Research:

The faculty at SRM TRP have significantly contributed to science publications, served as editors and reviewers, delivered talks at national and international conferences, and received notable awards. These achievements highlight their dedication and expertise, enhancing SRM TRP EC's reputation. Their pursuit of excellence continues to inspire the academic community, advancing knowledge and innovation.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

3.4.3

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	10	5	8	16

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

3.5 Collaboration

3.5.1

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

Response: 27

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

SRM TRP Engineering College, encompassing **10.63 acres** of land with a built-up area of **37811.7 sq. m.**, has a sprawling campus that meets AICTE norms. It offers internet and Wi-Fi access in **37 ICT-Enabled Classrooms, 39 Laboratories**, **3 Industry-Supported Laboratories**, **5 Interactive Smart Board Classrooms, 3 Seminar Halls, 1 Auditorium, and 2 drawing halls**. The computer laboratories have a **3.06:1** student-to-computer ratio. SRM TRPEC has 11 Computer Laboratories with about **480 Computers**. The goal of its modern facilities is to provide adequate opportunities for academic growth for both staff and students.

Classroom Facilities:

The institution has ventilated, environment-friendly classrooms with green boards, elevated platforms for the teachers, and enough electric lights and fans. The classrooms also feature LCD projectors, Smart Boards, and Wi-Fi connections to facilitate ICT-based learning.

Laboratory Facilities:

The Institute has 39 modern fully equipped teaching and learning laboratories that meet AICTE norms. **3 Industry Supported Laboratories** provide access to cutting-edge technologies, such as Virtual Reality/Augmented Reality lab, Blockchain and Artificial Intelligence using Robotics Automation lab, and Non-Destructive Testing lab.

Computing Facilities:

The Institution provides high-end computing facilities, including a cutting-edge Computer Laboratories and Research Center. A high-speed optical fiber network equips the campus, enabling students to access a wide range of services across all computer labs. With **1 Gbps** of internet connectivity throughout the campus, students can enhance their knowledge to meet industry standards.

Sports Facilities:

A full-time physical director leads the sports department, coordinating all sports activities. The institution has a **6.37-acre** playground for outdoor sports like Athletics, Cricket, Hockey, Football, Volleyball,

Basketball, Shuttle Badminton, and facilities for Indoor Games like Table Tennis, Chess, and Carrom that are available to promote sports activities and competition. The college organizes intra-college zonal tournaments in conjunction with Anna University Zonal (AUZ) matches. The Institute conduct interdepartmental sporting events annually to encourage participation. Awards and appreciation during the annual celebration motivate the winners and participants.

Gymnasium (Fitness Center):

The institution has well-equipped, separate gymnasiums for boys and girls. The gymnasiums are equipped with both parallel and horizontal bars. The gymnasium has a built-up area of 156 square meters and has the following equipment: a motorized treadmill, a spin bike, etc. The main workout area includes sections for free weights and various exercise machines catering to diverse fitness needs.

Yoga Centre:

The college has dedicated space for teaching and practicing yoga to enhance the physical and mental wellbeing of the students. Every year, the college celebrates International Yoga Day, inviting renowned yoga practitioners to special events and seminars aimed at enhancing the wellness of professors and students.

Cultural Activities:

Through cultural club activities, students showcase their skills in traditional, technological, literary, and cultural arts. A modern auditorium with 1,200 seats hosts these events. Students participate in cultural events at the state and national levels, bringing laurels to the institution.

General Infrastructure:

The academic infrastructure includes the principal chambers, Administrative Office, Examination Cell, IQAC Cell, Institute's Innovation Council, Training and Placement Office, HoD and Faculty Cabins, Central Stores, Canteen, First Aid and Sick Room, Girls and Boys common rooms, Alumni Cell, NSS Office, Conference Room, and a fully functional Canteen.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.1.2

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

Response: 26.8

4.1.2.1 **Expenditure for infrastructure development and augmentation, excluding salary year wise**

during last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
108.27	269.82	42.37	38.16	78.55

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The Library in the Institution serves as a repository of knowledge resources, aiming to support educational and research programs by providing physical and online access to knowledge. It stocks over **23,735 books** with **6,719 titles** across specialized disciplines in Sciences, Engineering, and Humanities, benefiting both staff and students. With a carpet area of 570 sq. m., the library accommodates **150 readers** and is equipped with Wi-Fi access. The library functions from 8:45 A.M. to 6:00 P.M. on working days and until **5:00 P.M.** on holidays. It ensures ample access for users. Additionally, reprographic facilities are available for user convenience.

Library Automation:

The SRM TRPEC Library is automated with KOHA software (21.11.05.000 version). It is an Integrated Library Automation Management Software that materializes the needs of Library and Library Users. The functions of KOHA Software are grouped into the Library Management Module and Web OPAC. These modules cover Acquisition, OPAC (Online Public Access Catalogue), Circulation, Membership, Library Statistics and System Administration. KOHA LMS covers OPAC for all the Users, Daily, Weekly, Monthly Circulation Statistics, Summary and Usages of Books.

Subscription to e-resources:

The Library subscribes to **58 Journals, 10 Magazines, and online periodicals**, in addition to daily newspapers, to keep staff and students informed about current trends. It also provides access to online resources like the **National Digital Library (NDL), IEEE, Delnet, and Science Direct**, available in the Digital Library facility. **NPTEL** videos are accessible, with an exclusive **Audio Visual Room** designated for viewing. The library's collection includes Encyclopedias, Handbooks, Dictionaries, and Competitive Examination Books (UPSC, SSC, TNPSC, ISRO, and RRB), as well as Videos that Support content beyond the syllabus.

