SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SRI VASAVI ENGINEERING COLLEGE

SRI VASAVI ENGINEERING COLLEGE, PEDATADEPALLI, TADEPALLIGUDEM
534101

www.srivasaviengg.ac.in

SSR SUBMITTED DATE: 01-12-2023

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

December 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Vasavi Engineering College, considered one of the best engineering colleges in Andhra Pradesh, started its journey in the year 2001. Since its inception, the college has been striving to provide quality technical education to its students and making them industry ready. SVEC became an autonomous engineering college in 2018 and is fine tuning its course curricula to suit the ever growing industry needs.

Sri Vasavi Engineering College has completed 22 successful years of relentless service in providing quality technical education especially for rural students and marching ahead towards achieving the Vision of the college.

Sri Vasavi Engineering College is recognized as one of the leading institutions in Andhra Pradesh. In completing its 22nd year of establishment, it has grown by leaps and bounds in terms of increased number of UG & PG programmes, intake, placements and R&D initiatives. Institute has successfully obtained NAAC and NBA Accreditation, included 9 Undergraduate Programmes, 5 Postgraduate Programmes in Engineering along with PG Programme in MBA and 4 JNTU Recognized Research Centres offering Ph.D Programme with a total sanctioned intake of 1176. The Institute is well-developed with excellent infrastructure, state-of-the-art laboratories, centres of excellence and dedicated team of competent faculty members. The Institute is marching ahead in its road of success by showing continuous improvement in preparing competent Engineering and Management Professionals with good number of placements. The focus is to achieve excellence in the field of technical education in order to satisfy the industry and societal requirements with the best talented technocrats and management professionals from this temple of learning. The Institute has many accomplishments over the years that include accreditation by NAAC & NBA (CSE,ECE,ME & EEE).

Vision

To be a premier technological institute striving for excellence with global perspective and commitment to the Nation.

Mission

- To produce Engineering graduates of professional quality and global perspective through Learner Centric Education.
- To establish linkages with government, industry and Research laboratories to promote R&D activities and to disseminate innovations.
- To create an eco-system in the Institute that leads to holistic development and ability for life-long learning.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

A strength is an institutional advantage that positively contributes to the college attaining its objectives.

- Highly qualified, dedicated & hardworking teachers
- Excellent Infrastructure Facilities (Buildings, Landscaping, Drinking water, Sanitation, Transportation etc.)
- Excellent library facilities - well-stocked, automated & spacious
- Highly reputed institute with 22 years of excellence
- College introduces new programs and courses based on industry needs
- Remedial support to slow learners
- State of the art laboratories
- Course objectives and its outcomes are well defined and clear to the students
- Course content is relevant in enhancing analytical abilities and imbibes professional skills.
- The College conducts value added courses in collaboration with industry experts
- The institution has mechanisms to promote research initiatives

Institutional Weakness

A weakness is a factor requiring improvement internally. These factors result in making the institution unable to take advantage of an opportunity.

- Lack of International programs & support services
- Support from funding agencies like UGC, DST, AICTE, CSIR, etc. is moderate
- Lack of advanced research facilities
- Absence of foreign admissions
- Absence of linkages with foreign Universities

Institutional Opportunity

An opportunity is an external situation that, if acted upon, may have a positive impact on the institution.

- Staff members are provided opportunities to participate in seminars/workshops/ conferences/refresher courses/ orientation courses.
- Emerge as a research and innovation hub in the region.
- The possibility to become a deemed-to-be University.
- Industry Collaboration in the field of Engineering, Technology & Management
- There is an opportunity to design teaching & add-on certificate courses.
- Average Pay package of students could be improved.

Institutional Challenge

A challenge is an external factor or situation that, if not rectified, may make the institution vulnerable.

- Lack of enough industries in the surroundings for placement and internship

- Getting research funding and other grants from Government agencies
- Upgrading Faculty Skills as per the rapidly changing industry demands
- Attracting meritorious students

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sri Vasavi Engineering College aims to provide holistic, meaningful, and futuristic education to the students. The curriculum is designed and implemented taking cognizance of the educational policies of the State and Central Government, and the global needs while serving the cause of national development and regional requirements. The design and development of the curriculum is a democratic process with the entire faculty contributing to the introduction, innovation, and revision of the syllabi. The culture of academic freedom and flexibility provides immense scope for introducing innovations in the curriculum to achieve the institutional vision and mission of striving for academic excellence.

The syllabus is dynamic and is constantly revamped to keep pace with the rapid developments in various fields of study and technological advancements and to meet the demands of academia, industry, and society. After elaborate discussions on the content and organization of the syllabus in the respective Boards of Studies and Academic Council, the decisions taken are implemented through the Faculty.

A wide range of elective and open elective courses are available under each program. The curriculum of every program offers a combination of core courses (60-70%), elective courses (15-20 %) skill enhancement courses, and choice-based open elective courses (15- 20 %).

Add-on and Certificate courses have been introduced for the skill development of the students and to prepare them for the professional world. Educational tours, expert talks and discussions, seminars, and conferences, workshops, etc., are taken up to supplement and complement the prescribed syllabus. Regular and periodic feedback is taken from the various stakeholders and the data is compiled, analysed and action is taken to resolve the concerns.

Teaching-learning and Evaluation

Sri Vasavi Engineering College is committed to quality enhancement and aims to excel in all fields. Efforts have been taken to attract meritorious students. This has resulted in a significant demand for many programs. Admissions are purely on a merit basis by following the reservation policies of the Government. The teaching-learning and evaluation processes are planned and executed by the academic calendar. Mentoring programs are conducted to resolve academic, personal, and social stress-related issues. Special attention is given to slow and advanced learners. Remedial classes are arranged for slow learners providing them with home assignments and tutorials to improve their learning skills. Advanced learners are encouraged to take up courses offered on SWAYAM and other MOOCs, to participate in training programs, and research competitions and to pursue challenging career goals. Student-centric teaching methodology through seminars, group discussions, brainstorming sessions, and project works ensures the holistic development of the learners. The college has an 18:1 student-teacher ratio which enables strong interaction between students and teachers. ICT is used extensively. Teachers are encouraged to use interactive boards for active and participative teaching-learning. College has appointed 99% of sanctioned posts with full-time teachers having an average experience of 11

years. Teachers have received awards and recognition for their academic, research innovation, and extension activities.

With IT reforms in examination procedures, the Institute declared results within 20 days on average. Adequate measures are taken to ensure fairness, objectivity, and transparency in continuous internal and external evaluation systems. The attainment of POs, PSOs, and COs is measured through CIE, results, placement records, and satisfaction survey summary of all the stakeholders. The college has good student pass percentage (around 87%) during the last five years which justifies effective teaching-learning and evaluation mechanisms.

Research, Innovations and Extension

Sri Vasavi Engineering College has formulated a well-defined policy to promote research among its faculty and researchers. The institution has established a Research and Development Cell to facilitate high-quality research by providing essential support to the faculty. Incentives for research publications are offered based on journal indexing, including SCI, Scopus, and other UGC Care Listed journals, as well as the author's position. Additionally, seed money is provided to encourage internal projects. The college has implemented a comprehensive research policy, allocating ample resources and incentives to support faculty members in their research and consulting endeavors. Four departments are recognized by JNTUK Kakinada University as research centers offering PhD programs. Since 2018, the institute has produced over 160 SCIs and

167 Scopus publications. Ten faculty members serve as mentors for PhD research scholars. The institution received a financial grant of over one crore from DST for community-oriented projects under the SEED program.

Over the past five years, the college has generated revenue amounting to above Rs 12 lakhs through consultancy projects. Faculty members have actively engaged in organizing, participating, and presenting their research work at numerous national and international conferences, seminars, and workshops.

The institution has established an ecosystem to foster innovation, knowledge creation, and knowledge transfer through dedicated centers for research, entrepreneurship, community engagement, and incubation. The Entrepreneurship Development Cell (EDC) focuses on cultivating the creativity of students and supporting them in becoming technology-based entrepreneurs. It conducts Entrepreneurship Awareness Camps (EACs) sponsored by DST- NIMAT and provides training to students interested in transforming their ideas into startups. The Institute of Innovation Council (IIC) encourages students to participate in hackathons and submit ideas to the YUKTI Innovation Challenge. The Intellectual Property Rights (IPR) Cell conducts awareness programs on patents, trademarks, copyrights, and other aspects of intellectual property for both faculty and students, resulting in publications of patents, grants, and copyrights.

Furthermore, the college actively participates in extension and outreach initiatives within neighboring communities. Various departments and students engage in service programs addressing issues such as Household Waste Management, plastic pollution, cyber crimes, and organic farming surveys.

Infrastructure and Learning Resources

Sri Vasavi Engineering College campus is spread across 25.02 acres with a built-up area of 48,000 sq.m. has well-demarcated distinct sections for Administration and Academic Departments. Each department has its

block, totaling 67 classrooms, 48 well-equipped laboratories, and 6 seminar halls which provide sufficient space for accommodating conventional Lectures/Practicals/Tutorial-based pedagogy. Over 2000 seating multi-arts open-air auditoriums and 1500 seated auditoriums are under construction.. All classrooms have ICT-enabled facilities to facilitate the blended teaching-learning process. In addition, the college provides other support facilities such as common faculty rooms, departmental staff rooms, IQAC Room, auditorium, hostels for the students, and residential quarters for the non-teaching employees. To promote holistic development of the students, the College provides good facilities for sports and recreational activities. The College boasts a cricket ground with a well-curated pitch and 03 practice nets besides a basketball court and 02 wooden tennis courts.

The college takes pride in acknowledging the students who have represented and won accolades in various events held at the national and state level. The college library harbors an enormous collection of 54219 books and subscriptions to 85 journals besides the DELNET facility covering all the disciplines. The library also subscribes to several e-books, e-journals, and e-resources. Adequate ICT facilities and computing equipment with required updated software are available for academic and administrative purposes. The institute has two hostels for boys and girls with a capacity of 1000 each. Hostels are furnished with computers and internet facilities helping to students access various resources. Faculty and students can commute from different parts of the city and adjacent places over 80 buses. The students, faculty, and staff members have complete access to these facilities available in the college. The college has well-defined policies and procedures to ensure optimal allocation and utilization of the available financial resources for the maintenance and improvement of the physical and academic facilities in the college.

Student Support and Progression

The college supports its students in academics, extracurricular activities, and exploring career opportunities. The students are encouraged to apply for government scholarships. Freeships are provided to students requiring financial assistance. Meritorious students are felicitated through scholarships and awards. The College facilitates awareness about available career options and organizes career-counseling activities and interactive experience-sharing sessions through the Placement cell and Alumni cell. Students are also encouraged to enroll in soft skill training programs which polish their personalities and qualities of head and heart so that they can confidently face the world independently.

The College believes in holistic development of students and offers a variety of platforms through which they can enhance their skills and contribute to the society. They are encouraged to participate in cultural, co-curricular, and sports events and join clubs such as NSS, Sakala Club, Women Grievance Cell, Beats of Hearts Club, Arts Club, Adventure Club and Yoga club which sensitize them to social issues and encourage inclusivity. Arts & Crafts club and Departmental associations are also student driven bodies through which they not only showcase their talents in music, dance, drama and other creative fields but also develop organizational and leadership skills.

Students are encouraged to participate in various cultural and sports activities at the university level, state, national, and International level by providing financial assistance. The College values its students and considers them as important stakeholders. Therefore, the students are included in various committees relating to administration, co-curricular, and extra-curricular activities. A very dynamic Student works with the administration on student-centric issues. Their suggestions are solicited on various important issues. Further, if the students have any grievances, the College has established mechanisms for speedy redressal of the same. The College maintains a strong connection with its alumni. Thus, the College has a robust support system which

aims at inclusion, participation, nurturing talents, providing opportunities and developing a sense of responsibility in students.

Governance, Leadership and Management

The vision and mission of the college are committed to excellence, achieving educational objectives, and acquiring the requisite competencies and skills to meet the challenges of the 21st century.

Sri Vasavi Engineering College has an effective governance mechanism with decentralized and participative management practices. The College has a well-defined organizational structure with faculty in key positions such as Deans, HODs, IQAC coordinators, and Office managers to support the Principal in day-to-day functioning. The College facilitates the internal sharing of ideas in a democratic manner, encouraging maximum participation from faculty members, at various levels through Committees of Staff, with an independent spirit, but always in coordination with the Principal. The College prepares strategic plans with corresponding long-term and short-term goals. The College has implemented E-governance in areas of finance and accounts, student admission and support, and examination-related matters. The College follows the performance appraisal system. There are several welfare measures for the benefit of teaching and non-teaching staff. Faculty is encouraged to participate in Orientation, Refresher courses workshops, etc. to keep abreast of the latest developments in their subject domain. The financial transactions of the College are subjected to internal and external audit. The College has a well-established Internal Quality Assurance Cell (IQAC) for accreditation and plays a major role in inculcating quality culture in the Institute. The IQAC, being the central body within the college monitors and reviews the teaching-learning process regularly. Academic and Administrative Audits, Effective documentation and record keeping, Introduction of Add-on Courses, Student Internship programs, and Training Programs for Faculty and Non-teaching staff are some of the many IQAC initiatives that are successfully implemented. The College has been participating regularly in the NIRF rankings of higher educational institutions instituted by the Ministry of Education as well as other College ranking surveys for self-assessment and improvement against set benchmarks. There is a consistent effort by staff, management, and students of the College to persistently strive for excellence in all endeavors.

