



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SHRI VISHNU ENGINEERING COLLEGE FOR WOMEN

VISHNUPUR, BHIMAVARAM. WEST GODAVARI DISTRICT.

534202

www.svecw.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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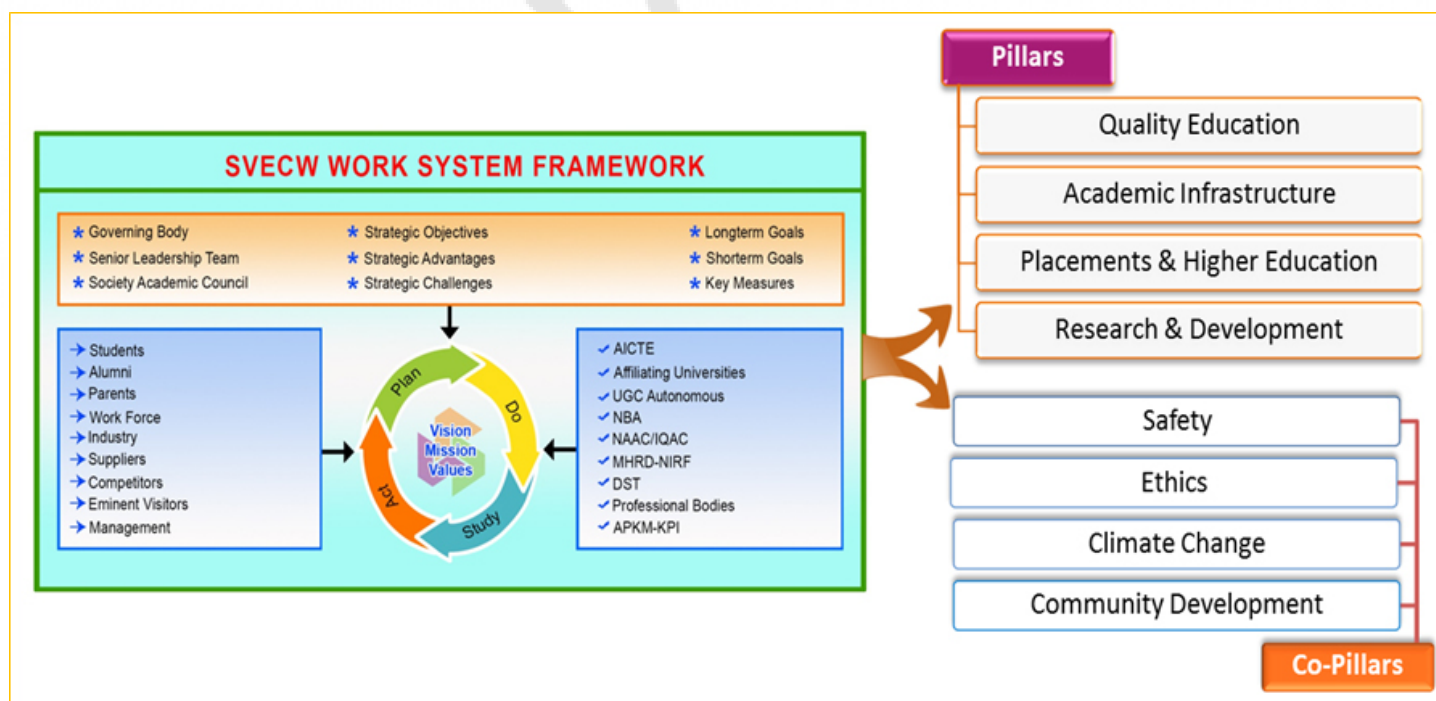
1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Shri Vishnu Engineering College for Women - SVECW, a Higher-Education Institution was established in 2001 exclusively for women students, runs under Sri Vishnu Educational Society by a visionary Late Padmabhushan Dr. B.V. Raju, with a long cherished ambition to promote specific skill & knowledge and serve the cause of education, in general and professional education, in particular. The holistic development of the students would ultimately bolster women's empowerment. The visionary footprints of the founder chairman are being followed by his grandson Sri K.V. Vishnu Raju, the present chairman, under whose leadership the SVECW is growing multidimensional.

The College is approved by **AICTE** and granted the status of permanent affiliation by **JNTUK, Kakinada**. The college accorded with the status of Autonomy from the Academic year 2014, and recognized under **2(f) & 12(B)** in the year 2012. The institution also accredited by the **NAAC** with Grade A in 2014. 4 UG Engineering Programmes under Tier-I are re-accredited and 2 UG and 3 PG Engineering Programmes under Tier II are accredited by **National Board of Accreditation**. Institution Innovation Council (IIC) is established as per the norms of MHRD in 2018.

In SVECW, the accountability is accomplished with an effective work system, it mainly focuses on Quality Education, Infrastructure, Placements&Higher Studies and Research&Development as its Pillars. It also in-tune with ethics, innovation, mend with safety and adaptable for climate change as its Co-Pillars presented in Figure.



Quality Education	Infrastructure	Placements & Higher Education	Research & Developmnet
<ul style="list-style-type: none"> ✓ Teaching-Learning Zone: <ul style="list-style-type: none"> ▪ Direct Instruction ▪ Problem Based ▪ Co-operative ▪ Activity Based ▪ Case Based ▪ Small Group Teaching ▪ Virtual ▪ Project-Based ✓ Micro level lessen plan ✓ Guest Lectures ✓ Workshops ✓ Professional Bodies ✓ Industrial Visits ✓ Webinars ✓ Orientation Programs ✓ QEEE ✓ NPTEL, e-content ✓ MOOCS ✓ Google Classroom Learning ✓ Student Clubs ✓ TEQIP ✓ Project Exhibitions 	<ul style="list-style-type: none"> ✓ VEDIC ✓ Centers of Excellence ✓ State-of-the-art-Laboratories ✓ Central Library ✓ Knowledge Center ✓ Modern Auditoriums ✓ Campus Book Stores ✓ Wi-Fi Campus ✓ Radio Vishnu 90.4CR ✓ Vishnu T.V Academy ✓ ECAP ✓ PACT ✓ Campus Hostel ✓ Food Courts ✓ Fitness Centers ✓ Staff Quarters ✓ Swimming Pool ✓ Sports Complex ✓ Driving School ✓ Bank & ATMs ✓ Power Backup 	<ul style="list-style-type: none"> ✓ TAP team ✓ Industry-Institute Interaction Cell ✓ Placement Liaison Offices ✓ Career Guidance Cell ✓ Placements Internal Training ✓ Placements External Training ✓ Foreign Languages ✓ APSSDC ✓ Industry MOU's ✓ Internships ✓ Placements ✓ Mission R & D ✓ Embedded Co-curricular Calendar ✓ Industrial Visits ✓ Entrepreneurship Cell ✓ Mentoring/Customization ✓ Certification Courses ✓ GATE/GRE Training 	<ul style="list-style-type: none"> ✓ Vishnu R&D Center ✓ Research Labs ✓ Founded R & D Projects ✓ Faculty Publications ✓ Student Publications ✓ Book Publications ✓ Patents ✓ ATL ✓ Multi-Disciplinary Projects ✓ MOU'S with R & D organization ✓ Consultancy ✓ Incentives ✓ Interaction with Eminent Researchers ✓ Faculty Development Programs

Community Development	Safety	Climate Change	Ethics
<ul style="list-style-type: none"> ✓ Rural Women Technology Park ✓ Swarna Bharath Trust ✓ Blood Donation Camps ✓ Donations ✓ Smart Villages Adaption ✓ NSS Activites ✓ Sahaya Club 	<ul style="list-style-type: none"> ✓ Security Guards ✓ CC Cameras ✓ Fire Extinguishers ✓ Parking Lanes with Sign Boards ✓ Bio-metric Gate Pass ✓ Personal protective Equipment 	<ul style="list-style-type: none"> ✓ Green Plantation ✓ Solar Power ✓ Avoiding Usage of Plastic ✓ Harvesting Rain water ✓ Sewage Water treatment plants ✓ RO water plant ✓ Cycling in campus ✓ World Earth Day 	<ul style="list-style-type: none"> ✓ Blood Banks ✓ Scholarships ✓ Staff Welfare Found ✓ Ethics related courses in curriculum ✓ Committees ✓ Empathy Club

The IQAC imparts procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks. It also focuses on optimization of modern methods of Teaching-Learning and evaluation.

The SVES accorded the IMCRBNQ Trophy - Highest Quality Award in Education Sector. It is also bagged the Global Performance Excellence Award as BEST IN CLASS Educational Organization by Asia Pacific Quality Organization. SVECW is listed in best Private Engineering Colleges by MHRD – NIRF, with GOLD status in AICTE-CII, Careers 360, India Today, The WEEK Magazines every year. It is also a consortium member of IUCEE.

With these credentials, the college is presenting its application to the NAAC for the accord of re-accreditation in its 2nd cycle.

Vision

Transform the society through excellence in Education, Community empowerment and sustained Environmental protection.

Mission

- To achieve Academic excellence through innovative learning practices
- To instill self confidence among rural students by supplementing with co-curricular and extra-curricular activities
- To inculcate discipline and values among students
- To establish centers for Institute Industry partnership
- To extend financial assistance for the economically weaker sections
- To create self employment opportunities and skill up gradation
- To support environment friendly Green Practices
- Creating innovation hubs

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

SWOC analysis is one of the strategic planning tool of systematic, continuous strategic planning process of SVECW. The Institute conducts the SWOC analysis every year to find-out the key areas of focus for improving in all respects and to ensure the agility by considering all the inputs including feedbacks from internal and external stakeholders.

STRENGTHS:

- Empowering women hailing from the surrounding rural background through professional education and thereby uplifting their families.
- Transparent, good Governance and strong leadership in academics and administration.
- Dedicated Vishnu Educational Development and Innovation Center transformed the education from Teaching centric to Learning centric.
- SVECW is effectively practicing OBE. The curriculum design, pedagogy and assessment are given highest priority.
- The college attracts high profiled faculty and meritorious students
- Highly qualified, experienced and competent faculty with a balance of interest in teaching and research.
- Established Industry Relations Cell having Liaison Offices at Hyderabad, Chennai, Bangalore, Pune, Baroda to get internships and placement from MNCs.
- Established Technology Incubation Center supported by DST
- Established Institution Innovation Council - Ministry of Education
- Offering more than five Foreign Language Training Programs
- Assistive Technology Lab is established to where students develop and freely distribute equipment's for divyangjan.
- Best research culture with established recognized Research Center.
- The campus is featured with Radio Vishnu 90.4 CR & Vishnu TV academy
- Residential Campus and homely Atmosphere
- Practicing Green Landscaping Initiatives from the inception
- Established Sewage Treatment Plant
- Conducting Outreach programs for the benefit of nearby society
- Established NSS Unit to extend Outreach Programs
- Selected for TEQIP – II under subcomponent 1.1
- The institution is accredited by NAAC with A grade in 2015
- One among few institutions in the country to receive NBA accreditation under Tier-I format.
- SVECW is being ranked consistently among the top engineering colleges in the country by MHRD NIRF, ARIIA, AICTE-CII Survey, India Today Magazine and various other media sources.
- Winner of IMC RamKrishna Bajaj National Quality Award–Highest Quality Award in Education Sector in 2011 and 2017.
- Bagged the Global Performance Excellence Award – Best In Class Educational Organization by Asia Pacific Quality Organization (APQO) in 2012 and 2018.

Institutional Weakness

- Institute endowments could be improved through more fund rising
- Inadequate commercialization of intellectual property generated
- Need to enhance Faculty/Student exchange programs at International level
- Lack of motivation for Post-Graduation Courses among women students
- Consultancy in some departments on a low key
- The presence of industries in the Bhimavaram region makes it difficult to meet industry.