Circulation:

The students can easily check the availability of books by searching the system installed in the library. They can access the physical stack area, the staff and students can entire logging details through **RFID technology**. Textbooks and Reference Books are readily available in accordance with regulations.

Library Utilization:

The regular academic schedule integrates library periods, allocating one period per week for each class. This ensures that the students set aside time to use the library's resources and do research. During these periods, the students can receive books, access online databases, and work on research under the faculty's guidance. The module records an average of **250** or more users per day.

Digital Library:

The Digital library allows access to thousands of Journals and Reference Materials with the institutional subscriptions of Elsevier Science Direct, IEEE, and DELNET. The Digital Library is facilitated by 20 PCs with multimedia facilities.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1

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

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

Response:

System Resources

SRM TRP Engineering College boasts top-notch IT facilities, housing **713 LAN**-connected computer systems. A dedicated **2TB backup device** ensures data security, complemented by **480 desktop computers** with various configurations distributed across departmental labs. The college has installed **4 servers** for seamless network connectivity under the maintenance of a full-time IT consultant. Members of the teaching faculty and students benefit from these resources for academic projects and practical lab sessions.

Wi-Fi and Internet

Over the period of 14 years, the institution has upgraded its internet infrastructure, boosting bandwidth to **1 Gbps** for high-speed access campus-wide. The institution's commitment to providing students with ample **54 Wi-Fi access points** throughout the institute, each with a **1 Gbps** internet speed, is highlighted by the computer ratio of **3:1**. LAN-connected computers and Wi-Fi access points ensure seamless connectivity, aiding research and online learning. Wide internet network coverage provides unrestricted data access for academic activities, fostering collaboration and resource access.

E-Services

The institution optimizes learning efficiency with its Enterprise Resource Planning (ERP) system and e-Lab platform. The ERP system meticulously tracks attendance for faculty members and students, while unique college domain email IDs integrate them into the digital ecosystem. The college website serves as a central hub for essential information and faculty-shared technological advancements, supplemented by Google Classroom for teaching and learning.

Communication is streamlined via **SMS** facilities, disseminating important messages to all stakeholders. Regular training programs enhance programming skills for both students and faculty members. We organize webinars, workshops, Faculty Development Programs (FDPs), and alumni talks via virtual mode using Google Meet, Zoom, Microsoft Teams, and Jio Meet, ensuring collaborative and engaging educational experiences.

ICT Facilities

Classrooms now feature smart boards and projectors with screens. Besides, seminar and conference halls with state-of-the-art facilities provide immersive and interactive learning environments to enhance the educational experience. The institution has set up digital notice boards on the ground floor and in all department corridors. We display all notices and relevant information regarding academics and non-academics for the students.

Software Tools

The institution ensures modern computing environments with Windows 10 and 11 on desktops, supported by updated office automation tools and antivirus software for security. A wide array of specialized software, tools aids academic and research activities. The campus has installed surveillance cameras to ensure safety, security, and a conducive learning environment.

IT infrastructure

To accommodate rising enrollment, the college has increased the number of upgraded computers, maintaining a **3.06:1** student-to-computer ratio as per AICTE norms. High-performance computing systems have been admitted into the computer lab to support research and project work tailored to specific academic needs with the requisite software and hardware.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

4.3.2

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

Response: 3.06

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

Response: 480

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 27.3

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

2022-23	2021-22	2020-21	2019-20	2018-19
76.83	116.20	58.30	132.32	163.51

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 76.39

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

2022-23	2021-22	2020-21	2019-20	2018-19
1019	844	748	874	1118

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 87.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
1278	1047	885	976	1097

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 91.7

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

2022-23	2021-22	2020-21	2019-20	2018-19
159	192	281	330	297

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

2022-23	2021-22	2020-21	2019-20	2018-19
178	213	305	351	326

01-06-2024 02:52:57

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

5.2.2

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

Response: 14.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	1	3	4	3

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

5.3 Student Participation and Activities

5.3.1

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

Response: 44

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

2022-23	2021-22	2020-21	2019-20	2018-19
12	0	6	21	5

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.3.2

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

Response: 32.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
44	27	26	35	32

File Description	Document
Upload supporting document	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

In the present scenario, Alumni play a vital role at SRM TRP Engineering College. Since 2016, the institute has established a strong relationship with its alumni. The primary aim is to register all former students as members of the association and encourage their active involvement in the development of the institution's suitable activities, events, and projects. The alumni association creates opportunities by developing collaborative strategies to assist the institute in achieving its objectives.

The institution's alumni gather regularly to exchange perspectives, reminisce about their college days, and discuss their role in advancing students' careers, including higher education, employment opportunities, and startups. Besides, various alumni from different sectors share their professional experience and opportunities in the job market and provide valuable feedback on the curriculum. Through alumni talk, they support knowledge transfer to motivate the current students. Some of the reputed alumni are working in various government sectors, like Junior Engineers, Assistant Engineers, sub-registrars, Branch Manager (CUB), Site Engineers, Sub Inspectors, Loco Pilot (Safety cadre), Trainee (Marine Engineers), Design Engineers, Quality Control Inspector, CNC Machinist, System Engineers, IT-Analyst, Quality Management Officers, Junior Developers, Commercial cum Ticket Clerk, Technical Assistant at Railway, Material Engineer (procurement), QC Engineers, Assistant Sections Officers (TN), Project Engineers, Network Engineers, Salesforce Consultant, Inventory Analyst, COE-R&D, Mobile App Developers, Welding Engineers etc. . The association regularly organizes webinars, seminars, and guest lectures to foster innovative thinking among students. Our alumni also contribute significantly to the institution's development through financial support in the form of book donations, technical contest cash prizes, and so on.