Institutional Values and Best Practices

Value-based Education plays a pivotal role in bringing meaningful change in society through equity, access, and inclusion. The academic and co-curricular ecosystem of Sri Vasavi Engineering College ensures that students from diverse backgrounds can carve out their niche without any barriers of gender, language, culture, region, financial, and different physical abilities. The College recognizes the need to instill democratic values in students, and all National Days and festivals are celebrated with unity and brotherhood. All are given equal opportunities and there is no gender-based discrimination. The campus is guarded and under CCTV watch 24/7 to ensure women's safety. Girls' common room and counselor caters to the need of girl students. Women Grievance Cell of the College is a dynamic committee comprising of faculty members and students. It regularly organizes various seminars, panel discussions, interactive sessions, and outreach programs on women-centric issues.

Environmental consciousness is an integral part of the College's ideology. All trees on the campus have been digitally documented and QR-coded. Installation of Solar panels with a capacity of 500KWp, rain-water harvesting, sensor-based energy conservation, and use of LED bulbs initiatives are a testimony to our commitment to the conservation of natural resources.

Students are made conscious of the surrounding environment through various activities. Cleanliness drive and "No Plastic Drives? are organized by NSS. Electronic waste and paper waste are properly disposed of. The wastewater is collected and used for purposes other than drinking. The natural plantation in and around campus is kept unaffected during the augmentation of infrastructure. Tree plantation programs are conducted every year with the help of NSS. The College provides facilities for Divyangian like ramps, wheelchairs, and scribes for exams.

The college has been regularly encouraging students by presenting awards and cash prizes for academic toppers. Also encourages faculty with incentives to motivate them to improve their research activities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VASAVI ENGINEERING COLLEGE
Address	Sri Vasavi Engineering College, Pedatadepalli, Tadepalligudem
City	TADEPALLIGUDEM
State	Andhra Pradesh
Pin	534101
Website	www.srivasaviengg.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Guduru V N S R Ratnakara Rao	08818-284735	9490799102	08818-284322	principal@srivasaviengg.ac.in
IQAC / CIQA coordinator	Loshma Gunisetti	08818-284344	9985846009	-	iqac@srivasaviengg.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	01-06-2001

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	28-03-2018

University to which the college is affiliated

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University,Kakinada	View Document

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	03-03-2014	View Document
12B of UGC	06-08-2014	View Document

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	29-06-2023	12	

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Sri Vasavi Engineering College, Pedatadepalli, Tadepalligudem	Rural	25.02	48000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	40	Intermediate Education	English	60	42
UG	BTech,Electrical And Electronics Engineering	40	Intermediate Education	English	90	90
UG	BTech,Mechanical Engineering	40	Intermediate Education	English	90	75
UG	BTech,Electronics And Communication Engineering	40	Intermediate Education	English	180	180
UG	BTech,Electronics And Communication Engineering	40	Intermediate Education	English	60	60
UG	BTech,Computer Science And Engineering	40	Intermediate Education	English	60	60
UG	BTech,Computer Science And Engineering	40	Intermediate Education	English	240	240
UG	BTech,Artificial Intelligence And Machine Learning	40	Intermediate Education	English	120	120
UG	BTech,Artificial Intelligence And Machine Learning	40	Intermediate Education	English	120	120

PG	Mtech,Civil Engineering	20	BE or B.Tech	English	6	0
PG	Mtech,Electrical And Electronics Engineering	20	BE or B.Tech	English	6	0
PG	Mtech,Mechanical Engineering	20	BE or B.Tech	English	6	0
PG	Mtech,Electronics And Communication Engineering	20	BE or B.Tech	English	6	0
PG	Mtech,Computer Science And Engineering	20	BE or B.Tech	English	12	11
PG	MBA,Mba	20	Any Degree	English	120	105

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	14				18				228			
Recruited	8	6	0	14	14	4	0	18	157	71	0	228
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				373
Recruited	228	145	0	373
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				43
Recruited	36	7	0	43
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.	8	6	0	9	4	0	10	0	0	37
M.Phil.	0	0	0	2	0	0	1	3	0	6
PG	0	0	0	5	0	0	144	68	0	217
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 Qualificatio n	**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	508	2	0	0	510
	Female	551	0	0	0	551
	Others	0	0	0	0	0
PG	Male	40	0	0	0	40
	Female	89	0	0	0	89
	Others	0	0	0	0	0
Diploma	Male	149	0	0	0	149
	Female	94	0	0	0	94
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		**Year 1**	**Year 2**	**Year 3**	**Year 4**
SC	Male	98	100	91	67
	Female	47	35	38	27
	Others	0	0	0	0
ST	Male	1	0	2	2
	Female	2	2	0	2
	Others	0	0	0	0
OBC	Male	284	257	252	198
	Female	174	146	145	88
	Others	0	0	0	0
General	Male	282	297	255	282
	Female	285	272	234	205
	Others	0	0	0	0
Others	Male	30	16	20	9
	Female	14	6	8	6
	Others	0	0	0	0
Total		1217	1131	1045	886

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence And Machine Learning	[View Document](#)
Civil Engineering	[View Document](#)
Computer Science And Engineering	[View Document](#)
Electrical And Electronics Engineering	[View Document](#)
Electronics And Communication Engineering	[View Document](#)
Mba	[View Document](#)
Mechanical Engineering	[View Document](#)

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	In line with the national education policy 2020, the institution has started implementation of multi-disciplinary and interdisciplinary courses for the benefit of students of UG and PG programs. The courses related to the mechanical engineering like engineering mechanics, engineering graphics are made mandatory for all the disciplines at the UG level. The programming courses are made mandatory for the students of all disciplines. In addition to these a few courses across the verticals are also introduced for all the disciplines of engineering. Basic electrical and electronics engineering is made mandatory for all the disciplines. In addition to this, basic civil and mechanical engineering is introduced for all the disciplines. The courses from the Management stream like Management Science and Manageral Economics and Financial accounting is mandatory for all disciplines of Engineering. We believe that students should have basic knowledge about all the branches of engineering in addition to his/her choice of specialization. Verbal ability, aptitude and reasoning are introduced for the students across all the disciplines to enhance their IQ levels and also to improve the chances of employability.
2. Academic bank of credits (ABC):	In accordance with the mandate From the government of India, all the students admitted from the academic year 2021- 22 are given ABC IDs. Then Institute has registered itself in National academic depository portal enabling easy access for the employers and higher educational institutions. The templates for issue of Mark's memos have also been choosen and we start uploading the marks memos of students into the national academic depository. The students with ABC ID can now access their accounts and check the credit deposits. Very soon we will stop the process of issuing paper documents for the students and we will solely depend on national academic depository.
3. Skill development:	Several initiatives were taken towards skill development among the students of the institution. Skill oriented courses are made mandatory in the curriculum for 3rd semester and 5th semester students. During these semesters, every student

01-12-2023 04:44:12

should undergo 42 hours minimum training in basic skills as well as advances skills as prescribed by the department. Assessment for the skill oriented courses will be carried out at the end of the semester and credits are also given for the skill oriented courses. The Institute has established Dassault 3D experience center in the campus and CM skill excellence center in association with AP state skill level and corporation. Through the Dassault 3D experience center, a good number of students have upgraded their skills and were able to get good opportunities in the industry.

4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Two of our staff members how recently been sent to Chennai for faculty development program on Indian knowledge system organized by UGC & MHRD . Very soon we're going to implement the takeaways of that FDP. Well ensure that proper emphasis is given in the curriculum towards integration of Indian knowledge system.
5. Focus on Outcome based education (OBE):	Outcome based education is given top priority in the institution. Institution is implementing the outcome based education by clearly defining the institution's Vision, Mission Program Educational Objectives, Program Outcomes, Program, Specific Outcomes and Course Outcomes. The course file is prepared by each faculty taking into consideration the expected outcomes from each course he/she is delivering. Intended learning outcomes are clearly stated even before taking a class for the students. Assessments are conducted for the the students are mainly aimed at knowing the extent of attainment of expected outcomes. At the end of every semester, the attainments are arrived at and targets and processes are redefined / revised wherever it is necessary. All the activities in the institution are aimed at realizing the expected outcomes.
6. Distance education/online education:	The institution has not been accorded with any permission to start a distance education / online education programs. However in order to enhance the lifelong learning abilities among the student community, the institute is promoting massive open online courses. Massive open online courses are mandatory in the curriculum. Staff members are also encourage to opt for MOOCS courses through Swayam for which the management will reimburse the expenditure.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, Electoral literacy club was established in Sri Vasavi Engineering college (A) with the aim to contribute to the development of an active and democratic citizenry through the integration of civic education and voter education and the right to participate in the electoral process from an early age. Electoral literacy club has established a platform to involve college students through interesting and hands on experience activities. The events majorly focus to sensitize the participants about the electoral rights and familiarize them with the electoral process of 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, as per the prescribed guidelines, the ELC is constituted at Sri Vasavi Engineering college (A) with members including faculty and student coordinators. ELC Faculty Coordinators: Mr. K. Pavan Kumar, Assistant Professor- MBA, Ms. P. Bala Jyothi - Assistant Professor- MBA ELC Student Coordinators: K. U. N. S Manikanta (MBA) K. Rama Krishna (MBA) P. Haritha (MBA) M. L. Sowmya (MBA) P. Nandini (MBA) N. N. V. L. Padmavathi (MBA) G. Ravi Kishore (EEE) G Vasanth Boyez (AI& ML) N Raj Charan (ECE) M Saibabu (ME) T Jayadeep (CSE) The ELC has already conducted activities. with respect to electoral literacy including sensitization programmes for all the students. The Election Literacy Cell (ELC) of our institution has also planned to carry out electoral literacy activities in the surrounding villages in cooperation with the panchayat.
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.	ELC at Sri Vasavi Engineering College has arranged a various awareness camps every year by inviting Mandal Revenue Officer (MRO) to provide information to the students on how to exercise their right to vote. Every year on the 26th of November, the National Constitution Day, an oath ceremony is held to encourage all students and faculty members to cast their votes. On the 21st of November 2023, a seminar on "Voter Awareness and Education" held with the participation of the Revenue Division Officer (RDO), Mandal Revenue Officer (MRO),

	Tahsildars and returning officers to provide the students with information on the voting process and their rights.
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.	Sri Vasavi Engineering College (A) – ELC has joined forces with NSS unit and organized a rally to raise awareness on the importance of electoral literacy and democratic values. Collaborated with the Gram Panchayat in the vicinity of the Institution and with the relevant state authorities and provided volunteer services during the election.
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 institute has close to 5,000 students on the campus, of which nearly 60% are eligible voters. ELC has provided all the necessary information to the students on how to register as a Voter through Form 6

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4239	3811	3361	3037	3055

File Description	Document
Provide Links for any other relevant document	[View Document]()
Institutional data in the prescribed format (data	[View Document]()

1.2

Number of final year outgoing students year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
999	866	802	812	892

File Description	Document
Provide Links for any other relevant document	[View Document]()
Institutional data in the prescribed format (data	[View Document]()

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	230	225	219	219

File Description	Document
Institutional data in the prescribed format	[View Document]()
Certified list of full time teachers	[View Document]()

2.2

Total number of full time teachers worked/working in the institution (without repeat count) during last five years:

Response: 408

File Description	Document
Provide Links for any other relevant document	View Document
Institutional data in the prescribed format	View Document

3 Institution

3.1

Total expenditure excluding salary year wise during the last five years   (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
1047.11	516.81	314.42	604.60	477.51

File Description	Document
Provide Links for any other relevant document	View Document

Other Upload Files	
1	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

Curricula developed and implemented have relevance to the local, regional, national, and global developmental needs, which is reflected in the Programme outcomes (POs) and Course Outcomes(COs) of the Programmes offered by the institution

Response:

The Institute has a systematic procedure for development, revision and implementation of the curriculum of all the departments. The primary objective of the institute is to create Techno-Managerial power for the global needs. The curriculum is designed carefully by addressing the recent technologies and the opportunities existing at the regional and global level with all necessary fundamentals.