Institutional Opportunity

- The institution is getting ready to roll out our graduates leveraging Industry 4.0 with incorporation of emerging courses such as Machine Learning, Data Science, Big Data Analytics, Cyber Security, Cloud Computing, 3D printing, Smart Sensors, Robotics, IoT, Drone Technology, and others into our curriculum.
- An interdisciplinary, collaborative, and global job market is driving up demand for engineering graduates.
- Increase and strengthen internal and external collaborations with other reputed educational institutions like IITs, NITs along with industries in India and abroad.
- Encourage the students to participate in various competitive examinations including GATE, NET, SLET, Civils etc.
- Faculty / student exchange programs with various top tier Institutes across the globe.
- The continued patronage of Foreign Language courses by students helps SVECW to establish a dedicated center of excellence for English and Foreign languages.
- Scope to identify possible ways to extend the Research to IPR as well as Incubations.
- Investigating ways to tap into the entrepreneurial alumni network.
- Growing industrialization at Amaravathi region may provide good employment potential to the Core Engineering students.

Institutional Challenge

- Fluctuation of Programme preferences among students due to high Volatile trend of Employment Opportunities in IT Sector.
- Women students' preference to higher education is less in rural area.
- Attracting core engineering company placements catering to all domains
- Providing more resources for marginalized students
- Increase in number of Deemed Universities in the State
- The level of regulatory control has understandably increased

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

SVECW offers Eight Under Graduate Programmes and Four Post Graduate Programmes in Engineering in addition to One Post Graduate Programme in Business Administration. SVECW has academic autonomy, and it ensures through a Well-defined process of curriculum design which helps to attain the Program Outcomes (POs) defined by NBA, the recommended content by Program Specific Criteria (PSC) of professional bodies,

the model curriculum and credit structure as suggested by All India Council for Technical Education (AICTE), the content of prominent competitive examinations, the autonomous guidelines by the affiliating university (JNTUK) together with suggestions from various stakeholders. Every year, Curriculum is designed and is highly relevant to the needs of the industry and to the expectations of Stakeholders.

In addition, the academic autonomy is utilized in an effective manner through implementation of the Choice Based Credit System (CBCS) model through providing a wide range of choice of courses which includes Foundation Electives, Free Electives and Open Electives. The curriculum also includes courses that identify, nurture and develop entrepreneurs. Frequent revisions in curriculum are allowed, especially introduction of elective courses, and revision in the outcomes of courses. However, changes in credit structure and overall revision in curriculum is carried out.

The campus also encourages conduction of regular value-added programs for focused development of skills in core/allied domain beyond curriculum for interested students. These value added programs are focused on multi-disciplinary activities. About 90% of the students enroll for these value added courses offered by all the Programmes of the Institute.

The curriculum has included internship(s)/field projects, hobby projects and mini projects to be taken up by students and is assessed through report and seminar during the regular semester. This is to provide field experience to students beyond curriculum and to inculcate and create the experience of the project based learning.

Processes are in place for academic audits and feedback from stakeholders towards continuous improvements in Curriculum, design and delivery. The academic autonomy of the Institution provides the opportunity to frequently revise the curriculum based on needs and suggestions of various stakeholders.

Teaching-learning and Evaluation

The SVECW acknowledges that an effective teaching-learning process accompanied by a robust evaluation process is paramount in the education system. Over the past years, the institute has had good student enrolment with an appropriate social balance. The teaching-learning process has witnessed a radical change by the emergence of outcome-based education. Coping with the present trend, the institute embraced various student-centric methods to cater to the students. Post-autonomy, the institute accelerated the curriculum, delivery, and evaluation reforms.

The curriculum structure is continuously tweaked abreast with the current trend making the graduates industry-ready. Impactful changes are observed by intertwining theory and practice. The curriculum has given scope for various innovative initiatives such as open-electives, free-electives, internships, skill-oriented courses, mandatory-courses, etc. Apart from this, several co-curricular initiatives such as bridge-courses, remedial classes, project competitions, etc., are designed based on student learning levels.

A radical change in instructional delivery approaches is initiated with the establishment of Vishnu Educational Development and Innovation Centre. The centre trains the institutes' faculty in innovative participative learning methods such as flipped classrooms, role-play, mind-maps, etc.

Since the students in the institution are from diverse backgrounds, the mentoring system provides the guidance and support at the individual level. All the students are assigned with a mentor with a healthy mentor to mentee

ratio. As the faculty plays a crucial role in teaching-learning process, the institute meticulously follows the requisite student-teacher ratio. The teacher quality is ensured by maintaining a good number of Ph. Ds and with better teaching experience.

The institute follows a well-planned academic calendar to ensure a smooth flow of academic activities. The institute established a robust examination system, ensuring timely examination and declaration of results. A mechanism for properly handling students' grievances related to the evaluation process is in place. The integration of IT enhanced the transparency in various activities such as examination fee payment, issuing hall-tickets, and declaration of results. Apart from assessing students' learning levels through internal and external evaluation, Course outcomes of course are assessed at the end of semester. The corresponding Programme Outcomes are assessed using direct and indirect methods.

Research, Innovations and Extension

SVECW has laid out several institutional mechanisms to foster a culture of research and aid researcher's in reaching out in the industry and society at large.

- Governing Body has a special focus on the policy of research promotion.
- Provides seed money to encourage initial research among the faculty and students.
- Research Ethics Committee is constituted to offer advice and guidance on research ethics and to avoid plagiarism.
- The Research advisory committee is in charge of overseeing sponsored research collaborations, intellectual property policies, and research financial support etc.,
- Provides incentives to faculty members to present their research at major conferences and also to publish papers at peer reviewed journals
- Encourage all the departments to conduct various events in Research, Innovation, and Entrepreneur

The efforts made by the institution have helped to achieve the following:

- Sanctioned 27 Externally funded research projects from various agencies like DST, AICTE, DRDO etc.
- Establishment of NIDHI Technology Business Incubator and Science Technology & Innovation Hub with a grant of 469.68 Lakhs and 315.38 Lakhs respectively.
- 27 faculty recognized as research supervisors at various universities.
- 3 departments recognized as a research centres by JNTUK Kakinada.
- Published 455 Research Papers by faculty and students in various approved National / International Journal/Conference Proceedings.
- Totally 37 Patents are Filed out of which 32 Patents are Published and 6 Patents are Granted.
- Collaborated with leading Universities and Industries at National and Internal Level.
- Faculty actively participate in consultancy work which strengthen the institute-industry interface and enrich professional experience. Institute improves infrastructure facilities which added to execute various consultancy projects.

Activities to sensitise students to social issues

The students are actively driving several diverse activities under the guidelines of the NSS Officer. Faculty and Students involve in various community development / Outreach / Extension Activities in the neighbourhood and nearby villages. The college has adopted a village (Kovvada) for developing the facilities and bringing

awareness among the people. Every year on world disable day college distributes various products developed by faculty and students to differently abled people through Assistive Technology Lab.

Infrastructure and Learning Resources

The SVECW has an extensive Infrastructure spread over 10.21 acres. The infrastructure comprises of Academic Buildings, Departments, State-of-the-Art laboratories, Centre of excellence, well-furnished classrooms, Full-fledged office of Controller of Examinations, Auditorium, Seminar Halls, Digital/Open Classrooms, Cafeteria, Roads, Generator systems, Mineral Water Plants etc. The vibrant environment coupled with the clean-Green campus ensures the all-round development of the students. A State-of-art hostel facility in the campus with all necessary facilities is provided for study and recreation. The Institution has excellent Placement and Training Centre. SVECW provides top notch sports, gym and cultural facilities like Basketball court, a Volleyball court, Badminton courts, Tennis court, Table Tennis facility, Shuttle court and facilities such as Carrom Boards, and Giant Chess Boards are available. Well-equipped Gymnasium, Yoga is practiced.

The Library of SVECW using Integrated Library Management System (ILMS) and RFID enabled, with a total collection of 57,660 volumes with 8352 titles, 123 printed journals and 46 magazines. Additionally, the institution subscribed to N-List, DELNET, IEEE and NDL for More than 6000 e-journals and 33 lakhs e-books are available in the library. The working hours of library are morning 8 AM to night 12 AM. Department library in every department is having books and journals related to their department.

SVECW is well equipped with modern facilities including Wi-Fi technology and CCTV facilities. The Data Centre of SVECW monitors the internet facility (both LAN and Wi-Fi) connectivity throughout the campus with a bandwidth of 330 MBPS. Solar power plant is installed in the campus with 50.4 KWp of energy providing average generation capacity 200 KWh per day of electricity. The institution is having a separate maintenance department for civil and electrical maintenance including backup. Adequate fire extinguisher facilities, Intercom telephone system and extensive parking spaces are some of the other facilities provided. Adequate budgetary provision has ensured infrastructure augmentation and the proper maintenance of infrastructure and academic support facilities.

28 student clubs like Music, Toast Masters, Story Telling, Fashion Designing, Organic farming etc. have been started. Each club is thriving to provide wholesome experience to the students to hone their technical and personal skills.

Student Support and Progression

The Institute has a well-established student support system for financial assistance, capability enhancement, progression, and alumni engagement, among other things. Students are informed about various government scholarships such as BC, SC/ST, EBC, AICTE-Pragati etc. During the last five years, the average percentage of students who have benefited from government scholarships is 49.36%. The institute also supports the meritorious and financially challenged students in the form of donations / freeships / scholarships.

The institute has a system in place to support students' overall development by conducting various skill enhancement activities such as competitive examinations training, Career counselling, soft skill development, Remedial coaching, Language lab, Yoga and meditation, Personal Counselling and training programmes on trending technologies. The average percentage of students who benefited from competitive examination and

career counselling is around 97%.

To address student grievances and supervise their behaviour, the institute established a variety of statutory/regulatory organisations.

The Industry Relations of SVECW is a multi-layered system having its liaison offices in Hyderabad, Chennai, Bengaluru, Pune, Vadodara will be in constant touch with diversified industries to pursue them for placements, internships, R&D collaborations. SVECW graduates work for prestigious MNCs like Adobe, Amazon, Flipkart, Walmart, Bosch, Caterpillar, and others. The average percentage of placed students is 57.15%. A good number of students passed competitive tests such as the GRE, TOFEL, and IELTS, and went on to pursue higher education like M.S., M.Tech., and M.B.A. at reputable institutions.

Students play a key role in decision making committees like Anti-Ragging, Students-Affairs and Welfare, Sports Committee etc. 28 active student clubs are established to enhance their technical and interpersonal skills. Students compete in intra-institutional, inter-institutional, and state sports and cultural events.

The institute organise a variety of technical events for students under professional bodies such as IEEE, CSI, ISTE, ICI, IETE and SAE. The Institute also organises sports and cultural events.

The Institute engage with their alumni on a regular basis through alumni gatherings, IQAC meetings, alumni mentoring or career counselling of students, curriculum reviews, and so on. Alumni are also contributing more than ten lakhs for the Institute's development and the benefit of the students.

Governance, Leadership and Management

To achieve academic excellence, meet the requirements of globalization including the current day corporate technological needs, to empower the women community in the society through scanning the environment and also to facilitate the agricultural based families, the SVECW has constituted a well-structured, decentralized, transparent and interactive Governance System from its inception.

Towards that SVECW has Governing Body, Academic Council, College Academic Committee, Finance Committee, Board of Studies, IQAC along with many statutory bodies and other committees for taking policy decisions and strategic plan of actions in Academic, Administrative, Research and Finance affairs.

The SVECW Governance System supports a culture of involving members of faculty at all levels of decision-making and implementation. Many senior faculty members occupy pivotal administrative positions like the Vice-Principal, Deans, Placement Officer, Controller of Examination etc., and are also members of various decision making and administrative bodies.