The "Tamil Nadu Societies Registration Act 1975" has registered the SRM TRP Engineering College Alumni Association. The Alumni associations from all branches are encouraged to discuss their perspectives and recommendations regarding the relevance of their course and to promote awareness about the working world. This is an opportunity for the alumni to connect with other alumni and reminisce about their prior experiences and times.

The alumni's testimonials inspire current students to excel in their co-curricular and extracurricular activities. Furthermore, alumni connect via the college's social media platforms. We use platforms like Facebook and Instagram, among others, to inspire students by disseminating current trends, scenarios, and industry-established technology.

Curriculum Enrichment:

Alumni actively contribute to identifying curricular gaps and developing value-added course modules.

As a Recruiter:

The college's Alumni network serves as a significant conduit for providing students with numerous placement opportunities. They guide our students in the right direction by providing referrals to firms and companies, as well as facilitating placement in their desired company.

As an Entrepreneur:

Successful Alumni Entrepreneurs encourage budding technocrats to become entrepreneurs by sharing their experiences. Barriers and successful strategies they share give students a clear idea of how to enhance their skills to become successful entrepreneurs.

Alumni as Institutional Ambassadors:

Alumni serve as Powerful Ambassadors for their alma maters. Their success in the professional world reflects positively on the institution and can influence its reputation and ranking. Employers often seek feedback from Alumni when evaluating the quality of Educational Institutions.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision of the Institute

To carve the youth as dynamic competent, valued and knowledgeable Technocrats through Research, Innovation and Entrepreneurial Development for accomplishing the Global Expectations.

Mission of the Institute

M1: To inculcate Academic excellence in Engineering Education to create talented Professionals

M2: To promote Research in basic sciences and Applied Engineering among faculty and students to fulfil the societal expectations

M3: To enhance the holistic development of students through meaningful interaction with Industry and Academia.

M4: To foster the students on par with sustainable development goals thereby contributing to the process of Nation building.

M5: To nurture and retain conducive lifelong learning environment towards Professional Excellence.

The institute is overall managed by a regularly constituted Governing Council. The institute also constituted a Planning and Monitoring Board to formulate the institute's Perspective Plan in line with the Vision and Mission of the institute, Sustainable Development Goals, and NEP 2020. The composition, functions, and other conditions pertaining to the Governing Council and Planning and Monitoring Board are as prescribed by the regulations of the affiliated university. The institutional bodies described below are constituted within the institute, involving all stakeholders, and the governance of these bodies is decentralized.

In order to achieve academic excellence as recommended by NEP 2020, bodies like the Department Advisory Board, Training and Placement Cell, Exam Cell, Class Committee, and Course Committee focus on the adoption of Innovative Pedagogical Practices, ICT-based instructions, Outcome-Based Assessment, Curricular Gap Analysis, the Design and Development of Value-Added Courses, and Skill-Based Training.

To foster quality research and innovations among students and faculty members of all disciplines and to

address the Sustainable Development Goals, cells like the research and development cell, the Institute's Innovation Council, and the entrepreneur development cell are formed and functioning effectively.

To prepare industry-ready engineers, the industry institute interaction cell has been establishing MoUs with core industries. The functions of the MoU are to provide internships and industrial visits, conduct curriculum gap analysis, and offer expert talks. The Alumni of Institution play a significant role in supporting academics through activities such as alumni talk series, placement assistance, and curriculum gap analysis.

To promote a culture of lifelong learning, the institute encourages students to enroll in continuing education programs like value-added courses, skill-based training, massive open online courses through departmental technical clubs, the institute innovation cell, the Placement and Training Cell, and the Entrepreneur Development Cell.

In pursuance of the perspective plan for Quality Improvement of the Institute, the Internal Quality Assurance Cell (IQAC) is established. The main task of the IQAC is to develop a system for conscious, consonant, and stimulus improvement in the overall performance of the institute.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Perspective Plan is effectively deployed by the Planning and Monitoring Board to achieve excellence in Curriculum Aspects, Teaching, Learning and Evaluation, Research and Innovation, Infrastructure, Student Support and Progression, Governance and Leadership, and Institutional Best Practices.

The institutional bodies such as the Internal Quality Assurance Cell, Department Advisory Board, Class Committee, Research & Development Cell, Training and Placement Cell, Entrepreneur Development Cell, Institute's Innovation Council, Industry Institute Interaction Cell, Alumni Cell, and Department Technical Clubs are constituted and functioning effectively to attain the target set in the perspective plan. The effective functioning of these bodies is achieved through well-defined policies, administrative setup, appointment processes, service rules, and procedures.

Institutional policies such as Admission Policy, HR Policy, IT Policy, Research Policy, Library Policy, etc. are instrumental in guiding decision-making and behaviour within the organization. These well-defined policies establish expectations and standards across the functions and operations of the above-mentioned institutional bodies. These policies are accessible to all stakeholders, fostering transparency and consistency in how the institution conducts its affairs.

A streamlined administrative structure is framed with clearly defined roles and responsibilities. The institute is overall managed by a regularly constituted governing council. The administration set up by the institution is composed of the Governing Council, Principal, Deans, Heads of Departments (HoDs), and other institutional bodies that collectively make decisions on all academic matters. As the overseer of Academic Affairs and Administrative Operations, the Principal plays a pivotal role in liaising with management and proposing strategies to secure essential resources for achieving the Institution's Objectives, Vision, and Mission. HoDs operate with a level of autonomy in managing academic responsibilities. They have the authority to make decisions regarding academic affairs and delegate tasks among faculty members in a decentralized manner. Their roles encompass various activities, including teaching, fostering student growth, supporting faculty development, and facilitating staff enhancement initiatives.