Factors in Curriculum Design:
The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors
considered for the design of the curriculum area:
1. Institute's Vision

2. The Institute's Mission, PEOs, POs and PSOs thus COs are arriving.

3. Syllabus of various reputed Indian and International Universities
4. Model curriculum prescribed by AICTE,
4. Suggestions by industry experts and alumni
5. Syllabi of various competitive exams like GATE, etc.
Process for Curriculum Design: The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders. The proposed curriculum after various internal deliberations is put forth to BOS (Board of Studies) consisting of experts from industry, academia, alumni in addition to senior faculty members. The curriculum is then placed for approval during the Academic Council (AC). The curriculum is finally evolved and published on www.srivasaviengg.ac.in. The academic autonomy of the Institution provides the opportunity to frequently revise the curriculum based on needs and suggestions from various stakeholders. In last five years the syllabus of UG Programs was revised in 2018 (V18 Regulation) and in 2020 (V20 Regulation)

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

1.1.2

The programmes offered by the institution focus on employability/ entrepreneurship/ skill development and their course syllabi are adequately revised to incorporate contemporary requirements

Response:

Sri Vasavi Engineering College (SVEC) organizes programs emphasizing employability, entrepreneurship, and skill development, and that they regularly update their course syllabi to align with contemporary requirements.

Employability: Focusing on employability means that the college is preparing students with the practical skills and knowledge required in the engineering job market. This can include technical skills, project management, and problem-solving abilities. Graduates are more likely to find job opportunities and excel in their careers if they are well-prepared for the demands of the engineering field. SVEC has included Professional Communication Skills as mandatory course and soft skills as credit course in the curriculum.

Entrepreneurship: SVEC Encourages entrepreneurship within an engineering program as it is valuable as it fosters innovation and an entrepreneurial mindset among students. In this regard SVEC has an Entrepreneurship Development Cell (EDC) and Institute Innovation Council (IIC). EDC organizes various Entrepreneurship awareness camps to teach students how to identify and create opportunities, manage risks, and potentially start their own ventures. This can be especially important in a world where engineering innovations often lead to new technologies and businesses. IIC is established to promote innovation in the institution through multiple modes, leading to an innovative promotion ecosystem on campus. Major Focus of the IIC is to create a vibrant local innovation ecosystem, Start-up/entrepreneurship, supporting Mechanism in Institute, Establish Function Ecosystem for Scouting Ideas and Pre-incubation of Ideas and Develop better Cognitive Ability amongst Technology Students. As a part of Entrepreneurship development various technical hackathons were conducted in the campus.

Skill Development: Engineering is a field that constantly evolves with technological advancements and changing industry demands. SVEC regularly revising course syllabi to incorporate contemporary requirements, the college ensures that its students are equipped with the most up-to-date skills and knowledge. This is crucial to staying competitive in the engineering industry. SVEC incorporate four compulsory Skill oriented courses (SOC) in the curriculum, regularly conducting guest lecture from the industry experts, organizing industrial visits, mandatory summer internships and Full semester internships to ensure that all students are equipped with up-to-date skills.

In summary, SVEC focuses on employability, entrepreneurship, and skill development while keeping the curriculum current will produce graduates who are not only well-prepared for traditional engineering roles, but are also equipped to adapt to changes, innovate, and potentially become successful entrepreneurs in the field. This approach is in line with the demands of the modern engineering profession and the broader job market.

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

1.2 Academic Flexibility

1.2.1

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years

Response: 26.04

1.2.1.1 **Number of new courses introduced during the last five years:**

Response: 509

1.2.1.2 **Consolidated number of courses offered by the institution across all Programmes (without repeat count) during the last five years :**

Response: 1955

File Description	Document
Subsequent Academic Council meeting extracts endorsing the decision of BOS	[View Document](#)
Minutes of Board of Studies meeting clearly specifying the syllabus approval of new courses	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3 Curriculum Enrichment

1.3.1

Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum

Response:

Sri Vasavi Engineering College (SVEC) integrates cross-cutting issues of society like moral values,

human values, professional ethics, ethical values, gender equality, and environmental awareness into our curriculum.

Moral Values, Human Values & Professional Ethics

Twenty one days Induction programs related to values and ethics are an integral part of the curriculum of the first year. The common course "Professional Ethics & Universal Human values" for 6th semester as an open elective course is an important part of the Curriculum. Students will be able to understand the importance of ethics and values in their personal, social & professional life after studying these courses.

The college celebrates the days of National and International importance as Republic day, Women's day, Independence Day, Teacher`s day, International Yoga Day etc. These celebrations nurture the moral, ethical and social values in the students.

Gender Sensitization

The college has Women Grievance Cell and Grievance Redressal Cell to provide counseling to students, promote gender equity among students and also deal with related issues of safety and security of female students, staff and faculty. The college campus is secured with CCTV and high level security. There are separate Boys & Girls hostel (In-campus) for providing the safe environment to all students. Gender sensitization camps are organized in the campus that include, women's rights, human rights, child rights, gender justice and gender equality. Compulsory core courses along with the wide range of community outreach programs that include health and hygiene camps and village adoption through NSS, enable exposure to real life situations. SVEC annually organizes seminars, conferences, guest lectures and literary activities that help in gender sensitization.

Environment & Ecology

The course "Environmental Studies " related to ecosystem, its balance & sustainability is an integral part of the curriculum of the first year. This course for creating awareness and developing importance of environment among students. Awareness about Environment is necessary for the protection of the environment and survival of human life. The basic aim of this subject is to make the students aware about the importance of ecosystems to human life.

The College has an integrated rainwater harvesting System along with STP. The waste water is reused for gardening in the college campus. The STP water is also used for busses cleaning purposes. There is an extensive ongoing tree plantation program. The college celebrates the day of National importance as Earth day, Environment day and Ozone day. Keeping in view the environmental aspect, the college has already set up a Solar power plant of 500KWp capacity.

The college organizes workshop/ seminars on Environment & Ecology and celebration of energy conservation week to make students aware about efficient use of natural resources.

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

1.3.2

Number of certificate/value added courses/Diploma Programmes offered by the institutions and online courses of MOOCs, SWAYAM/e-PG Pathshala/ NPTEL and other recognized platforms (without repeat count) where the students of the institution have enrolled and successfully completed during the last five years.

Response: 164

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 (data template)	[View Document](#)
Evidence of course completion, like course completion certificate etc	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

1.3.3

Percentage of programmes that have components of field projects / research projects / internships during the last five years.

Response: 100

1.3.3.1 **Total Number of programmes that have components of field projects / research projects / internships (without repeat count) during the last five years**

Response: 15

1.3.3.2 **Total Number of programmes offered (without repeat count) during the last five years**

Response: 15

File Description	Document
Sample Internship completion letter provided by host institutions	[View Document](#)
Sample Evaluated project report/field work report submitted by the students	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Program and course contents having element of field projects / research projects / internships as approved by BOS	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

1.4 Feedback System

1.4.1

Structured feedback for curriculum and its transaction is regularly obtained from stakeholders like Students, Teachers, Employers, Alumni, Academic peers etc., and Feedback processes of the institution may be classified as follows:

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](#)
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: 83.74

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
1117	1026	900	752	682

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

2022-23	2021-22	2020-21	2019-20	2018-19
1176	1170	1020	1050	930

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document relating to sanction of intake as approved by competent authority	[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: 87.44

2.1.2.1 Number of actual students admitted from the reserved categories in the first year of the programme year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
403	360	332	238	234

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
403	401	350	319	319

File Description	Document
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	[View Document](#)
Copy of the letter issued by the 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 Catering to Student Diversity

2.2.1

The institution assesses the learning levels of the students and organises special Programmes to cater to differential learning needs of the student

Response:

The institution adopts well plan procedures to address the issues of diversity in students' learning levels.

The college has a well-established counseling system/mentorship system in place. Students are assigned to identify faculty who will act as their mentors/counselors. To monitor their academic progress, mentors hold regular meetings with their student mentees. The actual categorization of students into slow, average and advanced learners is based on their performance in the mid-I internal examination and continuous follow-up taken up thereafter till the course completed by the concerted efforts of teaching faculty, course coordinator and Head of the department.

The following are activities conducted for slow and advanced learners.

I. Special activities conducted for slow learners:

•   Remedial classes are arranged for the slow learners identified in the mid-I examination during or beyond the regular class schedule on specific days for each course and individual attention is paid to improving the students' level of learning, problem solving and presentation.

•   Slow learners are further assisted through counseling by mentors. Most of the students' problems resolved by these efforts and if felt necessary, the parents are called in for additional help to their ward.

•   Conduction of extra classes to those who failed in previous semester subjects.

II. Activities to support the advanced learners

•   College conducts special training programs on soft skills, CRT etc.

•   Students are encouraged to register NPTEL - MOOCs, paper presentations, Internships.

•   Participate in intercollegiate fests.

•   Conduct workshops by APSSDC covering cutting edge technologies.

•   Fast Learners are encouraged to register for Honors and Minor Degrees

File Description	Document
Upload Any additional information	View Document
Provide link for additional information	View Document

2.2.2

Student - Full time teacher ratio (Data for the latest completed academic year)

Response: 17.89

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	[View Document](#)
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

The institution adopts both traditional as well as advanced methods to enhance learning experiences. Especially we focus on solving real time case studies taken from the industry, conducting group discussions, debates, seminars, business games, etc. For final year students, we provide real time experiences through mini projects, internships and short visits. Participative learning is encouraged through conducting various events both at branch as well as college level. Problem-solving skills are improved by discussing real time case studies taken from the industries.

The Sri Vasavi Engineering College encourages the intensive use of ICT enabled tools including online resources for effective teaching and learning process. In the Department we have 17 Classrooms, 2 Seminar Halls and 5 Computer Labs all are equipped with LCD Projectors. The college uses Information and Communication Technology (ICT) in education to support, enhance, and optimize the delivery of education.

The following ICT tools are used by the Department:

1. All Classrooms are equipped with LCD Projectors.

2. Desktop are arranged at the Computer Lab and Faculty cabins. 3. Seminar Rooms- 2 seminar halls are equipped with all digital facilities

4. Online Classes through Zoom, Google Meet, Google Classroom.

5. Using online coding Platforms EBOX, Edyst, HackerRank, Hacker Earth, codeChef.

6. MOOC Platform (NPTEL, Coursera, Udemy etc.).

7. Learning Management System (LMS) issued for conducting On-line classes during COVID times

Use of ICT by Faculty:

1. PowerPoint presentations- Faculties are encouraged to use power-point presentations on their teaching by using LCD's and projectors. They are also equipped with the digital library, online search engines and websites prepare effective presentations.

2. Industry Connect- Seminar and Conference room are digitally equipped where guest lectures, expert talks and various competitions are regularly organized for students.

3. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.

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

2.3.2

The institution adopts effective Mentor-Mentee Schemes to address academics and student-psychological issues

Response:

OBJECTIVE

The institute's Mentor-Mentee system was established with an aim of bridging the gap between the faculty and students and by offering advice on issues pertaining to intellectual and professional matters.

ROLE OF THE FACULTY MENTOR

- To take initiative in a one-on-one relationship to motivate and encourage a mentee towards their welfare.
- To establish a trustworthy bond via consideration and preparation.
- To act as a role model for others.
- To inspire Mentees to engage in cross-disciplinary group research and innovation.

RESPONSIBILITIES OF THE FACULTY MENTOR

- Mentors have meetings with their mentee students twice a month.
- Inform the Mentees about the institute's current systems for academic and professional development and extends the guidance on personal issues.
- Identify Mentees' abilities and interests and encourage them to showcase their talents by taking

part in various activities.

- Encourage the students to uphold moral principles, ethical behavior, and basic human values.
- Explain the Mentees about the value of training programs, internships, company visits, student committees at the university, club activities, seminars, workshops, conferences, examination standards, the general framework of the program, MOOC courses, etc.
- Maintain a record of the Mentees' professional and academic activities.
- Assess the student mentees' performance by evaluating their honesty and participation in the tasks assigned to them.
- Parents are informed about their wards if necessary, such as when there are irregularities, poor behavioral changes, interpersonal relationships, harmful activities, etc.

ROLE OF STUDENT MENTOR

- To support the Mentees' overall growth and development.
- Serve as a liaison between Mentees and Faculty Mentors.
- To attend the bi-monthly meetings and encourage the Mentees, to do the same.
- To participate in the Mentor-Mentee Program with innovative ideas and bestow professional and personal advice.

File Description	Document
Upload any additional information	[View Document](#)
List of Active mentors	[View Document](#)
Provide Link for Additional Information	[View Document](#)

2.3.3

Preparation and adherence of Academic Calendar and Teaching plans by the institution

Describe the Preparation and adherence to Academic Calendar and Teaching plans by the institution.

Response:

Preparation and Adherence to Academic Calendar:

The institution prepares the Academic calendar every year in Advance. The academic calendar contains the academic schedule of each semester in that academic year and the schedule of Co-curricular and Extra-curricular activities. The Head of the Department (HOD) and senior faculty members prepare timetables that correlate with the available working days and course curriculum. Continuous monitoring is done by the Dean, Academics and HOD to ensure adherence to the Academic Calendar.

Preparation and Adherence to Teaching Plan:

The course coordinator prepares the teaching plan for the respective course in coordination with the other course handling faculty and obtains approval from the module coordinator and the concerned HOD. These plans are prepared well in advance and serve as a guide for conducting the regular class work. Dean Academics and HODs check the progress of each course and ensure timely and effective completion of course in the specified time frame with the perfect blend of practical and theoretical inputs.