SVECW also has a systematic strategic planning process to identify the strategic objectives, strategic challenges, strategic advantages, long term goals with appropriate action plans by considering Institutional Vision, Mission and Values (VMV) as well as the feedbacks from internal and external stakeholders. This process is also integrates all the quality processes and contributions made by IQAC. The consolidated institutional SWOT analysis through a structure approach is another input for the strategic planning process to ensure the agility.

Institution conducts internal and external financial audits regularly and proper budgeting is done based on the

plans and needs of departments and other sections. To improve delivery and efficiency, e-governance is implemented in all aspects of administration.

The Institution provides effective welfare measures to all Students and Staff. Professional development / administrative training programs are organized by the institute every year for staff. More than 80% of the faculty is provided with financial support for such programmes.

SVECW benchmarks are set based on institute performance against past progress. Benchmarking is performed against other educational institutes, university level, state level and national level of similar enrolment size. The GB and others committees constantly monitor its strategic position and assess short term and long-term projected impacts on strategic objectives.

Institutional Values and Best Practices

SVECW makes the purpose for a women's-centred learning environment with mere institutional values and best practices to empower women students with strength and conviction.

The college nurtures student's with-out inequality. The Anti-Ragging Cell, Women Protection Cell, Internal Complaints Committee, Grievance Cell, Counselling Students, Psychology Department etc are the bodies proactively worked in issues towards sensitizing students. A safe and secure system is provided in the campus.

Institute uses LED bulbs and solar plant of 50.4 KWP for efficient energy consumption. In non-peak time, electric energy is transported to APEPDCL via wheedling to grid.

SVECW has procedure for disposal of solid waste, segregation of waste, OWC machine, to converts solid waste into organic manure. Institution has two Sewage Treatment Plants, RO water treatment plant, 4 ponds to conserve the water effectively.

Institute has greening with landscaping, pedestrian pathways. Automobiles are restricted at college gates, by providing parking space. College provides bicycle for students to have free rides. Battery powered vehicles are used for transportation. Jute bags, disposable cups and plates are encouraged rather than plastic. Audits are conducted on green, and timely decisions are taken to maintain greenery and efficiency in energy.

Academic blocks have ramps and interconnected with lift. Washrooms are built for divyangjan with ramps. College has Assistive Technologies Lab facility where students develop and freely distribute equipment's for divyangjan.

College has student's admissions from other states also. Regional and national festivals are celebrated. College has Indian Constitution, Professional Ethics and Human Values as courses, student's clubs, cherish with noble ideas, stay tuned with equality. Institution has code of conduct for all stakeholders. Institute celebrates commemorative days and festivals with great patriotism.

The college has adopted many best practices out of which two practices which stand out are: 1. Empowerment of faculty and students by Teaching Learning and Skill Development through Vishnu Educational Development and Innovation Center.

2. Educating the rural children and women through Padmabhushan Dr. B. V. Raju Knowledge Center.

The Institute has a distinctiveness of setting up of Vehicle Design lab at Department of Mechanical Engineering and make it open facility for all the students.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SHRI VISHNU ENGINEERING COLLEGE FOR WOMEN
Address	Vishnupur, Bhimavaram. West Godavari District.
City	Bhimavaram
State	Andhra Pradesh
Pin	534202
Website	www.svecw.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	G. Srinivasa Rao	08816-250864	9666832284	08816-250099	principal@svecw.edu.in
IQAC / CIQA coordinator	V V R Maheswara Rao	-	9949056525	-	deansb@svecw.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	For Women
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of Establishment, Prior to the Grant of	19-07-2001

'Autonomy'	
Date of grant of 'Autonomy' to the College by UGC	20-01-2014

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	04-05-2012	View Document
12B of UGC	04-05-2012	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	02-07-2021	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?	Yes
If yes, name of the agency	National Institutional Ranking Framework NIRF
Date of recognition	09-09-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vishnupur, Bhimavaram. West Godavari District.	Rural	10.21	35224

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,Computer Science And Engineering	48	Intermediate	English	198	198
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	132	128
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	66	65
UG	BTech,Information Technology	48	Intermediate	English	198	198
UG	BTech,Civil Engineering	48	Intermediate	English	66	50
UG	BTech,Mechanical Engineering	48	Intermediate	English	66	58
UG	BTech,Artificial Intelligence	48	Intermediate	English	132	132
UG	BTech,Artificial Intelligence	48	Intermediate	English	66	64

PG	Mtech,Computer Science And Engineering	24	B. Tech.	English	18	4
PG	Mtech,Computer Science And Engineering	24	B. Tech.	English	18	10
PG	Mtech,Electronics And Communication Engineering	24	B. Tech.	English	18	8
PG	Mtech,Electrical And Electronics Engineering	24	B. Tech.	English	18	2
PG	MBA,Management Studies	24	Any Undergraduate	English	66	65

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	22				41				153			
Recruited	19	3	0	22	35	6	0	41	94	59	0	153
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				24
Recruited	17	7	0	24
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				24
Recruited	17	7	0	24
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				45
Recruited	38	7	0	45
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				45
Recruited	38	7	0	45
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	19	3	0	18	4	0	6	2	0	52
M.Phil.	0	0	0	1	0	0	1	0	0	2
PG	0	0	0	15	2	0	87	58	0	162

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	12		0		12

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	0	0	0	0	0
	Female	890	3	0	0	893
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	89	0	0	0	89
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	0	0	0	0
	Female	107	102	98	78
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	12	9	4	11
	Others	0	0	0	0
OBC	Male	0	0	0	0
	Female	332	285	231	234
	Others	0	0	0	0
General	Male	0	0	0	0
	Female	531	521	491	420
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		982	917	824	743

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Artificial Intelligence	View Document
Civil Engineering	View Document
Computer Science And Engineering	View Document
Electrical And Electronics Engineering	View Document
Electronics And Communication Engineering	View Document
Information Technology	View Document
Management Studies	View Document
Mechanical Engineering	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Shri Vishnu Engineering College for Women (SVECW), since its Autonomous status from 2014, the courses in the curriculum are being flexibly designed such that the curricular combines several multidisciplinary courses of study adhering to present trend academic interests and technology growth. With the implementation of NEP 2020, the pedagogy at SVECW is so restructured allowing the flexibility of larger choice of subjects to students in terms of Free Electives, Professional Electives, Open Electives, Skill Development Courses, Basic Sciences, Humanities, Management, Arts & Social Sciences. In the R20 revised regulation, Choice based Credit System with Honors and Minor Certifications Schemes (with additional credits) are also introduced for aspiring Learners. The Honors /Minor chain of courses provides an opportunity to bright students to earn additional credits in her own discipline of learning or cross domain respectively The predominant “Multidisciplinary” feature of the SVECW Curriculum is to offer Open Electives and Free electives cutting across departments and domains, to the students at various stages of learning. The elective basket includes wide spectrum of courses from Science, Engineering, Technology Mathematics, Management and Humanities. Inclusion of MOOCs, Industry Internships and Mini-project in the curriculum is another key initiative taken by the SVECW to assign credits to the self-learned. MOOCs concept is encouraging learners to</p>
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	<p>enroll for courses of their choice from a pool of rich online resources such NPTEL/SWAYAM, Coursera and EdeX etc. The MOOCs courses can be completely self-learnt or proctored / mentored / blended by the in-house teacher. Mini-projects are to be done mandatorily as a team activity during II & III year to design, simulate and build prototype with emphasis on usage of modern software and hardware tools. SVECW being a higher education institute is rightly in the track of NEP and following the activities suggested by NEP.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>SVECW being affiliated to JNTUK, has been following the concept of transfer of credits from one institute to other under the university affiliation to benefit student convenience. The idea of NEP 2020 and the Academic Bank of Credits concept is to make students “skillful professionals” by implementing a multi-disciplinary educational approach. SVECW has been continuously giving importance and incorporating all types of multidisciplinary courses as per UGC regulations which also include especially MOOCs (Massive Open Online Courses) such as NPTEL, SWAYAM, COURSERA, EDX, UDEMY etc. The credits earned through online courses are given equivalent weightage and added to overall marks sheet of the student. According to the student talents and interests, they have got increased flexibility to choose the subjects of their own choice from a pool of electives in offline or online mode.</p>
<p>3. Skill development:</p>	<p>SVECW always encourages and supports students towards skill development by offering Value Added Courses, foreign languages, training programs by Industry, Guest lectures from Industry experts and Internships. So, in line with NEP, the institute from R20 regulations introduced in the curriculum, skill-oriented courses namely Arts based courses like creative writing, organic farming, desktop music production, presentation movement, stitching stories embroidery, design thinking, food technology etc, to sustain the student interests and hobbies and also introduced engineering programming based skill advanced courses to increase employability potential in the students. SVECW in collaboration with APSSDC (Andhra Pradesh State Skill Development Corporation) organised Various short term engineering skill based programmes. Making the skill component necessary for professional courses,</p>

	<p>SVECW always supports collaborations with industry for internships, projects and entrepreneurial competencies. In the first year of engineering itself, during the Induction Program, the students are given awareness on the necessity of various skill components in engineering professional courses. Mini-Projects are made mandatory for the Second Year, Third Year Students as well as major project for the Final year students, The institute has the provision of project laboratories in every department to horn the practical and simulation skills. The institute has been encouraging students to pursue internships during the vacations and acquire necessary problem solving skills. The Institute also conducts technical exhibitions like project expo for grooming the students to develop adaptability for technical skills etc. Regular training is imparted in the area of communication skill and aptitude to the students to make them employable during placements. SVECW established various professional bodies like IEEE, ISTE, IE, ICI, SAE etc. and 28 Student Clubs like for sports, dance, music, photography, literary, sustainable development club etc, for up-skilling of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>SVECW since its autonomous status, is abide to promote Indian culture and values through courses such as Indian traditional knowledge, yoga, arts, music, Indian constitution, environmental science, professional ethics and values etc. Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual. The courses are included in the curriculum as the mandatory courses that are dealt every semester. Further, it is included in the curriculum the courses related to Indian ethos and business ethics that teaches values and rights in Indian tradition. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Telugu, Hindi, Tamil, Urdu etc. The college them with extreme maturity and with-out any immense urban-rural differences and distinctions. The college hosts and celebrates various festivals in the college for students especially living in hostels. The campus has Temples, hall for Christian student's prayers and celebrates iftar every year in the campus. Women faculty are sanctioned optional holiday to</p>

	<p>celebrate the Varalakshmi Vratam every year. Every year the college celebrates Women's day and Cultural fests, with the intension of transferring experiences among students. SVECW also encourages students for tours and industry visits to different parts of the country, which will lead to an understanding and appreciation of diversity, culture, traditions and knowledge of different parts of India.</p>
5. Focus on Outcome based education (OBE):	<p>SVECW obtained its autonomous status in the year 2014. Since then with a true spirit, the OBE is followed by creating an extra focus on curricular design, course delivery and evaluation procedure. SVECW offers 8 Engineering UG programs and 6 programs are NBA accredited under Tier-I and Tier-II and the other 2 programmes are new courses. 3 PG Engineering Programmes are accredited by NBA under Tier-II. SVECW has implemented appropriate pedagogy for outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes that are in line with Graduate Attributes. The course outcomes (COs) of all the courses are designed based on Blooms Taxonomy medium and high levels namely Applying, Analyzing, Evaluating and Creating. The course outcomes are in turn aligned to the Programme Outcomes and Programme Specific Outcomes. The effective assessment tools are designed to calculate the attainment of POs / PSOs and PEOs of the Programme. The attainment levels are considered as an one input for designing the new curriculum. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contributes proactively to economic, environmental and social well-being of the nation. SVECW is extending academic support to achieve the expected levels of learning outcomes envisaged by NEP.</p>
6. Distance education/online education:	<p>In-line with NEP, SVECW has set up required infrastructure for E-learning implementation and delivery so as to promote the technology-enabled education. SVECW has established a pedagogical training centre in the year 2016-17 called "VISHNU EDUCATIONAL DEVELOPMENT AND INNOVATION CENTER (VEDIC)" in order to create and support online and innovative teaching and learning practices. The faculty and students were trained well in advance on various pedagogical</p>

approaches like online, blended, or flipped classes and on activity based teaching and learning methodologies. The experience training needs unexpectedly helped the faculty and students during Covid -19 pandemic, with the prepared usage of digital platforms for engaging classes, conducting conferences and meetings and preparing of e-content and making it available to the students on a common platform called Moodle with ease. The institute holds the usage of technology in the teaching and learning process. The availability of various resources such as LCD projectors, internet connectivity, smartboards, etc. is helpful in the effective content delivery to the students. Further, department seminar halls are also equipped with relevant ICT tools. Depending upon the nature of the course, several technology-enabled activities such as App/software-based learning, Edmodo, Edpuzzle, Kahoot, Plickers, Quizizz, etc are being practiced with the available in fracture. Self-learning among the students is promoted with the help of available resources such as NPTEL videos in the local LAN, QEEE videos, e-subscription to online journals and ebooks, VEDIC lecture series, etc. Furthermore, technology-based initiatives such as e-lab and codeTantra are the specialized initiatives introduced as a part ICT enabled learning. A dedicated Learning Management System based on Moodle platform VISHNU - LMS is available for all the courses to facilitate effective teaching and learning process. SVECW is in line with the NEP call for investment in digital infrastructure, training teachers to develop online content and create digital repositories.