The reporting lines in this academic structure, such as from the class committee to the governing council through the department advisory board and IQAC, are well defined and followed. This setup ensures that tasks and decisions are delegated appropriately, facilitating the timely execution of initiatives and responsiveness to challenges.

Faculty and staff members are chosen based on the criteria outlined by the AICTE/Anna University guidelines to maintain an enhanced student-faculty ratio. Vacancies for faculty and staff roles are publicized via the college's website, social media channels, and leading newspapers. Resumes received undergo rigorous evaluation by the Heads of Departments (HoDs), who subsequently extend interview invitations to qualified candidates. Interviews are conducted by a Selection Committee consisting of the Principal, HoD, and subject matter specialists. Following the interview process, the Selection Committee's recommendations are submitted to the Governing Council for final approval and subsequent hiring.

Service rules govern employee conduct, performance expectations, and career progression. These rules contribute to a motivated and disciplined workforce, enhancing overall productivity and organizational culture.

As per the perspective plan, the governing council regularly monitors the targets attained and formulates and deploys necessary strategies for continuous improvement.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Faculty performance appraisal is essential for educational institutes to ensure quality standards and continuous improvement. At SRM TRP Engineering College, this is achieved through a structured system of annual appraisals.

Annual Appraisal

Annual appraisals occur once a year, usually at the end of the fiscal or calendar year, providing a comprehensive review of an employee's performance over the year. They evaluate achievements, strengths, areas for improvement, and future goals. The annual appraisal includes summaries of monthly performance trends, achievements, and a detailed discussion of long-term goals and career development plans. This process is divided into three main categories:

Teaching, Learning, and Evaluation Related Activities:

- Student engagement and feedback
- Average grades or GPA
- Examination and evaluation duties
- Coordination for exam cells and other duties
- Feedback on teaching quality
- Usage statistics of educational resources
- Faculty-student interaction
- Guiding students in competitions and projects

Co-curricular, Extension, and Professional Activities:

- Contributions to workshops, seminars, and outreach programs
- Professional development through conferences and courses
- Leadership roles and contributions to professional organizations
- Impact of professional activities on personal growth and institutional reputation
- Development of educational materials and e-content

Research and Related Contributions:

- Number and impact of research publications
- Citations and research grants
- Patents filed or awarded
- Collaborative research projects
- Research metrics such as H-index and journal impact factor
- Participation in conferences and workshops
- Recognition through awards and honors

The appraisal scores, along with recommendations from department heads and institute leaders, are considered for career advancement.

Effective Welfare Measures:

SRM TRP Engineering College ensures comprehensive welfare measures for its staff, both teaching and non-teaching. The college recognizes and values the contributions of its employees, offering various benefits to support their well-being and professional growth.

Welfare Measures Include:

- Concessional medical treatment at SRM Trichy Medical College Hospital for staff and dependents
- Free or concessional staff quarters
- Free or concessional education for staff wards
- Free Transport
- Medical and Maternity Leave
- Creche facilities
- Various leave benefits, including casual leave, special leave, and sabbatical leave

- Up to 12 Casual and On-duty leaves per Academic year for attending Professional Events
- 45 days of Summer and Winter Vacations for Faculty Members
- Flexible attendance system with Biometric Tracking
- Special leave for pursuing higher education (UG/PG/PhD)
- Skill development courses for Non-Teaching staff
- Get-togethers and gifts on Teachers' Day
- Family Day Celebrations
- Sports and cultural competitions with prizes
- Appreciation for long-term service
- Career Development Avenues:
- Faculty Abroad Program for study or research at foreign universities
- Cash incentives for publications
- Faculty development programs
- Encouragement to organize and attend national and international conferences, workshops, and seminars

These structured evaluations and comprehensive welfare measures ensure that SRM TRP Engineering College maintains high standards of teaching and research while fostering a supportive and enriching environment for its staff.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.3.2

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

Response: 57.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
63	53	55	51	62

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

6.3.3

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

Response: 62.91

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

2022-23	2021-22	2020-21	2019-20	2018-19
86	60	72	83	67

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	18	19	18	18

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Introduction

The SRM TRP Engineering College (SRM TRPEC) Resource Mobilisation Policy outlines strategies, guidelines, and ethical principles for acquiring financial resources to support institutional growth, development, and academic excellence. It includes various avenues of resource generation, such as student fees, interest from fixed deposits, consultancy earnings, and alumni support. This policy reflects SRM TRPEC's commitment to fiscal sustainability, transparent practices, and responsible resource management.

Objectives of Resource Mobilization:

The objectives of SRM TRPEC's resource mobilisation efforts are:

- Ensure financial sustainability and growth.
- Enhance education, research, and infrastructure quality.
- Promote ethical and transparent financial practices.
- Foster alumni engagement and philanthropic contributions.
- Optimize fund utilization for institutional benefit.
- Means of Resource Mobilization

Student Fees

- Regularly review and provide a flexible fee policy.
- Attract a diverse student body with fair and transparent fee schedules.
- Interest from Fixed Deposits
- Utilize interest income to support academic and research activities.

Earnings from Consultancy

- Strengthen the consultancy cell by enhancing infrastructure and personnel capacity.
- Develop partnerships with industries to provide expertise and generate income.

Alumni Support

- Establish clear communication channels to engage alumni and showcase the institution's impact.
- Encourage alumni to contribute to scholarships, research projects, and infrastructure developments.

Reporting and Transparency:

SRM TRPEC commits to transparent reporting mechanisms. Regular reports on resource inflow and allocation will be shared with stakeholders.

Policy Implementation and Review:

This policy will be implemented across departments and reviewed periodically to ensure alignment with institutional goals and industry standards.

Institutional Support:

The cash flow positions of SRM TRPEC are monitored monthly. If a shortfall is noticed, necessary arrangements will be made by the Head Office.