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

2.4 Teacher Profile and Quality

2.4.1

Average percentage of full time teachers appointed against the number of sanctioned posts year wise during the last five years

Response: 99

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
243	235	225	219	219

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	[View Document](#)
Provide the relevant information in institutional website as part of public disclosure	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	[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 Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years

Response: 12.99

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

Response: 53

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	**View Document**
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	**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**

2.4.3

Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)

Response: 11.05

2.4.3.1 **Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2618

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	**View Document**
Provide Links for any other relevant document to support the claim (if any)	**View Document**

2.4.4

Percentage of full time teachers working in the institution throughout during the last five years

Response: 46.58

2.4.4.1 **Number of full time teachers worked in the institution throughout during the last five**

years:

Response: 102

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	[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

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

Response: 18.8

2.5.1.1 *Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years*

2022-23	2021-22	2020-21	2019-20	2018-19
14	24	21	20	15

File Description	Document
Result Sheet with date of publication	[View Document](#)
Policy document on Declaration of results (if any)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Exam timetable released by the Controller of Examination	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.2

Percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years

Response: 3.89

2.5.2.1 Number of complaints/grievances about evaluation year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
149	145	106	72	32

2.5.2.2 Number of students appeared in the examination conducted by the institution year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
4247	3809	2656	1594	666

File Description	Document
List of students who have applied for re-valuation/re-totaling program wise certified by the Controller of Examinations year-wise for the assessment period.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.5.3

IT integration and reforms in the examination procedures and processes including Continuous Internal Assessment (CIA)/Formative Assessment have brought in considerable improvement in Examination Management System (EMS) of the Institution

Describe the examination reforms with reference to the following within a minimum of 500 words

- **Examination procedures**
- **Processes integrating IT**
- **Continuous internal assessment system**

Response:

Examination Procedures:

The Controller of Examinations, acting under the guidance of the Chief Controller of Examinations, is responsible for issuing notices for meetings of various committees related to examinations. This includes the Examination Committee, Malpractice Enquiry Committee, and Academic Committee. The Controller

of Examinations also oversees the entire examination process, covering tasks such as setting and printing question papers, scheduling examinations, issuing hall tickets, arranging seating, appointing invigilators, conducting regular and supplementary exams, organizing the Central Valuation Camp, appointing examiners for script evaluation, tabulating internal marks through ECAP software, and convening meetings to publish results. Additionally, responsibilities extend to convening the Malpractice Enquiry Committee and overseeing the printing and issuance of certificates. This role encompasses all aspects of examination administration to ensure a smooth and organized process.

Processes integrating IT:

ECAP software is being used by autonomous examination cell, which is provided by Webpros Solutions Pvt. Ltd. Visakhapatnam. The domain/web address of our software is https://sves.org.in/autnomous. It handles external and internal exams, fee processing via Atom Technologies, seating plans and results. Students apply and register via ECAP. Exam schedules are configured based on notifications. The system generates Examination booklet data with encoded information, hall tickets, D-Forms recording the exam details and attendance. Data bundles with a fixed number of scripts are created. Details of Chief evaluators, Valuators, Scutinizers and Data Entry Operators are added to ECAP. ECAP manages bundle issuance, return and scrutiny status. Scrutinized bundles are entered in ECAP and marks are recorded. Lab exams details are uploaded in ECAP. Faculty enter Lab marks directly which are verified and frozen by ACEs. Discrepancies are resolved and marks are frozen by ACEs or COE. Result analysis is done and after the approval of the results committee, the results are declared through ECAP. Students dissatisfied with the results may go for revaluation. After revaluation, results are published through ECAP. In the faculty logins, every faculty will post the internal examination marks after completion of Mid/Quiz examinations. Examination seating and conduction will be done like external examination. Before commencement of examinations, all the finalized internal marks are verified by the concerned faculty and displayed for students through ECAP.

Continuous Internal Assessment System:

The Mid term Examination process involves the Controller of Examinations announcing dates, distributing papers to departments, and displaying schedules. Course Coordinators create papers following guidelines and submit them to the Additional Controller of Examinations, who collects them two days before exams. Exams are conducted under their supervision, with invigilators collecting and submitting answer scripts. Course teachers evaluate and post marks within three days. Departmental coordinators compile and display consolidated marks on notice boards within five days. Student discrepancies are addressed promptly, with corrections made in the ECAP software. This comprehensive process ensures an organized and timely execution of Mid term Examinations, covering everything from scheduling to result display.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1

The institution has stated learning outcomes (programme and course outcome)/graduate attributes which are integrated into the assessment process and widely publicized through the website and other documents and the attainment of the same are evaluated by the institution

Response:

In strict compliance with the objectives of Outcome Based Education, the Program Outcomes, Program Specific Outcomes and Course Outcomes are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders.

They are displayed at various locations and conveyed at different events viz.:

- Web site
- Curriculum /regulations books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs
- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings
- Library

The method of assessment process upon which the evaluation of course outcomes of any program is as follows:

- For evaluation of all course attainments, we adopted two categories of attainments namely direct attainment and indirect attainment.
- Direct attainment includes Internal Examinations conducted by the College and External examinations are conducted by the University.
- The internal examinations are conducted twice in a semester and external examination at the end of each semester.
- Record the Attainment of Course Outcomes of all Courses with Respect to Set Attainment Levels Program shall have set Course Outcome attainment levels of all courses.

Measuring of Course Attainments:

- However, we started the micro level analysis i.e. CO level analysis of the Academic Year 2016-17 onwards.
- For obtaining course attainments we have considered the following weightage.

Micro Level:

Direct Assessment (90%): 30% weightage for internal assessment.

70% weightage for external assessment.

Indirect Assessment (10%): Indirect assessment based on course end survey.

Attainment of Program Outcomes and Program Specific Outcomes:

- The process has been initiated with the identification of all the courses during four years of study along with their relations with POs and PSOs. Attainment of outcomes for each course is recorded which in turn reflects the attainment of related PO as well as PSOs.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	[View Document](#)
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

2.6.2

Pass percentage of students (excluding backlog students) (Data for the latest completed academic year)

Response: 85.79

2.6.2.1 **Total number of final year students who passed the examination conducted by Institution during the latest completed academic year:**

Response: 857

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Certified report from the COE indicating the pass percentage of students of the final year (final semester) eligible for the degree program-wise / 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:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

The institution's research facilities are frequently updated and there are well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The institution mentioned in the statement has well-defined policies and provides the necessary infrastructure and a conducive environment to promote research activities on its campus. While the institute may not have unlimited resources to fund all research activities, it encourages faculty and students to apply for funding from various agencies and pursue their research through flexibility in administrative processes, infrastructure, and academic support. The faculties are empowered to take up research activities utilizing the existing facilities.

The institute supports research by offering seed funding based on the merit of proposals submitted by faculty or students. To obtain funding, faculty and students are encouraged to present their project proposals before the research committee, which evaluates and provides the necessary sanction based on institute guidelines.

The institute supports research by offering access to online Journals with the subscription of IEEE, Taylor and Francis, etc. Plagiarism software is available in the College to check the PhD theses and other research publications of Staff and Students. Additionally, To encourage the faculty, the institution provides cash incentives for UGC-care, SCI, and SCOPUC-indexed free publications, and book writing governed by the institute's research policy to motivate faculty members. Further, to uplift their advanced skills college supports faculty to attend Conferences, FDPs, workshops and Online courses by felicitating registration fees and ODs.

College conducts International and national level conferences, and through these activities, students will be exposed to national and international environments and get inspiration about innovations.

Research centres are established in various institute departments, equipped with the necessary software and computing facilities for conducting research. These centres are recognized by JNTUK, Kakinada University, and research scholars are assigned by the university to pursue their research work under the guidance of the college faculty.

Overall, the institution has policies and support systems to encourage and facilitate research activities while ensuring adherence to ethical guidelines and standards.

File Description	Document
Upload any additional information	[View Document](#)
Provide links as Additional Information	[View Document](#)

3.1.2

The institution provides seed money to its teachers for research

Response: 29.4

3.1.2.1 **Amount of seed money provided by institution to its teachers for research year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
7.5	1.3	13.1	0.0	7.5

File Description	Document
Sanction letters of seed money to the teachers is mandatory	[View Document](#)
List of faculty who have been provided with seed money for research along with the title of the project, duration and amount year-wise	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Audited Income-Expenditure statement highlighting the expenditure towards seed money endorsed by the Finance Officer	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.1.3

Percentage of teachers receiving national/ international fellowship/financial support by various agencies for advanced studies/ research during the last five years

Response: 1.72

3.1.3.1 **Number of teachers who received national/international fellowship /financial support by various agencies, for advanced studies / research; year-wise during the last five years**

Response: 7

File Description	Document
List of teachers who have received the awards along with nature of award, the awarding agency etc.	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
E-copies of the award letters of the teachers	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2 Resource Mobilization for Research

3.2.1

Total Grants research funding received by the institution and its faculties through Government and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 125.5831

File Description	Document
List of Extramural funding received for research, Endowment Research Chairs received during the last five years along with the nature of award, the awarding agency and the amount	[View Document](#)
Institutional data in the prescribed format (data template is merged with 3.2.2)	[View Document](#)
Copies of the letters of award for research, endowments, Chairs sponsored by non-government sources	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.2

Number of research projects per teacher funded by government, non-government , industry, corporate houses, international bodies during the last five years

Response: 0.03

3.2.2.1 **Number of research projects funded by government and non-government agencies during the last five years.**

Response: 12

File Description	Document
List of project titles with details of Principal Investigator, amount sanctioned and sanctioning agency etc	[View Document](#)
Institutional data in the prescribed format (data template merged with 3.2.1)	[View Document](#)
Copies of the grant award letters for research projects sponsored by government agencies	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year

Response: 5.06

3.2.3.1 **Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 12

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	[View Document](#)

3.3 Innovation Ecosystem

3.3.1

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

Response:

The institution has established an ecosystem to foster innovation, knowledge creation, and knowledge transfer, with dedicated centres for research, entrepreneurship, community engagement, and incubation. One of these centres is the Entrepreneurship Development Cell (EDC), which aims to harness the untapped creativity of students and help them become technology-based entrepreneurs. The EDC

organises four Entrepreneurship Awareness Camps (EACs) sponsored by DST-NIMAT and provides support and training to students interested in transforming their ideas into startups. Additionally, the institution was awarded a financial grant of over one crore by DST to fund community-oriented projects under the SEED program.

The institution also boasts a recognised Institute of Innovation Council (IIC) cell, encouraging students to participate in hackathons and submit their ideas to the YUKTI Innovation Challenge. The institution's Intellectual Property Rights (IPR) Cell conducts awareness programs on patents, trademarks, copyrights, and other aspects of intellectual property for both faculty and students. Several faculty members have published patents, received grants, and obtained copyrights thanks to this initiative.

The institution has established the MoE's Innovation Cell (MIC) - the Institution's Innovation Council (IIC) to promote innovation further and nurture young students. This council encourages, inspires, and supports students in creating prototypes based on their new ideas. As part of this initiative, four faculty members have completed the certification course in Design Thinking offered by EPICS. Moreover, various departments within the institution actively organise hackathons under the supervision of different cells.

File Description	Document
Upload any additional information	[View Document](#)
Link for Any other additional information	[View Document](#)

3.4 Research Publications and Awards

3.4.1

The Institution ensures implementation of its stated Code of Ethics for research.

The institution has a stated Code of Ethics for research and the implementation of which is ensured through the following:

1. **Inclusion of research ethics in the research methodology course work**
2. **Presence of institutional Ethics committee (Animal, Chemical, Bio-ethics etc.)**
3. **Plagiarism check through software**
4. **Research Advisory Committee**

Response: A. All of the above

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of the syllabus of the research methodology course work to indicate if research ethics is included	[View Document](#)
Constitution of the ethics committee and its proceedings as approved by the appropriate body	[View Document](#)
Constitution of research advisory committee and its proceedings as approved by the appropriate body.	[View Document](#)
Bills of purchase of licensed plagiarism check software in the name of the HEI	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

3.4.2

Number of candidates registered for Ph.D per teacher during the last five years

Response: 1.5

3.4.2.1 **Number of candidates registered for Ph.D during the last 5 years:**

Response: 18

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	[View Document](#)
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	[View Document](#)
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	[View Document](#)

3.4.3

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

Response: 0.77

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

Response: 313

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

3.4.4

Number of books and chapters in edited volumes published per teacher during the last five years

Response: 0.57

3.4.4.1 **Total Number of books and chapters in edited volumes published during the last five years**

Response: 234

File Description	Document
List of chapter/book along with the links redirecting to the source website	[View Document](#)
Institutional data in the prescribed format (data template)	[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](#)

3.4.5

Bibliometrics of the publications during the last five years based on average Citation index in

Scopus/ Web of Science

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	[View Document](#)
Any additional information	[View Document](#)

3.4.6

Bibliometrics of the publications during the last five years based on Scopus/ Web of Science – h-index of the Institution

Response: 0

File Description	Document
Bibiliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	[View Document](#)
Any additional information	[View Document](#)

3.5 Consultancy

3.5.1

Revenue generated from consultancy and corporate training during the last five years

Response: 11.49

3.5.1.1 **Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
5.885	2.559	1.25	0.94	0.86

File Description	Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
CA certified copy of statement of accounts as attested by head of the institution	[View Document](#)
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	[View Document](#)

3.6 Extension Activities

3.6.1

Outcomes of extension activities in the neighbourhood community in terms of impact and sensitizing the students to social issues and holistic development, and awards received if any during the last five years (Showcase at least four case studies to the peer team)

Describe the impact of extension activities in sensitising students to social issues and holistic development with four case studies within a maximum of 500 words

Response:

Through extension activities aimed at addressing social issues that lay a hindrance to harmonious societal relations, students are trained and sensitized to deal with practical issues of various kinds in the neighborhood community, with an emphasis on decision-making and volunteering skills.