Extended Profile

1 Program

1.1

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
File Description		Document		
Institutional data in prescribed format		View Document		

1.2

Number of departments offering academic programmes

Response: 8

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3249	3062	3019	3020	2965
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
794	778	808	747	756
File Description		Document		
Institutional data in prescribed format		View Document		

2.3**Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3217	3028	2995	2990	2944
File Description		Document		
Institutional data in prescribed format		View Document		

2.4**Number of revaluation applications year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
82	76	89	69	137

3 Teachers**3.1****Number of courses in all programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
599	633	568	574	564
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
212	165	165	215	218
File Description		Document		
Institutional data in prescribed format		View Document		

3.3

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
212	165	165	215	218
File Description		Document		
Institutional data in prescribed format		View Document		

4 Institution**4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
917	824	743	794	784
File Description		Document		
Institutional data in prescribed format		View Document		

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

2020-21	2019-20	2018-19	2017-18	2016-17
364	323	297	297	297
File Description		Document		
Institutional data in prescribed format		View Document		

4.3**Total number of classrooms and seminar halls****Response: 63****4.4****Total number of computers in the campus for academic purpose****Response: 1190**

4.5

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

2020-21	2019-20	2018-19	2017-18	2016-17
1318.03	1772.86	1674.10	1471.91	1488.83

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

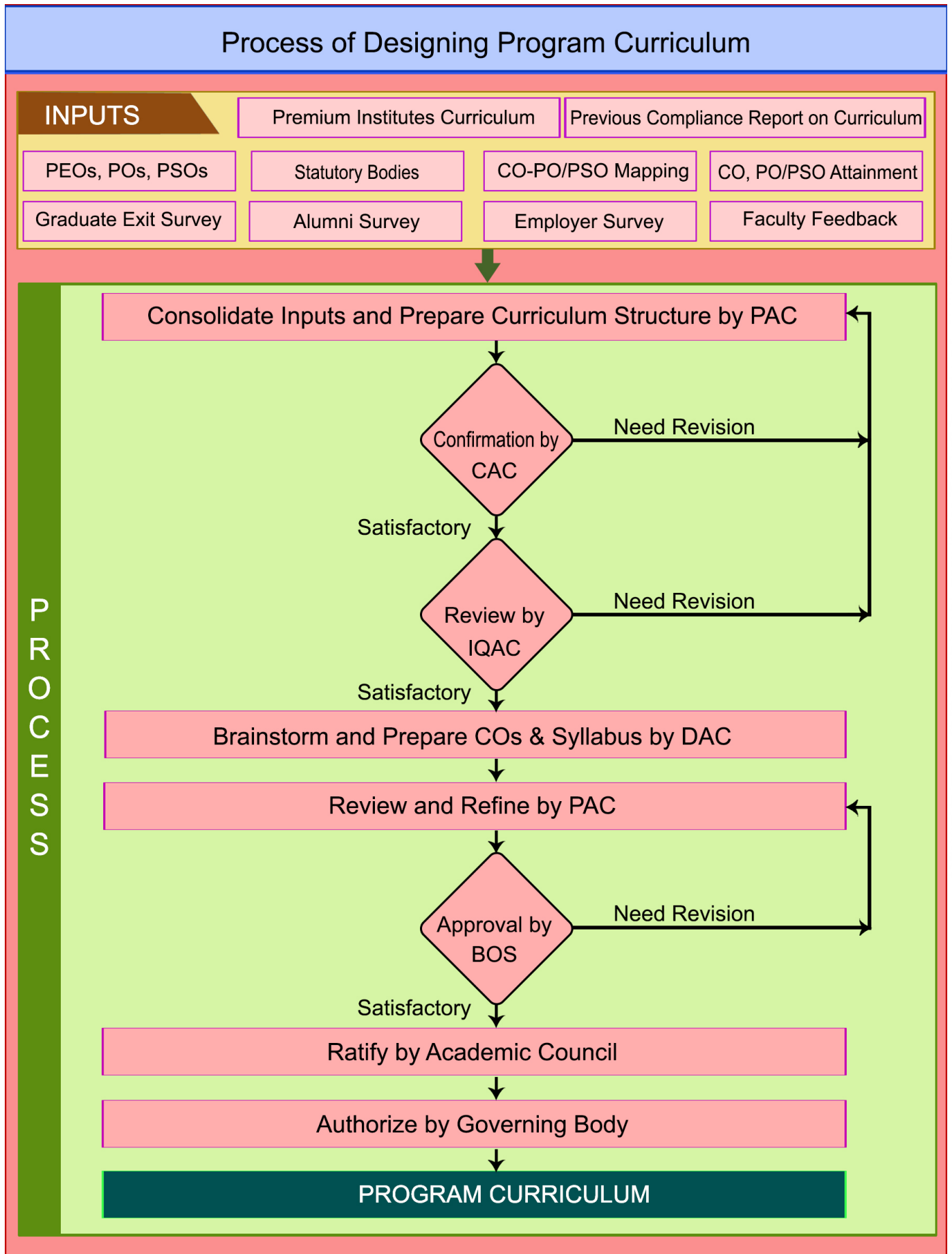
1.1.1 Curricula developed and implemented have relevance to the local, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.

Response:

Shri Vishnu Engineering College for Women(A) (SVECW) aims at academic excellence through innovation in curriculum design, practicing effective content delivery and true OBE based assessment & evaluation. Academic programmes offered by SVECW are specifically designed and developed in consonance with the vision and mission of the Institute and at the same time meet the changing requirements of various stakeholders namely students, industry and the society. SVECW has a well-defined process for the design of Program Curriculum. The curricula developed have relevance to the Regional/ National/ Global developmental needs with well-defined and informed learning objectives and outcomes at programme and course level.

The factors considered as valuable inputs for design of curriculum are: (i) Model curriculum prescribed by AICTE, (ii) NBA guidelines for the mapping and attainment of PEOs, POs, PSOs and COs (iii) Guidelines of the affiliating university-JNTUK, (iv) UGC guidelines for implementing Choice based Credit System, (v) The Program Specific Criteria of various professional bodies, (vi) Suggestions by industry experts and alumni, (vii) Syllabus for various competitive exams like GATE, IES, etc, (viii) Syllabus of various reputed Indian and International Universities, (ix) Reports given by various statutory inspection committees (x) Recent technological developments in the domain and (xi) Consolidated feedback from all stakeholders.

The following process is adopted at SVECW for designing the program curriculum as shown the Figure 1.1:



STEP 1: The program curriculum structure is prepared by Program Assessment Committee (PAC) after brainstorming on collected data from above mentioned factors.

STEP 2: The College Academic Committee (CAC) reviews the curriculum structure prepared by PAC and suggests improvements, if required. Accordingly, PAC will revise the curriculum structure and submits for CAC for review. After having a satisfactory curriculum structure then it will be forwarded to Internal Quality Assurance Cell (IQAC).

STEP 3: If there are any discrepancies in the curriculum structure then it is directed to PAC for improvements and necessary modifications. And, it is followed by a review by CAC for a satisfactory curriculum structure. Otherwise, it is forwarded to Department Academic Committee (DAC).

STEP 4: Department Academic Committee (DAC) organizes sufficient brainstorming sessions to design course objective; pre-requisites; course outcomes (CO) and detailed syllabus; and mapping of COs with POs & PSOs for all the courses in the curriculum. Then the detailed curriculum will be submitted to PAC for review.

STEP 5: PAC reviews the detailed curriculum and refines it wherever there is a scope and need. Later it is submitted to Department Advisory Board. If the curriculum needs improvement then it is forwarded to PAC for revised-curriculum with refinements; otherwise it is forwarded to academic council for ratification, after DAB is satisfied with curriculum.

STEP 6: Once the syllabus is ratified by academic council then it is forwarded to “Governing Body” for authorization. After the authorization by Governing Body, the program curriculum is published.

The academic autonomy allows SVECW to frequently revise the curriculum to make relevant to the requirements at National and Global level and to meet the expectations of all stakeholders.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 100

1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 12

1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 12

File Description	Document
Minutes of relevant Academic Council/BOS meeting	View Document
Details of program syllabus revision in last 5 years(Data Template)	View Document
Link for Additional Information	View Document

1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 93.79

1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2020-21	2019-20	2018-19	2017-18	2016-17
513	555	556	565	560

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	View Document
Link for Additional Information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.

Response: 18.56

1.2.1.1 How many new courses are introduced within the last five years

Response: 513

1.2.1.2 Number of courses offered by the institution across all programmes during the last five years.

Response: 2764

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).

Response: 100

1.2.2.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 12

File Description	Document
Minutes of relevant Academic Council/BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3 Curriculum Enrichment

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

Response:

“SERVE HUMANITY IN YOUR CAPACITY” – *Padmabhushan Dr. B. V. Raju, Founder Chairman, SVECW.*

With that motto, a higher-education institution set up exclusively for women students to provide an excellent opportunity for acquiring specific skills and knowledge, fostering their creativity and nurturing their innovative prowess leading to their holistic development.

The institute integrates cross cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum in addition to conducting various Orientation / awareness programmes on gender sensitivity, soft skills, career guidance, women empowerment etc.

Towards that, SVECW taken-up the following initiatives into the curriculum:

Professional Ethics and Human Values:

Every programme offers courses on Professional Ethics & Human Values as mandatory, and focuses on ethical concerns common to human service situations. The issues in professional ethics are analysed in the context of social experimentation, engineer's responsibility, and global issues and to determine the optimum solutions for real world problems. The curriculum also focuses on proposing several salient steps to undertake the journey towards holistic and value-based living.

Research Ethics Committee is constituted to monitor Code of Ethics in the research and cultivate higher values of honesty, integrity, responsibility, and plagiarism checks are strictly enforced.

Gender:

The institute offers courses on 'Indian Constitution' to the students to learn fundamental rights, gender equity, sensitization, respects societal and cultural factors. In this connection, gender sensitization campaigns, activities in student clubs, interactions with eminent persons from academia and industry.

Institute facilitates with various committees to monitor the safety and security of the students and women faculty and address the grievances if any. Every year the institute celebrate International Women's Day on 8th March by inviting eminent women personalities to motivate and ignite the young women students to choose their right career path.