Monitoring and Optimizing Utilization:

An annual budget are prepared for recurring and non-recurring expenses, and deviations are monitored.

Optimized utilization will be ensured through various controls:

- The internal audit and finance teams will verify and scrutinize all expenses. Periodic reviews will compare actual expenses to the budget, and variances will be addressed.
- The institute follows a purchase policy for procuring materials and services through tendering, with purchase committees for all departments.
- A central purchase department handles all orders for recurring and non-recurring items.
- Justification and approval are required before making any purchase.
- Electricity consumption is controlled through a self-solar plant and external solar purchases.
- Old items are disposed of through a buy-back method.

The SRM TRPEC Resource Mobilization Policy underscores the institution's commitment to responsible resource management, financial sustainability, and academic excellence. By utilizing various

resource generation means, SRM TRPEC aims to create an environment conducive to growth, innovation, and impactful contributions to society.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The Internal Quality Assurance Cell (IQAC) was established on 30th June 2022 with the aim of regulating the quality of the strategies and processes in the organization. The IQAC system of the organization is set up as per the norms of National Assessment and Accreditation Council. The IQAC meetings are conducted periodically once every four months to review the teaching learning process, structures & methodologies of operations and learning outcomes and records the incremental improvement in various activities.

Function of IQAC:

- The creation and implementation of standards and criteria for assessing the quality of different academic and administrative activities within the institution.
- Assisting in the development of an environment that is learner-centric and supportive of high-quality instruction, as well as faculty development to accept the necessary skills and technologies for interactive teaching and learning
- Review the feedback collected from the Students, Parents, Alumni, and Industry Experts on Curriculum, Infrastructure and recommend Quality actions for necessary improvements.
- Sharing information regarding diverse quality standards in higher education.
- Arranging workshops and seminars both within and between institutions on themes related to quality, and fostering the formation of quality circles.
- Recording the different programs and activities aimed at enhancing quality.
- Serving as the central coordinating body within the institution for quality-related initiatives, which involves adopting and sharing best practices.
- Creating and managing an institutional database using Management Information Systems (MIS) to uphold and improve institutional quality.
- Fostering a culture of quality within the institution.
- Nurturing an environment within the institution that prioritizes quality.

Data Gathering Instruments AAA:

The process of evaluating the effectiveness and efficiency of an educational institution is referred to as Academic and Administrative Audit (AAA). AAA is regularly conducted twice a year to assess academic programs and activities across departments and the college. The peer review process for AAA includes both self-evaluation and site visits by peers both inside and outside the organization. The purpose of AAA is to examine and evaluate the institution's administrative and academic practices, which provide an opportunity for overall improvement. It ensures the proper implementation and performance of the Institution systems, infrastructure, procedures, human resources and facilities. AAA reveals the Institution's strengths, weaknesses, opportunities and challenges.

Academic audit can serve as a mechanism for setting educational program objectives, monitoring and evaluation, and for the management of institutions to improve organizational and academic rigor. It contribute to the development of the Institution.

Feedback Collection and Review:

IQAC regularly collects feedback from Students, Faculty members, Parents, Alumni and Employers on various curricular aspects and infrastructure across departments. IQAC analyzes the feedback collected from all stakeholders as per their respective recommendations. Based on the relevant recommendations, IQAC prepares the report and forwards it to the concerned bodies. Appropriate action is taken based on relevant suggestions received from all stakeholders.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

SRM TRP Engineering College (SRMTRPEC) has established a culture that inculcates gender equity, sensitivity, and harmony in its social and physical environments. The Women Empowerment Cell, Internal Complaints Committee, and Grievance Redressal Committee constituted in the Institution play active roles with a focus on safety and readiness to support the economically underprivileged girl students for their education, health, and academic improvement. The Institution has a women gender ratio of 30%.

Empowering women in leadership

In alignment with Sustainable Development Goal 5, specifically Target 5.5, which focuses on ensuring women's full participation and equal opportunities for leadership at all levels of decision-making, the institution has actively placed women in prominent roles. This includes positions on the Leadership Council, associations, and as coordinators, centre heads, and heads of departments. The female staff across all the departments in the institution have enthusiastically enrolled themselves on the SheRNI website to share their expertise in their chosen fields.

Reforming Curriculum

All the UG curriculum incorporates courses related to gender and diversity to raise awareness about the importance of gender equity in the field (MX3081 - Introduction to Women and Gender Studies). By integrating discussions on gender bias, inclusive design principles, and the contributions of women in engineering, our institute has prepared students to navigate real-world challenges in a diverse and equitable manner. These courses are designed to educate and empower students by highlighting the importance of gender balance and providing them with the knowledge to support and advocate for gender equity in various spheres of life.

Gender Equity Measures

The institution has implemented several measures to maintain gender parity: The campus is equipped with multi-layer safety features, including Kavalar Seyali, an app for emergency alerts to nearby police stations, ensuring round-the-clock safety for women. Facilities such as hostels, gyms, sports fields, and restrooms are specifically designed to accommodate female students.

SRMTRPEC offers financial incentives and scholarships to academically distinguished girls and actively

supports their involvement in co-curricular and extra-curricular activities, Seminars, and Events. Well-being of women employees are prioritised by offering maternity leave benefits to support new mothers during this significant life transition. The Institution prioritizes health awareness, particularly for female students and staff, and emphasizes the mental wellness of all students through robust mentorship and counselling programs. Further, the campus has hospital facilities tailored to the specific healthcare needs of women employees and girl students. These range of services aim to empower women to prioritize their health and thrive in both their personal and professional endeavours. Security measures are specifically tailored for women, and female teachers and students regularly participate in leadership roles across various clubs, committees, and institutional activities. Additionally, the college celebrates Women's Day annually to honour and promote gender equity within its community.