Sri Vasavi Engineering College (SVEC) organizes community activities through various Departments in the neighboring communities with the support of students. The following are some of the significant service programs carried out by the departments:

Awareness on Waste Management
By displaying posters with pictorial representations on waste segregation and by conducting awareness camps at residential areas we will help people overcome their hesitations and start the very essential habit of segregating their household waste.
Awareness of Plastic Pollution
The campaign which is organized to create awareness among the public about the adverse effect of plastic usage and to make think them about stopping of its usage
Awareness of Cyber Crimes
Cyber awareness refers to the level of awareness and understanding end users have about cyber security best practices and the cyber threats that their networks or organizations face every day.
Survey on Organic Farming
It helps to maintain environment health by reducing the level of pollution. It reduces human and animal

health hazards by reducing the level of residues in the product. It helps in keeping agricultural production at a sustainable level. It reduces the cost of agricultural production and also improves the soil health.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

3.6.2

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

Response: 87

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	20	13	36	00

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 (data template)	[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](#)

3.7 Collaboration

3.7.1

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: 935

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 (data template)	[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

1. **teaching – learning, viz., classrooms, laboratories, computing equipment etc**
2. **ICT – enabled facilities such as smart class, LMS etc.**
3. **Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc.**

Response:

The heart of Pedatadepalli, a picturesque village, is where the Sri Vasavi Engineering College is situated. The college campus spans across 35 acres of lush green fields, scenic landscapes, and beautiful gardens. The classrooms, libraries, labs, seminar halls, conference rooms and other facilities are strategically placed to take advantage of the scenic views and provide a serene learning environment.

The college provides state-of-the-art ICT facilities, including advanced computer labs, high-speed internet access, interactive classrooms equipped with smart boards, and access to cutting-edge software and research tools. We also encourage the use of mobile devices and provide various learning apps to support student engagement. Teachers can incorporate multimedia content like educational videos, interactive presentations, and animations to explain complex concepts visually and engage students. These facilities empower students with the tools and resources necessary to engage in interactive and innovative learning experiences.

Examination cell is established with well-equipped facilities to conduct examinations. The cell handles logistics related to the examinations, such as arranging examination halls or rooms, seating plans, and allocating invigilators. They coordinate with different departments to ensure the availability of necessary resources for the conduction of exams.

Separate hostel facilities for boys and girls with maximum capacity of 500 each will provide a safe and comfortable living environment that supports students' academic and personal development. Hostels have common areas where students can socialize, relax, and engage in recreational activities. These areas may include lounges, TV rooms, study rooms, and game rooms.These facilities are maintained and cleaned regularly to ensure hygiene. Hostels have dining halls where students can have their meals. These facilities have fixed meal options, including vegetarian and non-vegetarian.

One of the highlights of the College is its extensive sports facilities. The campus boasts expansive sports fields, tennis courts, and a state-of-the-art gymnasium. Students can participate in various outdoor sports like football, cricket, volleyball, and basketball, fostering a healthy and active lifestyle.

Cultural activity clubs, such as dance, music, yoga, and adventure clubs, established in college are student-led organizations that focus on promoting the skills of the student fraternity in the fine arts.

These clubs provide opportunities for students to explore, share, and appreciate diverse skills through a wide range of activities, events, and programs.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.1.2

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

Response: 20.39

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
153.00	101.69	59.22	202.88	86.98

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA 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:

Students and faculty can access a wide range of information and materials to support their academic pursuits, enabling them to enrich their knowledge through our college library, which is a valuable resource. It has extensive collections of books, journals, magazines, and other print materials covering various academic disciplines. It also equipped with electronic resources, such as e-books, online journals, databases, and multimedia materials. Libraries offer study spaces that are quiet and conducive, allowing students to concentrate on their coursework. These spaces may include individual study carrels, group study rooms, computer labs, and comfortable seating areas. The college librarian and his staff are available to assist students and faculty with research inquiries, information retrieval, and guidance on using library resources effectively. They can help locate relevant materials, navigate databases, and provide instruction on citation styles and research methodologies.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.2.2

Percentage of expenditure for purchase of books/ e-books and subscription to journals/e-journals year wise during the last five years

Response: 1.27

4.2.2.1 **Expenditure for purchase of books / e-books and subscription to journals/e-journals year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
12.95	0.67	3.85	5.03	15.22

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

IT facilities provided in the college are crucial for supporting the educational and administrative functions of the institution. High-speed and reliable internet connectivity with 1 GBPS is shared among different departments. Updating IT facilities and upgrading hardware, software, and networking infrastructure can improve performance, security, and overall user experience. The robust internet connection in the entire campus benefits activities like research, online learning, and accessing cloud-based resources, which require reliable and high-speed connectivity. College is provided with adequate bandwidth which prevents network congestion and slowdowns during peak usage times, ensuring a seamless online experience for users. The College upgrades ICT enabled infrastructure periodically by procuring suitable software and hardware for the enhancement of teaching-learning and networking capabilities. The IT policy of the College ensures authenticity of installation of software tools, responsibility of maintenance and timely renewal of relevant software of the Institution. CCTV surveillance cameras are installed to increase security in the campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

4.3.2

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

Response: 3.49

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

Response: 1213

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

4.3.3

Institution has dedicated audio visual centre, mixing equipment, editing facility, media studio, lecture capturing system(LCS) and related hardware and software for e-content development

Response:

Multimedia or audio-visual studio established in the college is helpful for students to enhance their learning experience by listening to prerecorded video lectures of faculty members in their concerned course areas. The studio is established with the intent of creating video lectures, visual presentations and live interactions with stalwarts from different domains. Advanced video recording cameras and editing software's are installed for better output. Faculty members from different departments will utilize the studio by recording their video lectures and will upload those lectures in LMS platform of the college.

Students watch those lectures before their arrival to the campus and will discuss the content in the videos with faculty during lecture hours.

Basic information about the infrastructure in the AV studio:

S.NO	DESCRIPTION	NUMBER AVAILABLE
1	SONY Cinema Line FX30 – Compact Camera for Film Making 4K-120P	01
2	Sony E Mount 18-105 F4 G OSS	01

	Lens – Power Zoom	
3	TRIPOD	01
4	OSAKA 200W Power Focus Lights	02
5	GODOX Honey Comb SB-GUE 80	02
6	DIGITEK 6FT light stands Kit	01
7	GODOX Mic with receivers	02
8	LEXAR 160GB Type A Card	01
9	Digital Interactive Panel	01
TOTAL ITEMS		**12**

File Description	Document
Upload any additional information	[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

Response: 77.72

4.4.1.1 *Expenditure incurred on maintenance of physical facilities and academic support facilities of DDE and total expenditure excluding salary, year - wise, over the last five years (INR in lakhs)*

2022-23	2021-22	2020-21	2019-20	2018-19
872.80	414.31	248.12	395.36	370.21

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	[View Document](#)
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

4.4.2

There are established systems and procedures for maintaining and utilizing physical and academic support facilities – laboratory, library, sports complex, computers, classrooms etc.

Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities within a maximum of 500 words

Response:

The Sri Vasavi Engineering College is known for its reputation of providing quality education. To take the legacy forward, we established systematic procedures in maintaining the facilities and infrastructure in the campus. This helps in smooth conduct of various activities across campus.

Classroom learning remains a fundamental and valuable component of education, offering several significant benefits for students. Though, technological advancements and online education have expanded learning opportunities, classroom learning continues to play a vital role. Hence, the rules followed in running regular classes are given a lot of importance in the campus. Another important aspect in the learning environment is labs. The Lab courses are an integral part of education, especially in the fields of engineering and sciences. It plays a crucial role in the overall learning experience and offer several benefits in the learning path. Hence, the rules and procedures prescribed for conduction of labs and maintenance of infrastructure in labs give due importance and usually differ from one to another department.

In similar lines, clear cut rules are inscribed for usage of sports facilities, seminar halls and other infrastructure in the campus.

File Description	Document
Upload any additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 77.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3807	2499	2236	2281	2811

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 (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.1.2

Efforts taken by the institution to provide career counselling including e-counselling and guidance for competitive examinations during the last five years

Response:

Counseling by the faculty members: The faculty members of the respective departments are encouraged to motivate the students to set goals and prepare for the competitive exams.

Alumni mentorship: The alumni members qualified through GATE and other competitive examinations, pursuing their higher studies in reputed institutions are identified as mentors to make students aware of the various competitive exams for better career opportunities. The Alumni will be invited to give expert talks on career guidance with emphasis on preparing for the competitive examinations for pursuing higher studies or for better careers.The students will be counseled on various aspects related to competitive exams such as facing exams, conducting mock tests etc.,

Guidance from industry experts: The industry experts from public sector units are invited to provide guidance on career related aspects and placement opportunities.

Training for the students in- house: The Institution is taking efforts in encouraging the students towards higher studies and for enhancing the career opportunities by motivating the students towards competitive exams. A separate department is formed to handle the courses in- house and the faculty members from outside are invited to give training program for the students. The institution provides training programs by the expert faculty members on numerical ability, reasoning and communication skills as a part of the academic activity to improve the chances of selection in the competitive examinations conducted by the state and central governments. The coaching is arranged for the interested students from the trusted institutions outside who is having excellent track record in coaching students in GATE, PGECET, examinations conducted by the state and central governments.,

e-counselling: The institution is providing access to online career portals to explore various career options and information on competitive exams for molding their career in a bright way.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.1.3

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, self-employment and entrepreneurial skills)**
4. **Awareness of trends in technology**

Response: A. All of the above

File Description	Document
Report with photographs on programmes conducted for awareness of trends in technology	[View Document](#)
Report with photographs on programmes/activities conducted to enhance soft skills, Language & communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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 monitoring the activities and number of grievances	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

01-12-2023 04:44:13

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: 47.79

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

2022-23	2021-22	2020-21	2019-20	2018-19
444	685	328	311	321

File Description	Document
Institutional data in the prescribed format (data template)	[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 out of the graduated students during the last five years

(eg: NET/SLET/ Civil Services/State government examinations etc.)

Response: 1.97

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
24	44	7	1	10

File Description	Document
List of students qualified year wise with details of examination and links to Qualifying Certificates of the students taking the examination	[View Document](#)
Institutional data in the prescribed format (data template)	[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 events during the last five years

Response: 26

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	7	0	8	3

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

5.3.2

Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution.

Describe the Student Council activity and students' role in academic & administrative bodies within a maximum of 500 words

Response:

The students of this institute have good representation in academic & administrative committees.The student's council was democratically elected committee representing the student community in student specific issues. These student council representatives actively participate during framing the policies and voice the opinion of students and work for the benefit of the students. They shoulder the responsibility in various activities conducted in the institution such as co-curricular and extra- curricular activities and motivate the students for participation.They contribute from planning the events, coordination with the volunteers, effective execution with transparency & minimum disturbances for successful completion of the programme.The representation in the committee helps the students in acquiring leadership qualities, interpersonal skills useful for their bright future.