Environment and Sustainability:

The courses like Environmental Science, public health & Environmental Engineering, Environmental laws and policies, Environment Engineering, Environmental Quality, Energy studies, Energy audit conservation and management, Electrical Energy Conservation and auditing are integrated into the curriculum to educate on environment and sustainability. The courses help the students understand the value of natural resources such as water, conventional and renewable energies, and create awareness of various methods such as water management, waste water treatment and various energy sources.

To inculcate project based learning among the students Mini Project-1, Mini Project-2 and major project in second, third and final year. The students are encouraged to undertake projects that address global challenges using advanced technologies to cater the needs of societal and environment issues.

The students followed the Institutional environmental policy with zeal and institute celebrate every year world environment day, world energy conservation day by inviting resource persons from industry to create awareness among the students. Eco friendly association is formed by the students to create awareness and inculcate the best practices to make the environment friendly.

The above initiatives help the students to practice the values, follow the code of conduct, understand the environmental challenges and strive for creating a better world for tomorrow.

File Description	Document
Upload the list and description of the courses which address the Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum	View Document
Link for Additional Information	View Document

1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

Response: 210

1.3.2.1 How many new value-added courses are added within the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
34	41	46	46	43

File Description	Document
List of value added courses (Data Template)	View Document
Brochure or any other document relating to value added courses	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

Response: 98.53

1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
3011	3062	3019	3020	2965

File Description	Document
List of students enrolled	View Document
Any additional information	View Document
Link for Additional Information	View Document

1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)	
Response: 76.92	
1.3.4.1 Number of students undertaking field projects / internships / student projects	
Response: 2499	
File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	View Document
Link for Additional Information	View Document

1.4 Feedback System

1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni	
Response: A. All 4 of the above	
File Description	Document
Any additional information	View Document
URL for stakeholder feedback report	View Document

1.4.2 The feedback system of the Institution comprises of the following :	
Response: A. Feedback collected, analysed and action taken and report made available on website	
File Description	Document
URL for stakeholder feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 88.93

2.1.1.1 Number of students admitted year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
917	824	743	794	784

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1035	923	870	870	870

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 96.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
364	304	287	286	287

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

Assessment of learning levels:

After the admission process is completed, every year diagnostic test is conducted on all I. B. Tech students to assess the knowledge levels of all the students in three aspects.

1. English
2. Psychometric Test
3. Mathematics Test

After the test, the results are analysed, and potential improvement areas are identified to improve the students' performance. All the students are assessed continuously throughout the semester by Cumulative Inter Examination (CIE). Assessments resulting from these evaluation methods are analysed carefully to identify the learning levels of the students.

Special programs for Advanced learners:

- **WISE:** The program helps the students enhance their employment prospects and create linkages with the industry. A written test will be conducted based on which students are selected for this program.
- **C & DS:** This program aims to enhance the preparedness of the students to compete in coding contests hosted by Industry with the contemporary programming languages and improve their chances of getting placed in a reputed organization.
- **Free elective:** In IV-year 2nd semester, Free Electives are offered to students, which will enable advanced learners to clear these free electives during the III year and IV-year 1st semesters and make themselves free in the IV year for six months.
- **Project Competitions:** To encourage and motivate the students to be involved in the engineering profession to learn and practice real-world challenges. Students are encouraged to register the projects with their initial draft proposal in this competition.
- **Assistive Technology Lab:** Assistive Technology Lab works for a unique and noble cause of

designing projects to benefit the differently-abled. Students from different backgrounds will handle projects in the Lab. Students will be selected based on their performance in a written exam.

- **Vehicle Design Lab:** The vehicle design lab is a unique facility aimed at designing efficient automotive vehicles. The developed prototypes are presented at prestigious events. The selection process consists of three rounds: a written test, presentations, and interviews.
- **Internships:** As a part of the curriculum, students can attend an internship, which gives them a chance to observe the work environment in the industries first-hand. In this connection, advanced learners are mentored at the department level to identify the internship opportunity best suits their interests and skill-set.

Special programs for Slow learners:

- **Bridge Courses:** All the slow learners and students who join directly to the second year through the lateral-entry scheme will be supported by conducting bridge courses during the semester or whenever such a need arises.
- **Counselling:** Each student is supported in both personally as well as professional through counselling starting from freshmen year to the final year. Counsellors continuously monitors the performance of the slow learners and mentor them for their improvement.
- **Remedial classes:** Slow learners are supported by conducting remedial classes. Continued follow-up for slow learners by concerned staff members helps students improve in those subjects.
- **Peer learning:** As students show more interest in their peers, this initiative makes them actively involved in learning by reinforcing complex concepts.

File Description	Document
Link for Additional Information	View Document

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

Response: 15.33

File Description	Document
Any additional information	View Document
Link for Additional Information	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 experiences

Response:

Experiential learning:

The following are initiatives to enhance experiential learning among the students:

- **Industrial visits:** At the beginning of every semester, based on the courses, nearby industries are identified for probable industrial visits. These visits help the students to appreciate the core concepts by establishing a link with the real-world systems.
- **Internships:** The curriculum provides an opportunity for the students to undergo an internship in the industry. The institute facilitates the appropriate choice of the industry with the help of dedicated liaison offices, which are established and maintained by at various locations of the country.
- **Mini Projects/Hobby projects:** Apart from the curriculum, students get continuous support both financially and technically from the institute towards realizing any new innovative ideas of the students in the form of mini projects.
- **Academic Projects:** Academic projects constitute a core component in the curriculum which emphasizes experiential learning.
- **Guest Lectures:** From time to time, industrial experts from diverse fields, are invited to share the latest happenings in the industry. These activities make the students experience the latest needs of the industry.
- **Student Workshops:** Hands-on workshops/ training programs are planned in various domains to improve skills required by the industry.

Participative learning:

- **Flipped classroom:** A pre-class lecture is recorded by the course-coordinator and is made available in on-line which familiarize the students about the topic before attending the lecture. Next day, course coordinator will assess students understanding of the topic and explains the un cleared part in the topic.
- **Jig-saw activity:** Students dependent on each other to succeed. It breaks classes into groups and breaks assignments into pieces that the group assembles to complete the (jigsaw) puzzle.
- **Role play:** The objective of role play activity is to interface any social activity (talent shows and TV shows etc) to the technical/course content. Give relevant institution to the students regarding video length, content and group size. Pre-Reflection and Post-Reflections: Identifying the difficulties and steps to overcome them for both cases.
- **Mind-map:** Mind mapping is a visual form of note taking that offers an overview of a topic and its complex information, allowing students to comprehend, create new ideas and build connections.
- **Think-pair-share:** The course coordinator poses a question that demands analysis and evaluation. Students take a few minutes to think through an appropriate response. Students turn to a partner (or small groups) and share their responses.

Problem solving methodologies:

- **Assignments:** As per curriculum Assignments are mandatory as a part of internal assessment. Usually, assignment questions for problematic courses will be designed to enhance the problem-solving skills.
- **Deep-learning:** The class will be divided into several groups by the instructor. Each group is assigned to design a problem on their own in the relevant topics. The problems designed by the groups will be shared among other groups for problem solving.
- **E-Lab, Code Tantra:** These initiative helps students gain programming skills as expected by the

industry.

File Description	Document
Link for Additional Information	View Document

2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.

Response:

The institute embraces the usage of technology in the teaching and learning process. The availability of various resources such as LCD projector, internet connectivity, smart boards, etc. are helpful in the effective content delivery to the students. At the beginning of every semester, all the courses are supplemented with a Google classroom page. This platform helps faculty in sharing information, conducting activities, assessments, etc. Further, department seminar halls are also equipped with relevant ICT tools.

- The classrooms in the institute is equipped with ICT facilities such as WiFi, LCD projectors, smart boards etc.,
- For smooth conduction of class work (online/offline/ hybrid) each course is hosted in a dedicated learning management system (<https://vishnulearning.com/>). The platform facilitates the teachers to share the content, conduct quizzes and monitoring of students' performance
- The effective implementation of online classes, institute provides Microsoft teams user accounts for all teachers and students. Teachers can effectively organize their classes with a set of online tools available in MS team's platform. Based on the course requirement teachers use smart pens, smart boards, pen tablets etc for effective teaching in the on-line mode.
- Depending upon the nature of the course, several technology-enabled activities such as App/software-based learning, Edmodo, Edpuzzle, Kahoot, Plickers, Quizizz, etc are being practiced.
- A dedicated app for placements and training is developed in house. In this app the students can have first-hand information about the companies that are being visited and can also be used for attempting tests related to aptitude, technical etc.
- Ecap is a college automation system available for both teachers and students used to monitor various academic activities. It contains a provision for the students to search different textbooks/reference books available for college library.
- Through an agreement with L4G, large number of courses are available under Courera platform. The students can explore wide range of available courses. With successful completion of these courses' students can enhance their employability skills.
- The institute provides a MATLAB academic license for all the students and teachers. With the Campus-Wide License, all faculty and students on campus have access to MATLAB, Simulink, and various toolboxes. Using MATLAB, students can access various virtual lab experiments.
- Furthermore, technology-based initiatives such as e-lab and codeTantra are the specialized initiatives introduced as a part of ICT enabled learning.
- Self-learning among the students is promoted with the help of available resources such as NPTEL videos in the local LAN, QEEE videos, e-subscription to online journals and ebooks, VEDIC

lecture series, etc. The links for online services available for students to enhance self-learning

File Description	Document
Any additional information	View Document
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	View Document
Link for Additional Information	View Document

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 18:1

2.3.3.1 Number of mentors

Response: 176

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll	View Document
Circulars pertaining to assigning mentors to mentees	View Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

Adherence to academic calendar

- At the institutional level, before the commencement of every academic year, an academic calendar is framed based on the discussions in the college academic committee, considering the number of minimum working days and holidays.
- It consists of the date of commencement of classwork, semester duration, internal and external examinations, holidays during the semester, etc.
- The approved academic calendar will be made available in printed form on the notice boards, and the same is issued to all the faculty members.
- The course coordinator prepares a detailed lesson plan as per the course syllabus adhering to the academic calendar.
- The department plans the activities like guest lectures, seminars, etc., adhering to the academic

calendar.

- The classwork and internal and external tests are conducted according to the academic calendar.

Adherence to Teaching plans

A systematic approach to teaching is given utmost importance in the teaching-learning process. A specially designed teaching lesson plan is introduced, emphasizing the in-depth coverage of the syllabus. Each course coordinator prepares the teaching plan as per the syllabus. This plan helps students know well in advance about the topics that will be taught. It encompasses the following aspects:

- Course objectives
- Prerequisites
- Topics planned
- Course outcomes
- Topic-wise references
- Assignment questions
- Sample objective questions
- Additional topics

Each topic in a unit of the syllabus is assigned a planned date. The assignment of date is based on Timetable and list of holidays. At the end of each month a meeting with the class representatives will be arranged by the Head of the department to enquire about the completion of topics as planned in the teaching plan.

File Description	Document
Upload Academic Calendar and Teaching plans for five years	View Document
Link for Additional Information	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Link for Additional Information	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)**Response:** 22.89**2.4.2.1 Number of full time teachers with Ph.D./D.M/M.Ch./D.N.B Superspeciality/D.Sc./D'Lit. year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
51	47	45	38	37

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)**Response:** 4.22**2.4.3.1 Total experience of full-time teachers**

Response: 894.57

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	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 declaration of results year-wise during the last five years****Response:** 24.73**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**

2020-21	2019-20	2018-19	2017-18	2016-17
36.29	20.39	16.9	22.79	27.3

File Description	Document
Institutional data in prescribed format (Data Template)	View Document
Any additional information	View Document
Link for Additional Information	View Document

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

Response: 3

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

2020-21	2019-20	2018-19	2017-18	2016-17
82	76	89	69	137

File Description	Document
Number of complaints and total number of students appeared year wise	View Document
Link for Additional Information	View Document

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

Response:

Reforms on the Examination Procedures and Processes

- 6 sets of question papers are maintained for each subject / course which improves the confidentiality in the question paper selection
- Setting the question papers from all the units and moderation of question papers there by maintain standards and coverage of syllabus among all the units
- Preparation of detailed scheme of evaluation by internal subject / course experts leading to uniformity in the evaluation among the evaluators and fair judgment for the students.