In conclusion, achieving gender equity in our institution is essential not just for fairness and social justice but also for spurring innovation and progress. Despite ongoing challenges, promoting gender equity through education, advocacy, and policy reform can create inclusive environments that allow all students to succeed and contribute significantly to the field.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: E. None of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Communal Socioeconomic Diversity

In today's globalized world, diversity is crucial in educational settings known for innovation. To tackle financial barriers, our institution offers scholarships and financial aid to students from marginalized communities, making education more accessible. To promote diversity and inclusive environment, admissions are prioritized for first-generation students and supporting urban-rural integration. The institution also provides counselling services to help students overcome academic, personal, and cultural challenges, ensuring a supportive environment. Additionally, career development programs are conducted to assist students from diverse backgrounds in exploring career options, developing professional skills, and securing internships and job opportunities.

Renowned for its academic prowess and dedication to holistic growth, SRMTRPEC orchestrated a series of events to nurture cultural, environmental, and societal consciousness among its student body. Student committees play a pivotal role in shaping campus ethos and regulations. Diverse viewpoints in academic committees enhance discourse and decision-making, enriching curriculum design and program enhancements. The Institution marked the Tamil Nadu harvest festival, Pongal, with zestful fervor, adorning the campus with vibrant Rangoli and hosting traditional cooking contests. Diwali, the festival of lights, and Kerala's Onam were celebrated enthusiastically, while Holi, the Festival of Colors, fostered unity and inclusivity, transcending societal divides. These festivities not only foster joy and camaraderie but also reinforce the institution's commitment to holistic development and social accountability, fostering cultural understanding and appreciation among students.

Values, Rights, Duties and Responsibilities of Citizens

The Institution celebrates **Independence Day and Republic Day** with great fervour and pride. These significant national milestones are commemorated through various events and activities, fostering a sense of unity and patriotism among our students and staff.

the Institution also observes **International Yoga Day**, embracing the benefits for mind, body, and spirit. Through yoga sessions, we promote physical fitness, mental well-being, and a harmonious lifestyle.

World Water Day celebrated on March 22nd to highlight the importance of freshwater and advocate for the sustainable management of water resources. This day provides an opportunity to raise awareness about the global water crisis and the need for collective action to ensure access to clean water and sanitation for all. In concurrence with the United Nations' Sustainable Development Goals (SDGs), World Water Day serves as a platform to promote the role of water in achieving sustainable development.

The Institution believes in its responsibility towards environmental conservation and sustainability. In alignment with this ethos, the institution organized an **Earth Day celebration** which helps to raise awareness and encourage practical actions for the betterment of the environment.

The **blood donation camp** organized by the institution aimed to contribute to the welfare of society by

addressing the ongoing need for blood in medical emergencies and treatments.

Additionally, the Institution organized **voter awareness programme** aimed at educating and empowering members of the community regarding their rights and responsibilities as voters, which contributes for the welfare of society by fostering a culture of informed and active citizenship.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for Additional information	[View Document](#)

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE – I

Title of the Practice:

Skill Development for Enhancing Employability and Industry Readiness

Objective of the Practice:

In a rapidly evolving society, engineers must develop professional, interpersonal, and personal skills alongside technical expertise. These include communication, project management, ethics, teamwork, leadership, creative and critical thinking, and empathy. This holistic skill set ensures innovation, technological progress, and societal contributions, enabling students to manage complex systems, collaborate effectively, and positively impact society.

Context:

SRM TRP Engineering College, affiliated with Anna University, follows the university's curriculum. The Department Advisory Board (DAB) conducts curricular gap analysis and has identified the following:

- The curriculum emphasizes theory over professional, personal, and interpersonal skills;
- Practical courses are outdated and misaligned with industry needs;
- 70% of students from rural backgrounds lack essential communication and interpersonal skills, affecting their employability.

The practice

As per statutory guidelines and National Education Policy 2020 recommendations, SRM TRP Engineering College integrates essential subjects, skills, and capacities into its teaching-learning process. The college offers professional skill development through the Tamil Nadu government's Naan Mudhalvan Upskilling Platform, providing dynamic industry-specific training. This platform helps students achieve career goals and secure jobs according to their skill sets. Training is conducted by industry professionals.

The Department Advisory Board (DAB) identifies curriculum gaps and recommends industry-ready skills through value-added courses (VAC). These courses are conducted on weekdays and weekends and cover cutting-edge skills in various programs:

Mechanical Engineering: Non-Destructive Testing (NDT), Hydraulic and Pneumatic Circuit Design, AutoCAD, NX-CAM Basics, Solid Edge 2D Drafting.

Civil Engineering: Revit Architecture, STADD Pro Column Design, Primavera Architecture, Multi-Storey Analysis.

Electronics and Communication Engineering: Machine Learning, Data Visualization, Embedded C, RF Circuit Design, and IoT in Industry 4.0.

Electrical and Electronics Engineering: LabView, Electronic Design Automation, PLC, Industry 4.0, NI Multisim.

Computer Science and Engineering: Cloud Essentials, R Programming, Android, Machine Learning Fundamentals, and Python for Data Science.

Personal and interpersonal skills are also enhanced through training in analytical and logical reasoning, communication, motivation, personality enhancement, team management, leadership, creativity, aptitude, interview skills, and group discussion.