1. **Academic committe:** The responsibility of the committee is to look after the academic related issues of students, co-curricular activities and discipline in campus. The committee constitutes of principal as chairperson & convener. The deans, heads of department, exam section and placement in-charges as members with secretary & correspondent as invited member.
2. **Disciplinary committee:** The committee is responsible for maintaining discipline in the campus. The committee is formed with principal as chairperson, dean student affairs as convener, heads of department as members with Secretary & correspondent and President as invited members.
3. **Canteen committee:** The committee is responsible for providing hygienic and nutritious food to all the canteen users.The committee constitutes of senior faculty members as chairperson and convener. Canteen manager and hostel wardens as members.
4. **Transport committee:** The committee is responsible for providing effective transport facility to the students, coordinate the daily activities and address the problems faced by the students. The committee is formed with the senior faculty member as chair person and transport manager as convener with one faculty member from each department as member.
5. **Extracurricular activities committee:** The committee is responsible for planning and execution of state/institute level student events namely cultural events, tech fests and sports. The committee is constituted with senior faculty member as the chairperson, physical director as convener and one faculty from each department as member.
6. **Library committee:**The committee provide advises concerned to resources, services and facilities in the library. The committee consists of senior faculty member as the chairperson, Librarian as the convener and the senior faculty members from each department as members.
7. **Grievance redressal committee:**The committee addresses the issues related to students. The committee constitute of principal as chairperson, senior faculty member as convenor, heads of departments and senior faculty as members.
8. **Women grievances redressal committee:** The two senior women faculty will act as chairperson and convener with one faculty representation from each department and student representatives as members.
9. **Anti ragging committee:**The anti ragging committee is formed with Principal as the chairperson with dean student affairs as convener and the heads of the department are the members. The student representatives, parent representatives, physical director, administrative officer, wardens and the press as the members.
10. **Sports committee:** The sports committee organizes various sports events in the campus and trains the students to participate in sports events outside the campus.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

5.3.3

The institution conducts / organizes following activities:

1. **Sports competitions/events**
2. **Cultural competitions/events**
3. **Technical fest/Academic fest**
4. **Any other events through Active clubs and forums**

Response: A. All four of the above

File Description	Document
Report on Sports, Cultural competitions/events, Technical/academic fests, Any other events through active clubs and forums along with photographs appropriately dated and captioned (whichever is applicable)	[View Document](#)
List of students participated in different events year wise signed by the head of the Institution	[View Document](#)
Institutional data in the prescribed format (data template)	[View Document](#)
Copy of circular/brochure indicating such kind of activities.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4 Alumni Engagement

5.4.1

Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution through registered Alumni association:

Response: 0

5.4.1.1 **Total Amount of alumni contribution during the last five years (INR in lakhs) to the institution year wise through registered Alumni association:**

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

File Description	Document
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

5.4.2

Alumni contributes and engages significantly to the development of institution through academic and other support system

Describe the alumni contributions and engagements within a maximum of 500 words

Response:

The significant contributions are made by the alumni of the institution by extending their valuable support in terms of career guidance to the students through online, giving guest lectures on latest technologies and conducting workshops/training programmes.The financial support is also extended by the alumni to their capacity for the development of institution.

Online support by alumni: The alumni are conducting online seminars for career guidance of students.The students will be encouraged to approach the mentors for any assistance related to higher studies, career opportunities and preparation for competitive examinations.

Expert talks: The alumni are invited to deliver expert talks on the areas of their specialization/experience in the industry for the benefit of the students to improve the chances of placement opportunities.

Training programmes for students: The alumni having expertized on recent technologies are encouraged to conduct training programmes for hands on practice of the students.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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:

The Vision, Mission, and Quality Policy of the Institute below serve to articulate its primary ideology and focus.

In accordance with the Vision the Institution implements a decentralized and transparent approach in managing its academic affairs, administration, finances, and overall operations. This approach involves assigning suitable responsibilities to lower-level management, which allows top management to concentrate on major decisions and policymaking.

The establishment of regulatory committees such as the Governing Body, Academic Council, Finance Committee, and Board of Studies is methodically executed, adhering to designated functions and obligations as dictated by the governing authorities. These committees significantly contribute to the formulation of policies regarding governance, academics, financial matters, research, and the teaching-learning process to successfully accomplish short term and long term goals..

The Principal offers guidance in academic administration and cultivates a productive atmosphere that promotes learning. He/She guarantees that students receive a high-quality education, encouraging their comprehensive growth. Additionally, the Principal ensures the Institute's well-rounded development and realizing its strategic objectives. He/She facilitates the institution's seamless operation with assistance from the Director, Deans, and Heads of the department. Examination-related tasks are strategized, carried out, and supervised by the Controller of Examinations. Department Heads manage the seamless operation of all academic activities at the departmental level. Class teachers are responsible for overseeing the delivery of classes, while lab in-charges make decisions regarding laboratory operations. Multiple committees like IQAC, Examinations, Disciplinary, Academic Auditing committees, and many provisional committees collaborate in strategizing, organizing, executing, and overseeing the institution's various activities.

Vision:

- To be a premier technological institute striving for excellence with a global perspective and commitment to the nation.

Mission:

- To produce Engineering graduates of professional quality and global perspective through Learner Centric Education.

- To establish linkages with government, industry, and Research laboratories to promote R&D activities and to disseminate innovations.
- To create an eco-system in the Institute that leads to holistic development and ability for lifelong learning.

Quality Policy:

The College works towards excellence in technical education by providing quality Engineering education with global standards and state-of-the-art infrastructure to develop the institution as a trendsetter molding young minds into technocrats with national commitment.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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 are effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

Yes, the college employs strategic planning, as the successful execution of the strategic plan is crucial for the ongoing advancement of the institution. Tirelessly striving to achieve its objectives with meticulous accuracy, the institution emphasizes an academic distinction, infrastructure growth, research and development, faculty enhancement, student career progression, and the refinement of assessment and evaluation methods.

The institution has a robust strategic plan targeting well-defined goals. This plan is implemented through consistent action plans, daily activities, resource distribution, and the engagement of stakeholders at multiple levels. Periodic assessments of performance and quality indicators offer transparency in realizing the strategic objectives. The Institute has an IQAC to evaluate the progress of the Strategic Plan and institutional policies and to take remedial actions for achieving long-term goals. The perspective plan is designed with the institution's vision, mission, and objectives in mind.

The Principal is in charge of the Sri Vasavi Engineering College, and the Management at the highest level has delegated administrative powers to him. The Principal is planked by two significant committees like IQAC on one hand and the Academic Council on the other hand, supporting him to maintain quality in the sphere of Academics. The spectrum of power of the principal is segregated into Academics and Administration.

The hierarchical Academic wing constitutes Deans, Controller of Examinations, Head Placements, Heads of various departments, Librarian, & Physical Directors. Deans of various categories like Dean Academics, Dean R&D and Dean Student Affairs contribute in accomplishing the tasks allocated by the Principal. The college hostel wardens function under the Dean Student affairs, reporting him of the various day-to-day activities. The Controller of Examinations conducts examinations with the assistance of Deputy Controller of Examinations and Additional Controller of Examinations. The Head Placements looks after the placements with the help of the Placement officer and Training Officer. The Heads of various departments like Civil, Mechanical, Electrical and Electronics, Electronics and Communication, Electronics and Communication Technology, Computer Science, Computer Science and Technology, Artificial Intelligence, Artificial Intelligence and Machine Learning, the Basic Sciences & Humanities & MBA execute the ideas of the top rung. They run the department with the assistance of teaching as well as non-teaching staff.

At Sri Vasavi Engineering College, there is a well-organized HR policy that is used to guide faculty appointments and services. This HR policy specifies that the principal appoints a recruitment and promotions committee, which includes two professors from the college and an external expert.

The administrative wing is yoked by the Administrative officer and the Finance officer. The supporting staff of the office complies with the college administration head i.e., the Principal.

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

6.2.2

Institution implements e-governance in its operations. e-governance is implemented covering the following areas of operations:

  1. **Administration including complaint management**
  2. **Finance and Accounts**
  3. **Student Admission and Support**
  4. **Examinations**

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:

The Institution is committed to creating a supportive and fulfilling work environment for all its employees, including teaching and non-teaching staff. To achieve this, it has implemented various welfare measures that cater to their personal and professional growth.

- Statutory welfare measures: The Institution adheres to all statutory requirements, such as providing a safe and healthy work environment, ensuring timely payment of salaries, and offering other benefits such as health insurance, EPF, and other social security schemes as required by law.
- Monetary measures: The Institution offers competitive salaries and performance-based incentives to its employees. It also provides opportunities for annual increments and promotions based on individual performance and the overall growth of the organization.
- Non-monetary measures: The Institution places a high value on work-life balance and offers various non-monetary benefits, such as medical leaves and maternity leaves. It also organizes team-building activities and staff appreciation events to foster a positive work culture.
- Professional development: The Institution is committed to the professional growth of its employees by providing opportunities for skill development and career advancement. Training programs, workshops, and seminars are offered to enhance their knowledge and skills. Financial support may also be provided for employees to attend conferences, present research papers, or pursue higher education relevant to their field. The college also provides paid leave for attending such programs and for writing State/National level exams such as APRCET, NET, GATE, etc.
- Grievance redressal: The Institution has a transparent and efficient grievance redressal mechanism in place to address any employee concerns or disputes. This ensures that employees can voice their grievances and seek timely resolutions without fear of retaliation.

Through these measures, the Institution is dedicated to fostering a positive and inclusive work environment where employees can thrive personally and professionally.

File Description	Document
Upload any additional information	[View Document](#)
Provide the 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: 28.41

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
81	41	33	45	121

File Description	Document
Policy document on providing financial support to teachers	[View Document](#)
Institutional data in the prescribed format (data template)	[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/workshops 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 teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/

Management Development Programmes (MDPs) during the last five years

Response: 48.5

6.3.3.1 **Total number of teachers who have undergone online/ face-to-face Faculty Development Programmes (FDP)/** *Management Development Programs (MDP)* **during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
113	83	97	127	128

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 (data template)	[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

Institutional strategies for mobilisation of funds other than salary and fees and the optimal utilisation of resources

Describe the resource mobilisation policy and procedures of the Institution within a maximum of 500 words

Response:

The institution solely depends on tuition fees collected from students. Since the institution is maintained by a trust managed by a good number of philanthropists, there is no need for mobilization of funds from the external agencies.

File Description	Document
Upload any additional information	[View Document](#)

6.4.2

Funds / Grants received from government bodies, non-government bodies, and philanthropists during the last five years (not covered in Criterion III and V)

Response: 0

6.4.2.1 **Total Grants received from government/non-government bodies, philanthropists year wise during last five years** *(not covered in Criterion III and V)* **(INR in Lakhs)**

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

File Description	Document
Institutional data in the prescribed format (data template)	[View Document](#)

6.4.3

Institution regularly conducts internal and external financial audits regularly

Enumerate the various internal and external financial audits carried out during the last five years with the mechanism for settling audit objections within a maximum of 500 words

Response:

In accordance with the recommendations set forth by the Board of Governors (BOG), the organization formed a finance committee in 2019. This group consists exclusively of internal members from within the organization, a structure devised to leverage intimate knowledge of the organization's workings and ensure a high level of commitment to the organization's financial well-being.

In a dynamic approach to fostering evolving ideas and adapting to changing financial landscapes, the committee is set to be reconstituted biennially. This systematic renewal not only ensures diversity of thought but also helps maintain a level of accountability among members.

One of the finance committee's paramount responsibilities is overseeing the financial auditing of the college. This critical function provides a systematic review of the organization's financial operations, ensuring accuracy, integrity, and compliance with regulatory standards.

To ensure impartiality and technical expertise, the auditing process is entrusted to a chartered accountant. Although not a part of the committee, the accountant conducts the audits under the watchful eyes of the internal finance committee members. This arrangement ensures the audit's comprehensive nature while

maintaining transparency and accountability, as the committee members' supervision offers an added layer of scrutiny to the process.

File Description	Document
Upload any additional information	**View Document**
Provide the link for additional information	**View Document**

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC)/ Internal Quality Assurance System (IQAS) has contributed significantly for institutionalizing the quality assurance strategies and processes, by constantly reviewing the teaching-learning process, structures & methodologies of operations and learning outcomes, at periodic intervals

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes visible in terms of –

- **Incremental improvements made for the preceding five years with regard to quality (in case of first cycle)**
- **Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives (second and subsequent cycles)**

Describe two practices institutionalized as a result of IQAC initiatives within a maximum of 500 words

Response:

The Internal Quality Assurance Cell (IQAC) plays a crucial role in maintaining and enhancing the quality culture within the institution. It is a dynamic and highly active team that sets high benchmarks and drives the institution to achieve excellence in various aspects.

The IQAC of the institution has taken significant initiatives during the last five years within the campus:

- **Enhancing Faculty Development:** IQAC has played a crucial role in promoting faculty development programs and activities, contributing to improved teaching quality and professional growth.
- Periodically Internal Audits are conducted to monitor the Academic Activity and Outcome Based Education Practices. Senior faculty members act as Module Coordinators and verify the quality of question papers as per the Outcome Based Education practices. Course files are verified by the Audit committee for effective teaching-learning process.
- **Fostering Collaborations:** IQAC has facilitated partnerships with national institutions of importance (NIT-AP) and research sponsoring agencies, enabling global exposure and

collaborative research projects.