- Strict vigilance for smooth conduct of examinations by appointment of squad consisting of senior faculty members of internal faculty to monitor the semester end examinations
- Establishment of Spot evaluation center
- Continuous monitoring of activities of examination section, spot evaluation process and examination rooms by establishment of CCTV Surveillance System
- Providing confidentiality and unbiased evaluation by encoding and decoding of answer booklets
- Improvement in reliability, efficiency, security, transparency, confidentiality and accuracy in the entire examination process is achieved by automation of examination management system
- Revaluation system improves the accountability of the evaluation process and improving the transparency in the evaluation
- Advanced Supplementary examinations, timely publication of results & issuing necessary certificates in time which provides more scope to final year students for their placements and higher studies
- Inclusion of security features in grade sheets as well as in answer booklets there nullifying the chances of manipulations.

Processes Integrating IT

- Using own Examination Management System (EMS) to integrate all the activities in the examination branch. The pre and post examination activities are integrated, starting with examination notification.
- Payment gateway is also available for the payment of various fees online by the students to make the registrations online for various services.
- Complete automation of examination process helps in the successful execution of examination processes such as monitoring of examination fee payment, examination schedule, coding and decoding of scripts, marks data entry, preparation of programme wise results.

Continuous internal assessment system

Continuous internal assessment is done through conducting various tests from time to time.

UG Programs:

For theory subjects, the distribution shall be 30 marks for Internal Evaluation and 70 marks for the End Examinations. Internal evaluation 30 marks shall be awarded as follows: 20 marks for MID Exam and 10 marks for Course Activity like Technical quiz, Capstone project, Case studies, Short talk ..etc. The MID examination is for 90 minutes duration conducted for 30 marks. The MID examination conducted for 30 Marks is to be brought down to total marks of 20. After every 3 Units, one Course activity shall be conducted. Average of the 2 Course activities shall be considered for awarding of marks. Course Activity shall be evaluated by the Departmental Committee consisting of Head of the Department and Course Coordinator.

For theory subjects, during the semester there shall be 2 MID tests. As the syllabus is framed for 6 units, the First MID examination is conducted from first three units and Second MID examination is considered

from last three units of each subject. Average of two Mid tests shall be considered as final marks of the MID. Eg: A student got 18 marks out of 20 marks in MID-1 and 12 marks out of 20 marks in MID-2.

Course activity 1= 9 out of 10 and Course activity 2= 10 out of 10

If a student is absent for any one MID examination, she can appear for a Grand Test after MID-2. The Grand Test will be conducted with questions covering the entire syllabus. The marks in the grand test are reduced to 20 marks and to be considered for respective mid.

For practical subjects, there shall be continuous evaluation during the semester for 25 internal marks. Out of the 25 marks for internal, day-to-day work 10 marks, record 5 marks and 10 marks to be awarded by conducting an internal laboratory test. The end examination shall be conducted for 50 marks by the internal examiner and external examiner.

For the subject having design and/or drawing (such as Engineering Graphics, Engineering Drawing, Machine Drawing) and estimation, the distribution shall be 30 marks for internal evaluation (10 marks for day-to-day work, and 20 marks for MID tests) and 70 marks for end examination. The average of 2 MIDs shall be considered as final marks of the MID.

Out of a total of 200 marks for the main project work, 100 marks shall be for Internal Evaluation and 100 marks for the End Semester Examination. The Internal Evaluation marks shall be on the basis of Two seminars given by each student on the topic of her project and evaluated by an Internal Committee

PG programs:

The performance of the candidate in each semester shall be evaluated subject-wise, with a maximum of 100 marks for Theory and 100 marks for Practicals, on the basis of Internal Evaluation and End Semester Examination.

For the theory subjects 60 marks shall be awarded based on the performance in the end semester examination and 40 marks shall be awarded based on the Internal Evaluation.

The internal evaluation shall be made based on the average of the marks secured in the two Mid Term-Examinations conducted one in the middle of the semester and the other immediately after the completion of instruction. Each midterm examination shall be conducted for a total duration of 120 minutes with 4 questions (without choice), each question for 10 marks. End semester examination is conducted for 60 marks in which 5 questions are to be answered out of 8 questions.

For practical subjects, 60 marks shall be awarded based on the performance in the End Semester Examinations and 40 marks shall be awarded based on the day-to-day performance as Internal Marks.

File Description	Document
Any additional information	View Document
Link for Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

Defining Programme outcomes and course outcomes:

All the programs in the institutes have the 12 Programme Outcomes (POs) in align with graduate attributes mandated by NBA. Apart from these outcomes, each department framed their own Programme Specific Outcomes (PSOs). Following the outcome-based education framework, curriculum is designed to match with the defined POs and PSOs. Once the curriculum is designed, set of courses are divided into modules. For each course in the module, module co-ordinator in consultation with respective course coordinator frames the courses outcomes. After the approval of curriculum, detailed syllabus with relevant COs mapped with POs are made available in the syllabus book.

Mechanism of communication:

The awareness among the teachers and students on course outcome and program outcomes is created by publishing and disseminating through various approaches:

Publication:

- Class Rooms: POs and PSOs are displayed in classrooms of both UG and PG programs
- Staff Rooms: Vision, Mission, PEOs, POs and PSOs are displayed in the staff rooms.
- Department newsletter: Vision, Mission, PEOs, POs and PSOs are regularly made available in the department newsletter
- Attendance registers: Department Vision, mission and the relevant Cos are available in theory and lab attendance registers
- Laboratories: The COs of the concerned lab are displayed in every laboratory
- Department Library: POs and PSOs are displayed at prominent locations in the department library
- Seminar halls / Auditorium
- Other Prominent Places in the department
- POs and PSOs each department are available in the website
- COs of each department are available in the website
- Syllabus Books: Vision, Mission, PEOs, POs and PSOs are published in all the syllabus books
- Teaching plans: Course objectives and course outcomes are explicitly specified for all the courses in all the teaching plans
- Student handbooks
- Question papers (Internal and external): Both the internal and external question papers are prepared strictly according to the Course outcomes and leaning levels and the same are available in the papers.
- Lab manuals: Vision, Mission, PEOs, POs and PSOs are published in all the lab manuals

Dissemination:

- Induction Programme: During the first-year induction program, students are sensitized with the Vision, Mission, PEOs, POs and PSOs of the relevant programs
- Class Representative Meetings
- Gaps in the attainment of COs and POs are addressed adequately by conduction relevant value-added courses
- During the introductory session of every course, course coordinator briefs the students about the course outcomes
- Module coordinators and programme coordinators meet with students on a regular basis to raise awareness.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	View Document
Any additional information	View Document
Link for Additional Information	View Document

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.**Response:****Course outcomes are evaluated based on the observations from Cumulative Internal Examinations and Semester End Examinations.**

List of tools used to assess the attainment of COs are as described below

Assessment Tools**Theory Courses**

- Cumulative Internal Examinations (CIE)
- Mid Examinations (Descriptive)
- Quiz (Objective)
- Assignments
- Semester End Examination (SEE)

Laboratory Courses

- Cumulative Internal Examinations (CIE)
- Day to Day Evaluation
- Record
- Internal Examination

- Semester End Examination (SEE)
- Cumulative Internal Examinations (CIE)
 - Review-I
 - Review-II
 - Review-III
 - Review-IV
- Semester End Examination (SEE)
- Cumulative Internal Examination (CIE)
- Review

The steps for attainments of course outcomes are listed below:

1. Attainment of Course Outcomes (COs)

1. Measuring CO attainment through Cumulative Internal Examinations (CIE)

1. Descriptive Marks (50%)
2. Quiz Marks (25%)
3. Assignment Marks (25%)

1. Measuring CO attainment through Semester End Examinations (SEE)

1. Semester end Exam Marks Part A (25%)
2. Semester end Exam Marks Part B (75%)

Rubric for the CO attainment through CIE:

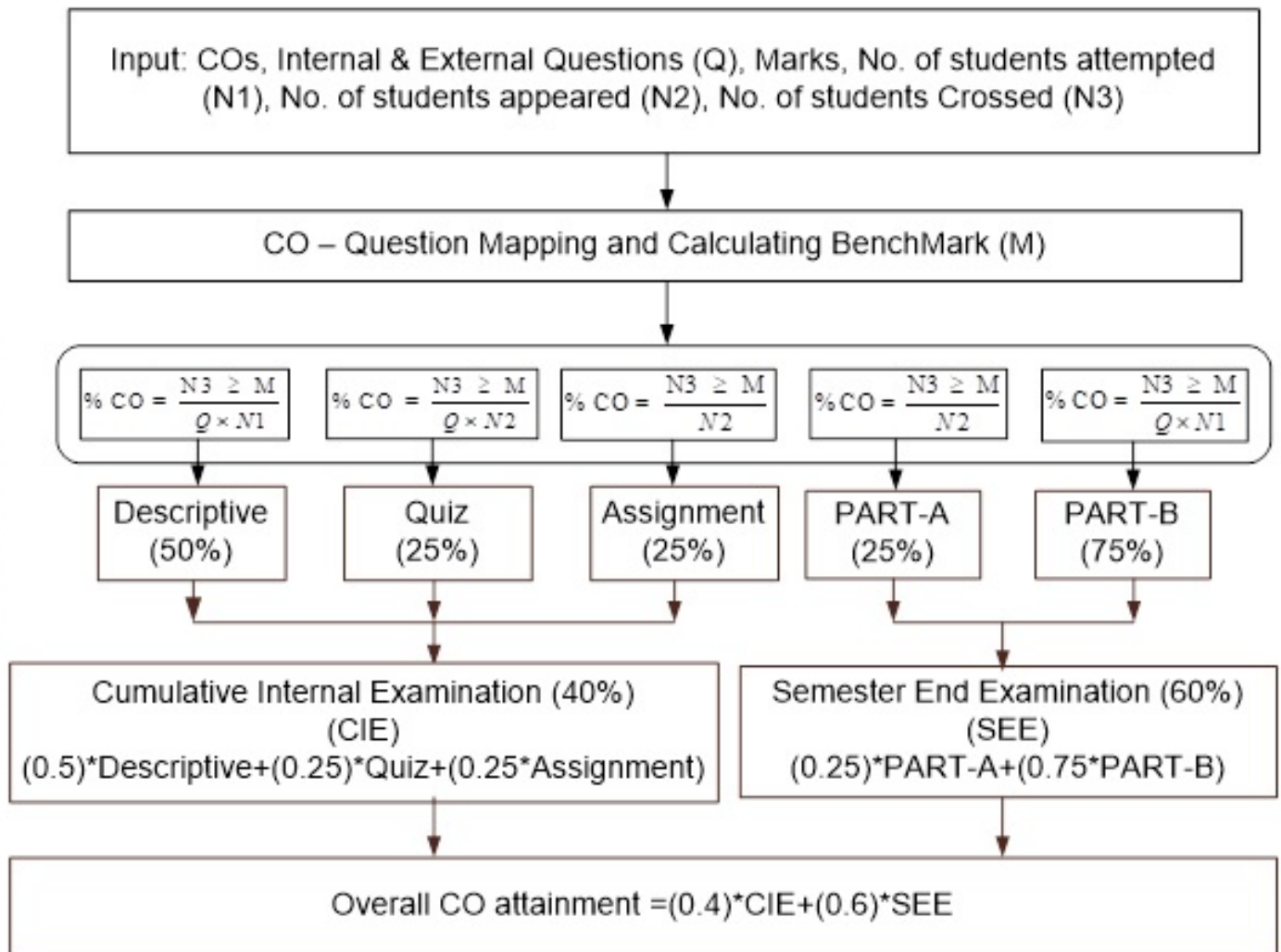
$((0.5 * \text{Descriptive}) + (0.25 * \text{Quiz}) + (0.25 * \text{Assignment}))$

Rubric for the CO attainment through SEE:

$((0.25 * \text{Part A}) + (0.75 * \text{Part B}))$

Overall Rubric for the CO Attainment:

$((0.4 * \text{CIE}) + (0.6 * \text{SEE}))$



Program outcomes are evaluated based on the observations from direct assessment method and indirect assessment method.