Evidence of Success:

The implementation of skill-based training has led to an 80% improvement in student performance in solving complex engineering problems, participating in design contests, understanding core topics, and developing real-time projects. This practice also boosted core placements, continuing education, and lifelong learning. Successes include 2 students won prizes in the Smart India Hackathon, 4 student projects received grant from the Tamil Nadu State Council for Science and Technology (TNSCST), and a batch of 10 students has developed an E-vehicle for the state level design contest. The skill development practices enabled 92% of students to secure placements in top companies over the past 5 years. Additionally, 2 students have become successful entrepreneurs due to skill-integrated training.

Problems Encountered and Resources Required

The existing academic structure fails to rapidly adapt to emerging technologies, market needs, and student aspirations. Faculty members are encouraged to update their skills to benefit students, but contemporary industry-relevant faculty development programs offered by the institutions are less in

number. The system must consider 21st-century learners' diverse styles and preferences, tailoring skill sets to their interests and capabilities.

BEST PRACTICE – II

Title of the Practice:

Enhancing Student Learning Through Global Engagement

Objectives of the Practice:

SRM TRP Engineering College supports learners and faculty through international collaborations to:

- Promote global exposure in higher education.
- Provide guidance for international exchange.
- Offer foreign language resources.
- Enhance faculty-student development
- Tap global employment opportunities
- Endorse the college internationally
- Foster global amity
- Create collaborative learning through MoUs.
- Develop global mindsets and citizenship.

The Context:

In designing international exposure practices for students, several factors require attention:

- Students from rural backgrounds should be given information about international education opportunities.
- Information about scholarship opportunities can mitigate the financial burden of international programs.
- Pre-departure orientations and support systems help students and families navigate safety and cultural challenges.

The Practice:

1. NEP 2020 Internationalization: Partnerships with foreign universities (University Tunku Abdul Rahman (UTAR) and Infrastructure University, Kuala Lumpur, Malaysia) for student and faculty exchanges.
2. Immersion Programs: Study abroad opportunities, internships with international companies, and cultural exchanges to enhance global outlook and intercultural communication.
3. Foreign Professor FDP, Courses, Seminars: Engagement of foreign professors in Faculty Development Programs, specialized courses, and seminars to introduce global academic standards on campus.
4. MoU Activities: Joint research projects, exchange programs, and collaborative academic events through Memorandums of Understanding with foreign universities.
5. Foreign Language Classes: Curriculum-integrated foreign language classes, such as German, French, and Japanese, to enhance global communication and employability.

Despite innovative practices, challenges include regulatory hurdles, financial investments, and logistical complexities. Nevertheless, these practices, rooted in NEP 2020, aim to overcome barriers and embrace global interconnectedness, setting new standards for international exposure in Indian higher education.

Evidence of Success:

Evidence of success for international exposure in Indian higher education includes:

- Increased Enrolment in Abroad MS Programs: Twenty students pursuing MS degrees abroad, reflecting effective international exposure initiatives.
- German Language Proficiency and Opportunities: A B.E. Computer Science student (2019-2023) enrolled in MS at Brandenburg University of Technology, Germany, showcasing program success.
- More number of students have started showing interest to pursue higher studies in abroad.

These results highlight improved global competencies, international collaborations, and a global outlook among students, preparing them for global challenges and opportunities through increased interest in studying abroad and learning new languages.

Problems Encountered and Resources required:

Implementing international exposure programs for students involves:

- Planning the Immersion Program: Organizing requires significant time and resources, including dedicated staff, planning tools, and project management software for coordinating with international institutions and managing logistics.
- Availability of Professors (Time Constraints): Coordinating schedules between local and foreign professors is challenging due to time zone differences. Flexible scheduling, asynchronous teaching methods, and investment in digital collaboration tools are essential.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Integrating sustainability into engineering education is the top priority of SRM TRP Engineering College (SRMTRPEC), which aims to enlighten the next generation of engineers on how to protect and improve our planet and lives. To enable this, the institution has articulated a mission statement as follows:

*The goal is to prepare students to meet **sustainable development objectives**, which will aid in the process of nation-building.*

SRMTRPEC has been a signatory member of the SDG accord since 2024 and is committed to doing more to deliver the Sustainable Development Goals (SDGs) through projects, practices, policies, systems, and learning. We encourage faculty members to participate in professional development programs that address the SDGs to enhance their technical and teaching competence.

Awareness of the SDGs

Creating awareness about the 17 SD goals among the stakeholders is one of the key parts of change management. The campus features SDG wall posters, SDG videos, social media visibility, academic project work, technical events, and professional development programs.

Teaching and learning the SDGs

The United Nations Sustainable Development Goals set targets for 2030, and the students who are the next generation of engineers are critical contributors to progress toward these goals. The department advisory board (DAB) in each department at SRMTRPEC has created an action plan with reference to the NBA program outcomes to ensure that the best practices in teaching and learning address the employer needs, intellectual agility, creativity, and innovation required to advance the United Nations Sustainable Development Goals (UN SDG).

The DAB, along with a team of subject experts from all departments, has meticulously aligned the courses with the pertinent Sustainable Development Goals (SDGs), ensuring the delivery of appropriate course content that incorporates sustainable examples. The DAB provides all faculty members with an induction on teaching sustainability in their respective courses, enabling students to build knowledge on achieving environmental sustainability. This process yielded positive outcomes in bringing more awareness about SDGs into classroom activities such as assignments, group discussions, case studies, and projects. We prepare the third- and final-year students to select their projects based on sustainable development.

SDG Resources

In order to enable the students to learn more about SDGs and their effective implementation, SRMTRPEC has created a database comprising resources on SDGs in the library repository and sent updates regarding the latest news on SDGs through social media and email. We educate and motivate students to complete online MOOCs related to the SDGs.