- **Promoting Entrepreneurship:** The institution's increased focus on entrepreneurial activities can be attributed to IQAC's initiatives and support.
- **Modernizing Classrooms:** IQAC has been actively involved in the upgrading of classrooms with ICT equipment, enhancing the teaching and learning experience.
- **Implementing Institutional Audits:** IQAC has successfully established a mechanism for conducting internal and external audits to ensure quality and compliance with relevant policies and regulations.
- **Securing NBA Accreditation:** The accreditation of CSE, ECE, EEE, and ME departments by the National Board of Accreditation (NBA) in 2022 is a testament to IQAC's efforts in maintaining high-quality engineering programs.
- **Overseeing curriculum design**: IQAC's involvement in the curriculum designing and revision process in 2018 and 2020 has ensured better alignment with industry requirements and learning outcomes through an outcome-based framework.
- **Facilitating Faculty Training:** IQAC has encouraged faculty members to attend development and training programs, helping them refresh and update their knowledge.
- **Mentoring System:** The IQAC, through its quality initiatives, measures the mentoring system and is currently an ongoing process.

Two practices institutionalized as a result of IQAC initiatives are:

1. Focus on Student Learning

Objectives of the initiative:

- To motivate students to achieve MOOCs Certifications
- To motivate students to achieve Global / Industry Oriented Certifications / Internships

Certification courses focus on practical skills and job-ready abilities. To build a student's confidence in learning, students are motivated to focus on MOOCs and Industry Oriented Certifications. Students are mentored to attempt and complete Global Certifications. It helps students to develop a global perspective and to become more competitive in the job market.

2. Best Outgoing Student Award

Objectives of the initiative:

- To identify an all-rounder among all the under-graduate students of Engineering
- To motivate students towards self-improvement
- To improve the quality of student learning goals

At SVEC, Best Outgoing Student Award is constituted since the A.Y.2016-17. Applications are invited from students in their Final Semester of B.Tech. A committee is constituted for screening the applications. One Best Outgoing Student is awarded a Gold Medal and a certificate. Students in their Final Semester of B. Tech., who have good academic record and have participated in various co-curricular and extra-curricular activities and won prizes can apply for this award.

As an outcome of this initiative:

- Students are more goal oriented and focused towards self-improvement
- Improvement in Student participation in extracurricular activities along with co-curricular activities
- Information about the Best performers is readily available

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.2

The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Describe any two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC within a maximum of 500 words each.

Response:

The Internal Quality Assurance Cell (IQAC) plays a vital role in ensuring that the institution's teaching, learning, and research processes are continually reviewed and improved. By working closely with academic departments, IQAC fosters innovation and creativity in teaching methodologies and learning outcomes. Some of the key activities undertaken by IQAC include:

- **Orientation on Outcome Based Education**: Newly joined faculty members are trained on the Outcome Based Education practices
- **Reviewing teaching and learning processes:** IQAC, in collaboration with academic departments, periodically reviews teaching methodologies, learning outcomes. This review process allows for the identification of areas for improvement and the implementation of innovative and creative changes to enhance the overall educational experience
- **Collecting and analyzing feedback:** IQAC plays a critical role in gathering feedback from students. This feedback helps assess faculty competency levels and identify training requirements to further enhance their skills. Additionally, feedback is collected from stakeholders, including alumni, employers for effective curriculum development
- **Implementing changes based on feedback:** The feedback collected from various stakeholders is analyzed to identify areas for improvement and inform necessary actions. Based on this analysis, the institution can revise the curriculum, enhance faculty training programs, and improve overall institutional processes.

By actively involving all stakeholders and promoting a culture of continuous improvement, the IQAC ensures that the institution remains responsive to the needs of its students, faculty, and the broader community. Through ongoing review and adaptation, the institution can maintain its commitment to excellence in teaching, learning, and research.

Two examples of institutional reviews and implementation of teaching, learning reforms facilitated by the IQAC:

Practice 1: Conducting Internal Audits

- Periodically Internal Audits are conducted to monitor the Academic Activity and Outcome Based Education Practices. Course files are verified by the Audit committee for effective teaching-learning process. Senior faculty members act as Module Coordinators and verify the quality of question papers as per the Outcome Based Education practices.

Practice 2: Initiatives for Hostel Students

- Certificate based courses are conducted specially designed for Hosteller students.
- Special Study hours are conducted for mentoring the students and guiding them in the right direction.
- Student academic performance has significantly improved

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

6.5.3

Institution has adopted the following for Quality assurance*:

1. **Academic and Administrative Audit (AAA) and follow up action taken**
2. **Conferences, Seminars, Workshops on quality conducted**
3. **Collaborative quality initiatives with other institution(s)**
4. **Orientation programme on quality issues for teachers and students**
5. **Participation in NIRF and other recognized ranking like Shanghai Ranking, QS Ranking Times Ranking etc**
6. **Any other quality audit recognized by state, national or international agencies**

Response: A. Any 5 or more of the above

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

01-12-2023 04:44:13

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Sri Vasavi Engineering College (SVEC) promotes gender equity. A considerable percentage of staff and students are female. International women's day is celebrated every year to motivate all the staff to organize discussions for understanding the role of women towards a progressive society Presence of Women Grievance Cell, ensures protection of women from sexual harassment at workplace. A professional Counselor is extending counseling & Mental Wellness services to SVEC students.

The institute is secured by dedicated security guards for each department and every important location within the institute premises. The campus is under electronic surveillance with the help of CCTV cameras, available in academic blocks, admin block, all the junction points and open areas without compromising the privacy of female staff and the students. The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, harmony among students and faculty. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development.

Commemorative days like Republic Day, Independence day, international yoga day, Independence Day, teacher's day and Engineers day are celebrated and their importance is highlighted to faculty and students.

To ensure a safer college campus for women, a gender audit was conducted. This audit involved selecting specific sites for assessment, engaging participants, providing orientation, creating checklists, conducting on-site observations, documenting findings, and sharing the results with the college principal for the implementation of the recommended measures.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.2

The Institution has facilities for alternate sources of energy and energy conservation measures
1. Solar energy

2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment
6. Wind mill or any other clean green energy

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	[View Document](#)
Geo-tagged photographs of the facilities.	[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

Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **e-Waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

Facilities for managing waste

1. Solid waste management
2. Liquid waste management
3. E-waste management
4. Waste recycling system

The Sri Vasavi Engineering College has the following a for managing waste generated on the campus using the basic waste management strategy such as Reuse, Reduce and Recycle. The wastes generated on the campus include liquid and solid waste- both biodegradable and non-biodegradable. No classified hazardous waste is generated on the campus.

The environmental policy of the institute is to achieve zero discharge and complete utilization of waste with a well-designed strategies to make the campus clean, hygienic, and healthy. Bio-degradable plates,

steel plates are used instead of plastic plates. Steel spoons are used instead of plastic spoons in the canteen and hostel. The usage of plastic bags is banned on the campus.

1.Solid Waste Management:

The Sri Vasavi Engineering College took major steps to manage the waste to protect and create a clean and pleasant environment. The college has 30 30-member teams for housekeeping. Every day, they regularly collect an average of 220 kg solid waste from the dust bins placed on the campus, including administrative-office, departments, canteens, hostels, and guest houses. The dry waste consists of paper, plastic, dry leaves, etc., and is collected separately. Plastic and scrap are given to external agencies for recycling. Construction waste generated is used in landfilling on the campus. The dry leaves, twigs, etc., are collected and decomposed in a compost pit, which is used as manure for trees and plants.

Food waste, vegetable waste, fruit waste, and other waste generated in canteens and mess are also utilized as feed for the biogas plants.

2. Paper waste management:

The Paper waste from departments, libraries, administrative offices, and Hostels is disposed of through vendors. SVEC promotes digital platforms to reduce paper usage for communication and sharing documents. E –Cap software is used for student data maintenance, attendance and faculty leave, Circulars, and Student fee payment. A-mail is also used for communication among the internal faculty members.

3.Liquid waste management:

The Sri Vasavi Engineering College is well aware of the importance of water and has a dedicated water management cell. The RO plant on the campus generates approximately 15,000 liters of rejecting water in a day. Mainly, the RO waste water is saved in a tank and used for all block washrooms and laboratories. Both college hostels (boys and Girls) waste drainage water; RO plant-rejected water (wastewater) is used for watering the gardens and lawns maintained on the campus. The AC wastewater is also used for plants.

4.E-waste management:

SVEC, ECE department has signed an MoU with Electro Pro, Vishakaptman, to E-waste Management. As a part of the MoU activities, the college has an electro-pro E-WASTE Refurbishing club. The club has 40 student members. These students have been trained in the waste segregation process and on how to make products from E-waste. All the condemned electronic devices are dismantled, and good-condition components are identified by testing. These components are selected for reuse. The remaining components are used to make objects related to themes of festivals and household purposes.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Geo-tagged photographs of the facilities	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4

Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. Any 3 of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	[View Document](#)
Geo-tagged photographs of the facilities	[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](#)

7.1.5

Green campus initiatives include

Describe the Green campus initiative of the institution including Restricted entry of automobiles, Use of Bicycles/ Battery powered vehicles , Pedestrian Friendly pathways , Ban on use of Plastic, landscaping with trees and plants etc in 500 words

Response:

Towards green campus initiative and fight against pollution, it is decided restrict the use of vehicles in the college campus except bicycle and battery operated vehicles. All the students, teaching and non-teaching staff are informed to follow the instructions related to the restricted entry of automobiles. Every academic year starting the circulars is issued regarding greener practices and ban of plastics. Faculty members are instructed to follow the ban of the policy of the institution. Battery operated vehicles are

used inside the campus. SVEC NSS unit conducted various activities for green practices such as tree plantations, awareness on the ban of plastic.

The college is spread over 35 acres in a beautiful and serene atmosphere ideally suited for quality based technical education. The infrastructure and facilities available on the campus are amongst the best. The results indicated that there are nearly 300 trees and shrubs of which the first five species account for 64% of tree and these include Teak, Jamun, Neem, Peltophorum, Coconut and Pongamia trees and flowering shrubs like hibiscus, crape jasmine. The avenue plantations in the campus act as a major habitat for avifauna. The medicinal plants also planted and maintained in the campus.

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

7.1.6

Quality audits on environment and energy are regularly undertaken by the institution

The institutional environment and energy initiatives are confirmed through the following

1. **Green audit / Environmental audit**
2. **Energy audit**
3. **Clean and green campus recognitions/awards**
4. **Beyond the campus environmental promotion and sustainability activities**

Response: A. All of the above

File Description	Document
Report on environmental promotion and sustainability 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](#)

7.1.7

The Institution has Differently-abled (Divyangjan) friendly, barrier free environment

Write description covering the various components of barrier free environment in your institution in maximum of 500 words

- **Built environment with Ramps/lifts for easy access to classrooms**
- **Divyangjan friendly washrooms**
- **Signage including tactile path, lights, display boards and signposts**
- **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
- **Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response:

The Rights of Persons with Disabilities Act, 2016 (RPWD Act 2016) was introduced to replace the earlier Persons with Disabilities (PWD) Act 1995, aligning with the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD). This new legislation was meticulously crafted, taking into account the socio-cultural context and local needs while considering the available resources. The institution's authorities are committed to extending support to individuals with different abilities, ensuring they receive due benefits. The institution upholds various principles of accessibility within the institution, such as ensuring both undergraduate and postgraduate programs and activities are easily accessible and providing accessible soft copies of textbooks and study materials.

The establishment has created an inclusive environment that is easily accessible for individuals with disabilities by implementing the following features:

- Implementation of ramps and lifts for smooth access to classrooms, ensuring a barrier-free environment.
- Installation of disabled-friendly washrooms to cater to the specific needs of individuals with disabilities.
- Incorporation of assistive technology and facilities, using open source softwares, screen-reading software, and mechanized equipment, to support individuals with disabilities (also known as Divyangjan).
- Provision of inquiry and information assistance, such as human support, readers, scribes, and access to soft copies of reading material to enhance accessibility.

File Description	Document
Upload any additional information	[View Document](#)
Provide the link for additional information	[View Document](#)

7.1.8

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and such other diversities (within 500 words).

Response:

In the pursuit of inculcating values of responsible citizenship as reflected in the Constitution of India, our institution has consistently organized a series of activities and initiatives over the years, fostering a sense of civic responsibility, social awareness, and respect for the principles enshrined in the Constitution.

Independence Day and Republic Day Celebrations:

These annual events not only commemorate the nation's independence and the adoption of the Constitution, but also serve as platforms to instill a deep sense of patriotism and respect for democratic values among the students. The flag hoisting ceremonies, cultural performances, and discussions on the Constitution's significance contribute to this effort.

Saraswathi Pooja (VasanthaPanchami):

While primarily a cultural and religious celebration, Saraswathi Pooja also signifies the importance of knowledge and wisdom. By observing this festival, the institution underscores the constitutional principle of promoting scientific temper, humanism, and the spirit of inquiry and reform.

Sankranthi Celebrations:

The celebration of Pongal, a Sankranthi Telugu harvest festival, reflects the institution's commitment to acknowledging and respecting the diverse cultural traditions within the country. It reinforces the constitutional value of unity in diversity.

Engineer's Day:

The celebration of Engineer's Day pays homage to the legendary engineer Sir M. Visvesvaraya. This event emphasizes the significance of engineering and innovation in nation-building, aligning with the constitutional directive of promoting scientific and technical education.