The steps for attainments of program outcomes are listed below:

Attainment of Programme Outcomes (POs & PSOs)

In order to assess each PO/PSO, first, Course Outcomes are mapped to Program Outcomes. The attainment of course outcomes is assessed with the help of direct and indirect assessment tools.

The assessment tools used for attainment of POs and PSOs are described

Direct Assessment method (DM)

In order to assess each PO/PSO, first courses are mapped to relevant POs through Program Articulation Matrix (PAM) and then the related COs of each course are mapped to the relevant POs through Course Articulation Matrix (CAM).

The process used for attainment of POs and PSOs through course is articulated as follows:

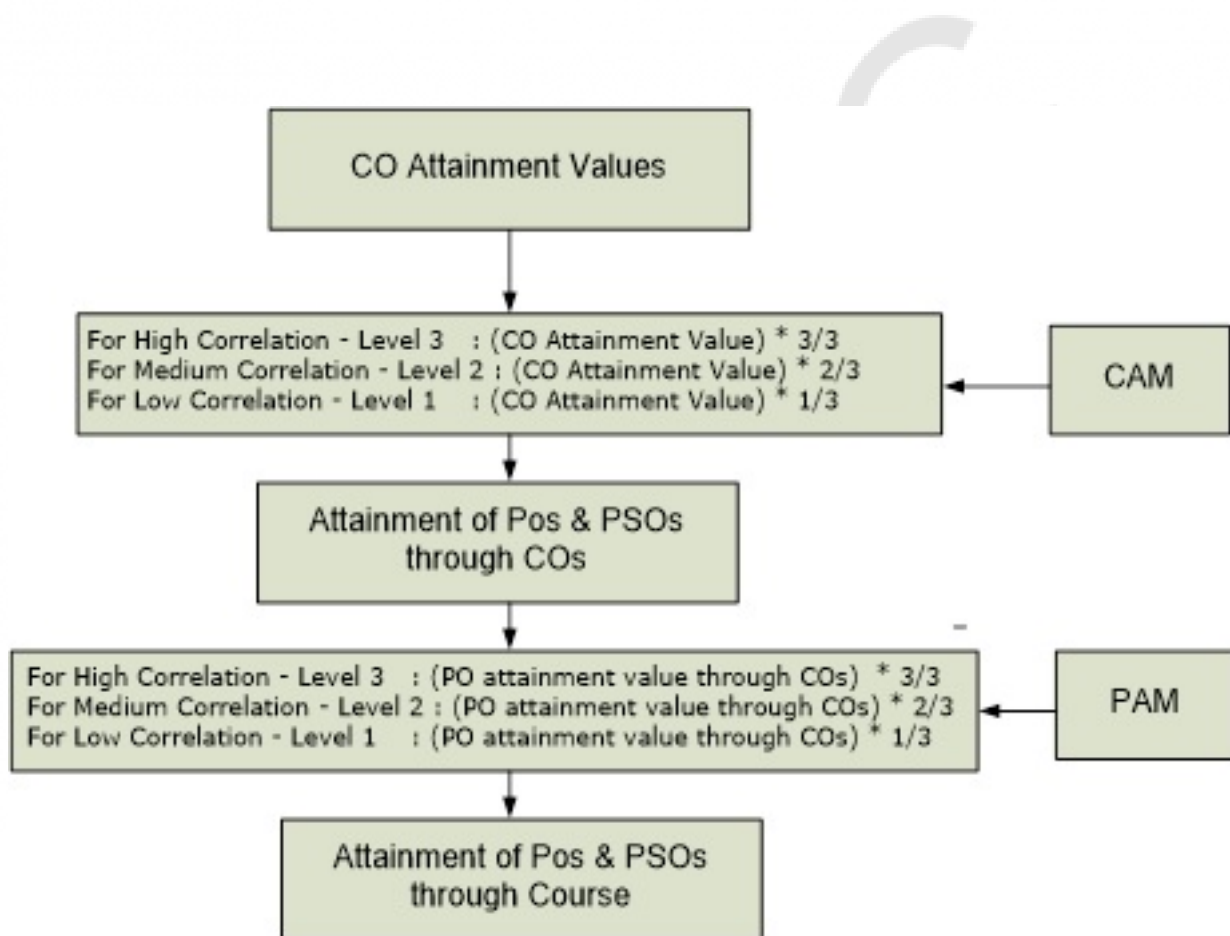
Step 1. Calculate the attainment of relevant COs for each course

Step 2. Calculate the PO and PSOs attainment values through COs based on Course Articulation Matrix (CAM)

Step 3. Find the PO and PSOs attainment values through course based on Program Articulation Matrix (PAM)

Rubric for DM :

Average of attainments of all mapped courses to respective PO/PSO



Indirect Assessment Method – Surveys (IDMS)

- Graduate exit survey
- Employer survey
- Alumni survey

Rubric for IDMS :

$((0.5 * \text{Graduate Exit Survey}) + (0.25 * \text{Alumni Survey}) + (0.25 * \text{Employer Survey}))$

Overall Rubric:

The overall attainment of program outcome is evaluated by the following rubric

$$((0.6 * DM) + (0.15 * IDMS) + (0.25 * IDMA))$$

File Description	Document
Link for Additional Information	View Document

2.6.3 Pass Percentage of students(Data for the latest completed academic year)

Response: 98.11

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 777

2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.

Response: 792

File Description	Document
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	View Document
Any additional information	View Document
Link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.86

File Description	Document
Upload database of all currently enrolled students	View Document

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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented

Response:

The promotion of high-quality research is a top goal of Shri Vishnu Engineering College for Women. As a result, the Institute has a well-defined policy for fostering research and renewing research infrastructure on a regular basis. The institute has formed Research Advisory Committee and Research Ethics Committee to review the research activities and maintain the code of ethics. The research facilities are upgraded continuously, for that the Institute allocates separate budget to all the departments for acquiring and maintaining state-of-the-art equipment in their annual budget.

Some of the major research facilities augmented in this period are : AI-Precision Workstation, GPU-Tower Workstation, Wind Turbine emulator, printer 3D Makerbot Replicator Z18, Cam Analysis Machine, up-gradation to iMac Systems, Intelligent Power Module IGBT, Cyclone IVE FPGA Controller, 4-Channel DSO, renewal of CADENCE University Bundle, renewal of MathWorks, Mipower Software etc.

The institute also established research laboratories / CoEs like Vehicle Design Laboratory, 3-D Printing, Advanced Electrical R&D, Texas Instruments, Digital Signal Processing, IoT, Drone Technology, AI&ML etc.

The following initiatives have taken to promote the quality of research:

1. Established dedicated residential campus (VEDIC) where faculty and students train in a collaborative environment with global experts to create rich, engaging experiences to further innovations in R&D.
2. Established Technology Business Incubation (TBI) to assists budding entrepreneurs with necessary support of infrastructure, technology development, research assistance etc.
3. Providing state-of-the art research labs and encourage the departments to apply for recognized Research Centers.
4. Providing seed money to encourage initial research
5. Offering financial support for publishing and patenting. Additionally, offering incentives to present their research at conferences and also to publish journal papers.
6. Mentoring faculty seeking funded research / consultancy projects / Patents by Research Advisory Committee.
7. Encouraging UG and PG students to publish paper based on their Academic Projects.
8. Offering Scholarships / fellowships to Ph.D. pursuing faculty and PG Students.
9. Established MoUs with Universities, International Research organizations etc., and create research groups for active collaboration with other researchers.
10. Continuously motivating the doctorates to register as research guides as well as mentoring the junior faculty to register for Ph.D.

The above mentioned efforts made by the SVECW have helped to achieve the following:

- The institution has three recognized Research Centres with JNTUK.
- 27-Faculty has recognized as a research guides and guiding scholars from National and International universities.
- 64-Faculty are pursuing their Ph.D. from reputed universities.
- 83-Seed Money projects has executed
- Sanctioned 27-Funded research projects from agencies like DST, AICTE, DRDO etc.
- 32 Patents are published and 6 Patents are granted.
- Published 455 Research Papers in approved National / International Journal/Conference Proceedings.

To effectively promote the R&D activities, the SVECW has a well-defined research promotional policy with the agreement of the Governing Body to in-line with Vision and Mission of the Departments as well as Institute. The research policy is reviewed and enhanced based on the demand and the same is uploaded in Institutes' website and disseminated among the stakeholders.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	View Document
Any additional information	View Document
URL of Policy document on promotion of research uploaded on website	View Document

3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)

Response: 7.82

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.74	7.81	9.52	12.66	5.37

File Description	Document
Minutes of the relevant bodies of the Institution	View Document
List of teachers receiving grant and details of grant received	View Document
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	View Document
Any additional information	View Document

3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years

Response: 0.92

3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	0	0	8

File Description	Document
List of teachers and their international fellowship details	View Document
e-copies of the award letters of the teachers	View Document

3.2 Resource Mobilization for Research

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

Response: 1078.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
488.650	405.762	73.967	65.459	44.19

File Description	Document
List of project and grant details	View Document
e-copies of the grant award letters for research projects sponsored by government and non-government	View Document

3.2.2 Percentage of teachers having research projects during the last five years

Response: 8.31

3.2.2.1 Number of teachers having research projects during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
22	19	18	12	10

File Description	Document
Names of teachers having research projects	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.3 Percentage of teachers recognised as research guides

Response: 13.21

3.2.3.1 Number of teachers recognized as research guides

Response: 28

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	View Document
Any additional information	View Document
Link for additional information	View Document

3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

Response: 80.71

3.2.4.1 Number of departments having Research projects funded by government and non-government agencies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
6	6	7	5	5

3.2.4.2 Number of departments offering academic programmes

2020-21	2019-20	2018-19	2017-18	2016-17
8	7	7	7	7

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Any additional information	View Document
Paste link to funding agency website	View Document

3.3 Innovation Ecosystem

3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.

Response:

SVECW has built an ecosystem for orienting young minds to innovation, research, entrepreneurship, incubation in line with the Mission Statement of the Institution. The eco-system manifests itself as follows.

- Institute has established Institution Innovation Council (IIC) as per the norms of Ministry of Education, Govt. of India to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are informative years. With the help of IIC network and calendar plan institute promotes innovation and entrepreneurship through multitudinous modes leading to an innovation promotion eco-system on the campus.
- NIDHI Technology Business Incubator (TBI) of 25,000 sq.ft. was established with the support of the DST, Government of India, and was sanctioned a grant of INR 469.68 Lakhs, of which SVECW contributed INR 170 Lakhs. The TBI has been christened as VISHVA TBI – Vishnu Venture Accelerator, an ecosystem of innovation (<http://vishva.co/>). The key focus area is Assistive

Technologies and low-cost medical devices along with Agro-Tech Industries to come up with technology-enabled solutions that will empower the local economy of the West Godavari District.