SDG Activities

To evaluate the environmental consciousness, behavior, and aptitude of individuals, the students of SRMTRPEC are motivated to participate in the Go4Youth Green Olympiad Quiz examination. Through an innovative competitive process, the examination aims to engage students in a systemic exercise,

assessing their awareness and comprehension of topics such as climate change, pollution, waste management, sanitation, conservation of biological diversity, management of biological resources and biodiversity, forest and wildlife conservation, and sustainable development and living.

The SDG Art Competition promoted social responsibility and social values among the students. The competition ignited the artistic skills of engineering students by blending creativity with sustainability, following the Realistic, Investigative, Artistic, Social, Enterprising, and Conventional (RIASEC) model.

Every academic year, there is a periodic student project exhibition. We motivate the students to develop projects that address the footprints of each SDG. We invited students from nearby schools to visit the project exhibition and deepen their understanding of the SDGs.

We regularly organize national and international conferences based on SDG themes to foster a research culture among faculty members, research scholars, postgraduate students, and undergraduate students in developing solutions for sustainability-related problems.

Every year on March 22nd, we organize Water Day in connection with SDG 6 (clean water and sanitation). The World Water Day event aims to raise awareness about the importance of freshwater resources and encourage sustainable water management practices. The event included a variety of activities.

1. Distinguished speakers from environmental organizations and government agencies delivered talks on water conservation, pollution prevention, and the significance of clean water access.
2. Hands-on workshops taught students water-saving techniques like rainwater harvesting, efficient irrigation methods, and wastewater treatment.
3. A poster-making competition encouraged students to creatively express their thoughts on water-related issues.

In alignment with all SDGs, the institute organized a comprehensive Earth Day celebration to raise awareness and encourage practical environmental actions. The Earth Day event was highly successful, fostering environmental responsibility and inspiring positive action. The celebration highlighted the vital role engineering and technology play in tackling environmental challenges and promoting a sustainable future.

The institution, in collaboration with the National Commission for Women, organized a guest lecture titled "Legal Rights of Women" as part of SDG 5 (Gender Equality Target 5.a). The lecture provided attendees with information on legal protections for women and strategies for addressing injustices. The institution also conducted a women's health program, "Women Menstrual Hygiene Management," on August 11, 2018, in support of SDG 5-Gender Equality Target 5.6, which aims to ensure universal access to sexual and reproductive health. This initiative educated female students on personal hygiene during menstruation, emphasizing the risks of inadequate hygiene.

The event "Inspire the Aspirants," conducted every year, aims to ignite the passion for learning among school students, fostering curiosity and ambition. This initiative encourages young people to dream big, pursue knowledge, and realize their full potential by promoting SDG 4-Quality Education, ensuring equitable and inclusive education for all.

Aligned with SDG 11, the Rotaract Club of Institutions and the YUGAA Women's Organization

educated school children on environmental cleanliness. Events themed 'Clean Environment' included drawing, essay, and elocution competitions in English and Tamil on SMART CITY, GREEN CITY, and CLEAN CITY. Winners received prizes to motivate participation.

As part of SDG 17, specifically target 17.6, students visited the SDG Center in Kuala Lumpur, managed by the Ministry of Local Government Development. The visit provided them with a thorough education on the SDGs and their operations. Additionally, they learned about Malaysia's sustainable development initiatives.

File Description	Document
Appropriate web in the Institutional website	[View Document]()
Any other relevant information	[View Document]()

5. CONCLUSION

Additional Information :

1. *SRM TRP Engineering College is an official signatory of the SDG Accord.*
2. *Three UG Engineering Programmes (Computer Science and Engineering, Electronics and Communication Engineering, & Mechanical Engineering) offered by the institution were accredited by NBA in Tier-II for academic years 2021-22 to 2023-24.*
3. *The competent authority in NBA has decided accreditation for three UG Engineering Programmes (Computer Science and Engineering, Electronics and Communication Engineering, & Mechanical Engineering) on the basis of Compliance Report for the academic years 2024-25 to 2026-27 i.e. up to 30.06.2027.*

Concluding Remarks :

SRM TRP Engineering College (SRM TRPEC) stands as a testament to the transformative power of education, embodying a vision of excellence, innovation, and societal impact. Since its establishment in 2010, SRM TRPEC has been on a steadfast journey towards academic excellence, guided by a three-fold mission of teaching, research, and service.

At the heart of SRM TRPEC's success lies a commitment to high-quality education, facilitated by a dynamic faculty, cutting-edge infrastructure, and industry collaboration. The institution's diverse academic portfolio, including undergraduate, postgraduate, and Ph.D. programmes, reflects its dedication to nurturing well-rounded individuals equipped with the skills and knowledge to thrive in a rapidly evolving world.

Research forms a cornerstone of SRM TRPEC's identity, with faculty members actively engaged in pioneering research projects across various disciplines. The institution's impressive research output, including publications in esteemed journals and granted patents, underscores its contribution to advancing knowledge and innovation.

SRM TRPEC's commitment to holistic development extends beyond the classroom, with a focus on fostering gender equity, sustainability, and social responsibility. Initiatives such as women empowerment cells, sustainability programs, and community engagement efforts exemplify the institution's ethos of inclusivity and societal impact.

Furthermore, SRM TRPEC's best practices in governance, leadership, and management ensure effective decision-making, transparency, and accountability. Through strategic planning, resource mobilization, and continuous quality enhancement, the institution remains at the forefront of engineering education, empowering students to excel academically, professionally, and ethically.

The SRM TRP Engineering College represents a beacon of excellence in engineering education, where academic rigor, research innovation, and societal engagement converge to shape future leaders and change-makers. As it continues to evolve and adapt to the demands of the ever-changing landscape, SRM TRPEC remains committed to its founding principles of excellence, integrity, and service, driving forward the frontiers of knowledge and inspiring generations to come.