Women's Day:

Women's Day is celebrated to promote gender equality, emphasizing the importance of empowering women in line with the constitutional mandate of ensuring equality and justice for all citizens.

Yoga Day:

International Yoga Day promotes physical and mental well-being. It aligns with the constitutional directive of securing the health and well-being of the people, fostering an environment of inclusivity for all.

First Year Orientation Program:

Welcoming new students from diverse backgrounds and regions through the orientation program helps in integrating them into the institution's culture, values, and the principles of the Constitution. It also instills a sense of responsibility and belonging among the newcomers.

Garden Party:

The Garden Party provides an informal setting for students and staff to interact, promoting social cohesion and inclusivity. It fosters a sense of community and reinforces the constitutional ideals of fraternity and unity among citizens.

Through these activities and initiatives, our institution, not only celebrates cultural, regional, and linguistic diversity, but also actively promotes responsible citizenship as envisaged in the Constitution of India. By recognizing and celebrating the nation's rich heritage, embracing the principles of justice, equality, and fraternity, and fostering an inclusive and harmonious environment, the institution plays a crucial role in shaping responsible and informed citizens who are well-equipped to contribute positively to the nation's growth and development. These efforts collectively contribute to nurturing a sense of social responsibility and civic awareness among the students, which are fundamental aspects of being responsible citizens in the Indian democratic framework.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	[View Document](#)
Any other relevant information	[View Document](#)

7.1.9

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens

Describe the various activities in the Institution for inculcating values for being responsible citizens as reflected in the Constitution of India within 500 words.

Response:

Sri Vasavi Engineering College's approach to sensitizing students and employees of their constitutional obligations, values, rights, duties, and responsibilities as citizens are as follows:

Constitutional Values are Integrated into the Syllabus: The college makes sure that the curriculum for pertinent courses conforms to the constitutional requirements, fostering a knowledge of the rights, duties, and responsibilities of citizens in accordance with the SVEC syllabus.

Faculty Development Programs (FDP): Maintaining one's professional progress is essential. In order to better prepare them to teach professional ethics and human values, faculty members take part in programs that center on universal human values (UHV).

UHV Trained Faculty: With a staff of instructors who have received specialized training in Universal Human Values, SVEC is able to provide students with an organized and powerful education that emphasizes the importance of moral conduct and social responsibility.

Guidance on Psycho-Social and Counseling Skills: In order to assist the mental and emotional health of both students and staff, the school offers psycho-social guidance and counseling services, which emphasizes the significance of empathy and understanding in civic duties.

NSS Activities: An essential component of Sri Vasavi Engineering College's community sensitization initiatives is the National Service Scheme (NSS). Students and staff participate in civic projects and community service through NSS programs, which helps them understand their responsibility as citizens.

In summary, by synchronizing the curriculum, training staff, providing counseling, support, and actively incorporating the community through NSS activities, the Sri Vasavi Engineering College adopts a comprehensive approach to instilling constitutional ideals, rights, and responsibilities. Its members are encouraged to feel ethically responsible and like citizens by this method.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	[View Document](#)
Any other relevant information	[View Document](#)

7.1.10

The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The institutional Code of Conduct principles are displayed on the website**
2. **There is a committee to monitor adherence to the institutional Code of Conduct principles**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Report on the student attributes facilitated by the Institution	[View Document](#)
Policy document on code of ethics.	[View Document](#)
Handbooks, manuals and brochures on human values and professional ethics	[View Document](#)
Document showing the Code of Conduct for students, teachers, governing body and administration as approved by the competent authority.	[View Document](#)
Constitution and proceedings of the monitoring committee.	[View Document](#)
Circulars and geo-tagged photographs with date and caption of the activities organized under this metric for teachers, students, administrators and other staff	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

There are several best practices that originated in the college. Here, we are submitting two best practices for assessment.

Best Practice-1:

Title of Practice: Employability Skill Development

Objectives of the Practice:

1. To provide soft skills training to students
2. To improve the communication skills of the students
3. To improve students' confidence levels to face any placement drive/job-oriented/ government exams
4. To make students industry-ready

The Context:

SVEC strives to provide multifaceted training for students to make them industry-ready and enable them to achieve excellence in their chosen field.

At SVEC, the Department of Training has been started with an ideal pursuit of accomplishing the goals of students by facilitating them with good communication skills, Life skills, and Employability skills through various modules of Verbal ability, Aptitude, Logical Reasoning and Soft skills.

The Practice:

The team sprawls its activities from B. Tech. I Semester to VI Semester. A special syllabus is designed to meet the requirements of the students and make them employable. Regular class work sessions for communication skills and soft skills are incorporated into the timetable and emphasis is on improving the student's communication skills and grammar. Various team-building activities are introduced to enable students to work in teams with a positive approach. Also, concepts like Time Management, Inter and Intra personal skills, and goal setting are introduced to realize their strengths and overcome their weaknesses. More focus is put on teaching Vocabulary and improving the writing skills of the students.

Students are made to concentrate on the Hit pair word list in order to improve their communication and equip them to easily express their ideas, empower them with advanced reading and comprehension skills, add sophistication to speech and avoid misinterpretation and low confidence or esteem. Students are made to focus on various components of verbal ability exercises and given an opportunity to participate in Mock Group Discussions and Interviews and be corporate ready.

Aptitude Training enables the students in improving logical and reasoning ability which helps them solve tricky questions with ease and comfort. The regular practice sessions in the course work make the students confident not only to face placement drives, but to attend any sort of competitive exam that is held by the Government of India.

The courses introduced in B. Tech. V20 regulations (2020 onwards) to cover all above-mentioned aspects are listed below:

- Hone Your Communication Skills Lab
- Programming Lab in C For Problem Solving
- Professional Communication Skills

- Skill Oriented Course
- Python Programming Lab
- Artificial Intelligence
- Machine Learning

Evidence of Success:

There is considerable growth in the quality and quantity of the placements. The below table represents the summary of placements and the highest package among the placements.

Student Batch	Total placement offers	Highest package (Lakhs/annum)
2019-23	620	12
2018-22	1298	44
2017-21	635	25.22
2016-20	419	26
2015-19	381	4

Student Batch	CSE	ECE	MECH	EEE	CIVIL	TOTAL
2019-23	257	192	56	76	39	**620**
2018-22	595	352	112	192	47	**1298**
2017-21	320	181	40	85	9	**635**
2016-20	227	106	40	35	11	**419**
2015-19	187	78	60	34	22	**381**

Problems Encountered and Resources Required:

- Convincing the faculty members to deliver beyond the curriculum to prepare the students for competitive examinations due to tight academic schedules.
- Making students ready for off-line training and off-line placements since they adopted on-line training during the past three years.
- Finding out the right type of professional agencies who can provide training and skill sets to the students as per market demand.
- A learning management system (LMS) is required for online training.

Best Practice-2:

Title of Practice: Campus ERP Software

Objectives of the Practice:

1. To ensure the availability of real-time data to stakeholders.
2. To monitor the attendance and academic progress of students efficiently by the administration,

faculty, and parents.

3. To ensure quicker management by administration with less paperwork and resource management.
4. To operate various department modules in the organization such as administrative module, Library module, Examination module, and Academic module to process the data in an efficient manner.

The Context:

Educational institutions deal with a multitude of tasks, data, and information. The tasks include admission, issue of study certificates, fee collection, academic performance and attendance monitoring. The electronic data management helps in providing quick and relevant information to the stakeholders for good decision-making.

The Practice:

The ECAP software is used in SVEC as ERP software which is powered by Webpros Solutions Pvt. Ltd., Visakhapatnam. The application could be accessed from anywhere in the institution. After many successful runs of the application, it has been made available to all the stakeholders for access since November 2017.

It is a cloud-based solution ensuring the server is maintained in the college ensuring the safety and security of the data.

There are no limitations while using the ECAP and all the bugs are resolved at the time of design over a period of time. The quality of data is monitored and tested regularly by the staff of the college.

Evidence of Success:

The success of the software depends on how efficiently the data can be used for regular tasks in time. It is represented in terms of:

- Availability of information to the Administration, instantly during interactions with parents/students. This helps understand the academic credentials and regularity of students for continuous monitoring.
- The availability of correct information to the right person at the right time is a major advantage.
- The satisfaction of the stakeholders regarding the availability of information in evidence of success.

Problems Encountered and Resources Required:

- Safety and security are a major problem for software.
- Server anti-virus is required.

- Cloud storage is required.
- Regular maintenance is required.

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:

The institute has a motto of COGNITION-ASSISTANCE-PROVIDE (C-A-P) to fulfil the role of knowledge sharing, assisting students and society to enhance their skills in new technology, and providing community service to inspire students and follow the same in their lives. Cognition, assistance, and provide are interconnected concepts that highlight the dynamic relationship between human intelligence and technology. Human cognition is the foundation of our intelligence, enabling us to navigate the world and collaborate to advance society. Technology, as a form of assistance, has become an integral part of our daily lives, enhancing our communication, education, and healthcare. The intersection of human intelligence and technology is most evident in the concept of providing solutions to complex challenges.

COGNITION in CAP: In order to know the value of Holistic development, stand on their own Contribution to the society, the students should acquire sound knowledge on distinctive areas. Towards this, the college conducts/Encourages SOC-Skill Oriented Courses/Value added Courses in the college from various platforms by Online/Offline mode. To know the value of society and our country Courses like Universal Human Values (UHV-I&II), COI-Constitution of India is included in the syllabus. To enhance their skills towards new technology, students is suggested to complete courses like NPTEL-Swayam, Edu skills, Course Era. APPSDC has initiated skill-oriented courses, internships in industries, to improve practical knowledge in colleges and departments. We conduct awareness programs and EDU skills training programs. Our college students sharing their knowledge in Local school towards Competitive exams through EE-Education Epiphany Organization by student volunteers of the college. Conducted Computer classes and yoga classes for under privileged areas by our student volunteers.

ASSISTANCE in CAP: Our aim is to assist students of our institution for better performance in all the aspects of the education technically and personally. Every department of our college conducting workshops, training sessions, hands on training in different technical areas where students get assisted for their skills. Various activities are organized and continued by our college. Few of assisting programs organized by our college is Formed E-Waste Management Club to create innovative Products from E-Waste (Electronic Waste) organized by students, assistance from certified vendors for e-waste disposal. Every student of our college was given Placement Assistance through various training programs towards their goal accomplishment from various streams to upgrade their knowledge. And get placed in MNCs. Organized various Workshops from external agencies to assist about new coming technology, areas of research.To learn in a better way college was using ICT Tools in teaching learning process. Conducted various Hands on sessions for new technology College management encouraging academic toppers by assisting through Incentives and Concession.

PROVIDE in CAP: The concept of "provide" is a bridge between human cognition and technological assistance. Providing involves the act of delivering goods, services, or support, and it highlights the

critical role of both human intelligence and technology in addressing societal needs and challenges. Our college is providing facilities in different areas of society for holistic development. A few of them are following, the college provides free transport to the people for Health camps organized by NSS/ NGOs/Some govt organizations. Providing Services to the Covid affected community by volunteers of PSSC (Psycho Social Support Cell) and helped 3000+ people by our PSSC Volunteers. NSS Units of our college distributed

Clothes, groceries, and stationary and organize various events related to societal elements in nearby villages.Raised funds for the treatment of student suffering with BLOOD CANCER and provided 3.5 Lakhs.

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

5. CONCLUSION

Additional Information :

The last five years (2018-2023) have seen the consolidation of the achievements of the College during the past two decades. The holistic educational profile of the college has gained recognition because of its consistent excellence in academics, sports, and other co-curricular activities which emphasize the overall development of students. The rigor of high standards and uncompromising emphasis on quality marks the conduct of its committed, academically endowed faculty, and its efficient, supportive administration. This is quite evident in the enabling impact of the imparted education to more than 4000 students. The college has hosted the prestigious NIT, Andhra Pradesh from 2015 to 2019.

Concluding Remarks :

The college follows the path of human values. The college comprises of well-furnished buildings, having academic, administrative infrastructure manned by an efficient staff. The premise eloquently supports the quality of its undergraduate and post graduate programmes. This college takes pride in being a place where students and faculty can pursue knowledge without boundaries. After the first cycle of NAAC in 2016, the college analyzed all the recommendations given by the peer team. We prepared a perspective plan. In the light of the plan, the college has made sincere efforts on quality measures in all aspects of its functioning. It is a matter of pride to mention that our students were continuously maintained top position Achievements in NSS, and Sports, improvement in e-governance, collaborations and MOUs, conduct of Green Audit and Academic and Administrative Audit, use of ICT in teaching and learning, enhancement of IT facilities, activities of the Alumni Association, etc.

The college has implemented e-governance in areas of planning and development, administration, finance and accounts, student admission and examination. The IQAC has been actively involved in leading and assisting the quality initiatives in academics, research, extension activities and industry-academia collaborations. Many professional development/administrative training programmes have been organized for teaching staff.