- R&D policy is in place & IPR Cell is established and assists for turning the innovative concepts into prototypes and marketable products. The institute has MoU with ICRISAT for getting assistance in IP identification, drafting and filing of appropriate IP applications and necessary guidance to protect the innovations being developed at SVECW.
- All departments have well equipped R&D laboratories and have collaboration with Industry like Robert Bosch, Dassult systems 3D experience centre, M/S Harita Techserv Ltd., Siliconus, Epiroc, IDEALABS Future Tech, Andhra Pradesh Innovation Society, L4G Solutions Pvt. Ltd., EduSkill Foundation etc. to undertake collaborative activities for innovation, incubation, IPRs, Consultancy, etc.
- Every year, students at the Assistive Technology Laboratory work tirelessly to embed innovation in order to develop gadgets for differently abled people, and they are rewarded with prestigious innovation awards at various National Level platforms like L&T TECHgium, Gandhian Young Technological Innovation Award, India Innovation Challenge – TEXAS, IBM Quantum Challenge etc. Students, in particular, make use of the distinctive Vehicle Design Laboratory facility at SVECW and demonstrate their innovation in various go karting championships.
- Entrepreneurship Development Cell (EDC) is initiated to develop and strengthen entrepreneurial qualities in the budding professionals who are interested in starting their own ventures. The EDC continuously organizes various sensitizing programs for students like Growing students as Entrepreneurs, Technology in Entrepreneurship, Emerging Areas of Entrepreneurship, Be your Own Boss, etc.
- Engineering Projects in Community Services (EPICS) in collaboration with IEEE is set-up to involve the students to solve community challenges through the power of technology and education. The students of SVECW visit the nearby villages, find the problems and offer technologically based solutions. This exercise equips them with the ability to think, conceptualize the idea, design the prototype, work on it and report the findings.
- SVECW offers various value added course like Design Thinking, Robotic Process Automation, Drone technology, IoT etc., to find innovative solutions for real time problems.

Outcomes of Assistive Technology Laboratory	
Initiative	Outcome
Achievements @ Assistive Technology Laboratory	<ul style="list-style-type: none"> • Appreciation Award from Honorable President of India, Gandhian Young Technological Innovation. • Best Practice Award by IMC Bajaj Making Quality Happen. • Third Prize, Mad About Ideas, Government of A. P. • Best Innovation from Chief Minister, IoT conference, Government of A. P • Best Project in Research category in MEDIC 2019 • Best Screening Device-Design” category in MEDIC 2019 • Best Surgical Instrument- Impact” category in MEDIC 2019 • Developed “Thermo Cycling Unit to test the strength of Dental Materials” for Vishnu Dental College in collaboration with Dr. Girija Sajjan VDC • Developed software to distinguish between bone, osteoid and connected tissue of a dent • Developed software for dental Melanoma detection • Semifinalists, TIIC 2016, DST India • 3 Projects final listed in L & T Techgium 2019 • Best Innovation Award by Higher Education Summit • Winners at Valiant 2K18 • Best Innovation Award by Electronic Sensing Holistic Aid (ESHA) • Second Prize at Design Thinking Challenge, Rajalakshmi College of Engineering • Received Funding of worth Rs. 2,77,000 by SINE, IIT Bombay • Semifinalists and Quarter finalists Each team received Rs.30,000/- and worth 200USD cash award by National level Project Innovation Contest “IICDC-2018” Stood Top 100 in India at KPIT Sparkle 2017 • Quarter finalists, IICDC 2017, DST, IIMB and TI • Winners at MedhaMilan 2017 • Winners at TRANCE2K17 • Outstanding contribution of maximum number of patentable ideas in Innovation Challenge 2K18 organized by Novel IPR Services

Outcomes of Innovation Eco-system @ SVECW

Initiative	Outcome
SVECW - Institution Innovation Council (IIC)	<ul style="list-style-type: none"> • To create a vibrant local innovation ecosystem. • To support start-up Mechanism for self-employment. • To prepare institute for Atal Ranking of Institutions on Innovation Achievements
VISHVA - Technology Business Incubator (TBI)	<ul style="list-style-type: none"> • Converting Innovations to start-ups • To promote new technology / knowledge / innovation based start-up's • To provide cost effective, value added services to start-up's like mentoring, financial, technical, intellectual property related services
R&D Activities and IPR Details	<ul style="list-style-type: none"> • 27 External funded Projects are executed • 83 Seed Money Projects are executed • 37 Patents are Filed • 32 Patents are published • 6 Patents are granted
R&D Labs and Industry Collaborations	<ul style="list-style-type: none"> • 7 R&D Laboratories are Established • 27 Collaborations with various Organizations / Industry
SVECW - Entrepreneurship Development Cell Activities	<ul style="list-style-type: none"> • 10 Training Programs Organized • 10 Students and 02 Faculty attended E-Summit at IIT Bombay
SVECW - Engineering Projects in Community Services (EPICS)	<ul style="list-style-type: none"> • 5 Faculty Trained in EPICS Workshop • 100 Students Trained in Design Thinking • 5 Projects Completed





Outcomes of Vehicle Design Laboratory

Initiative	Outcome
<p>Achievements @ Vehicle Design Laboratory</p>	<ul style="list-style-type: none"> • Overall Championship Award- E BAJA 2020 • Durability Award-E BAJA 2020 • Go Green Award- M BAJA 2020 • Best Business Plan Award- E Kart 2019 • Dronacharya Award- E Kart 2019 • Special Appreciation Award- E Kart 2019 • Cost Award- M BAJA 2019 • Best Design Award- E Kart 2018 • Best Innovation Award- E Kart 2018 • Best Acceleration Award- E Kart 2018 • Overall Runner-up Championship- M Kart 2017 • Best Business Plan Award- M Kart 2017 • Best Business Plan- E Bike 2016 • Overall Second Runner-up Championship- E Bike 2016 • Overall Second Runner-up Championship- M Kart 2016

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

Response: 15

3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
3	4	2	4	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.4 Research Publications and Awards

3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee

Response: A. All of the above

File Description	Document
Any additional information	View Document
Link for additional information	View Document

3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years

Response: 0.96

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 27

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 28

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
URL to the research page on HEI web site	View Document

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

Response: 1.12

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
17	33	30	67	71

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.57

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

2020-21	2019-20	2018-19	2017-18	2016-17
24	20	19	35	14

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4.5 Bibliometrics of the publications during the last five years based on average citation index in Scopus/ Web of Science or PubMed

Response: 1.36

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: 7

File Description	Document
Bibliometrics 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 (INR in Lakhs).

Response: 55.3

3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2020-21	2019-20	2018-19	2017-18	2016-17
19.34	29.79	0	2.05	4.12

File Description	Document
List of consultants and revenue generated by them	View Document
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	View Document
Any additional information	View Document

3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

Response: 27.6

3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
10.61	13.32	0	1.03	2.64

File Description	Document
List of training programmes, teachers and staff trained for undertaking consultancy	View Document
List of facilities and staff available for undertaking consultancy	View Document
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	View Document

3.6 Extension Activities

3.6.1 Extension activities are carried out in the neighbourhood community, -sensitising students to social issues, for their holistic development, and impact thereof during the last five years

Response:

The Founder Late Padmabhushan Dr. B. V. Raju believed that education could transform lives of people, so set-up a women's engineering college that significantly transformed the region, especially where it influenced women towards higher education.

The Vision of Founder Chairman, resulted SVECW with Two Arms:

- Academic & Research Excellence
- Community Development & Climate Change

The seeds sowed by Founder Chairman and the present Chairman Sri K. V. Vishnu Raju is working incessantly and tirelessly to accomplish the Twin Responsibilities of SVECW:

- Established Womens Engineering Institution which are playing a vital role in moulding the future of thousands of students.
- On the other hand, they started many societal development programmes to serve the needy people:
 - Dr. B. V. Raju Knowledge Centre
 - Distribution of ATL Gadgets to Physically Challenged People
 - Community Radio
 - Adopting Schools, Merit Scholarships
 - Housing Schemes
 - Processed Drinking Water Distribution
 - Leprosy Patients Rehabilitation, Health Camps
 - Building Temples, Churches, Mosques
 - Developing Public Parks and Community Development
 - Empowerment of Rural Women through Technology

As well as, SVECW strongly believes in the holistic development of student, and as a result, the institution is making continual attempts to channel students' energy into addressing real-world challenges that affect the society as a whole. The institute conducts and participates in a variety of extension activities with a goal of raising awareness on various social concerns among students, as well as contributing to the community and improving community engagement.

Towards that, SVECW established NSS Unit, which is playing an important role in encouraging students to help others around them. NSS unit has conducted 27 community related programs on various issues like Swatch Bharath, Tree Plantation, Self Defence classes, women empowerment etc., around 2100 students has participated in the assessment period.

SVECW adopts 5 villages under Unnat Bharat Abhiyan (UBA) program supported by Ministry of Education. The Students actively conduct the village survey, House Hold survey, Plastic Free Campaign Rally, awareness on digital financial literacy etc.

To provide technological solutions to differently abled people, SVECW established Assistive Technology Lab (ATL) in collaboration with University of Massachusetts (UMass), Lowell, USA. The students at ATL works for a very unique and a noble cause of designing technological aided projects and distribute them to differently-abled persons on every year 03-Dec on the occasion of International World Disabled Day.

Radio Vishnu 90.4 CR is another channel of students with a vision to give voice to voiceless. The students involved to broadcast various programs like Mahila, Vijethalu, Aaharam Aarogyam etc. During COVID, students conducted online program on EAMCET -2020 Coaching to nearby students and the program got recognized by AICTE-UTKRISHT SANSTHAN VISHWAKARMA AWARD -2020.

The students also trained the rural women through Rural Women Technology Park on the extraction of coconut Oil, Soap manufacturing, recycling of waste paper bags etc. Illuminaries Association conducts regular Energy saving Awareness Programs in various schools and villages in nearby community. The

students clubs like Sahaya, Echarts, Eco Club etc. conducts various extension activities like blood donation camps, distribution of left food, books & stationary etc.

NAAC

Impact of Outreach and Extension Activities	
Name of the major activity	Impact on Students
Activities of NSS Unit	<ul style="list-style-type: none"> ❖ 2100 students involved ❖ 27 Programs Organized
Activities of Unnat Bharat Abhiyan	<ul style="list-style-type: none"> ❖ 2 Students recognized as Best Volunteer by MHRD ❖ 115 Students involved ❖ 5 Villages Adopted ❖ 25 Programs conducted
Assistive Technology Gadgets for Physically Challenged people	<ul style="list-style-type: none"> ❖ 265 Students are involved for designing the Products. ❖ Around 200 Products are developed and distributed to differently abled people. ❖ Established 05 MoUs with Clients ❖ 75 Faculty involved to support the students
Conducting programs to create awareness among the nearby people through Radio Vishnu 90.4 CR	<ul style="list-style-type: none"> ❖ Received AICTE-Utkrishi Sansthan Vishwakarma Award -2020. ❖ Every day, 4 Programs broadcasted with the support of Students ❖ Broadcasting the signals 45 Villages in and around Bhimavaram.
Activities of Rural Women Technology Park	<ul style="list-style-type: none"> ❖ 298 students are involved to train the rural women ❖ 645 women trained ❖ 29 Training /awareness Programs offered
Activities of Illuminaries Association & Student Clubs	<ul style="list-style-type: none"> ❖ 5 Awareness programs on Energy saving ❖ Conducted Blood Donation Camps ❖ Distributed the Food, books & stationary ❖ Awareness programs on Environment, Health etc.
Empowerment of Rural School Children and Women through Education by Padmabhushan Dr. B. V. Raju Knowledge Centre.	<ul style="list-style-type: none"> ❖ Every year, around 10 students trained the rural school children in Maths, physics, chemistry, computers etc. ❖ 28 Z.P. High Schools benefited ❖ More than 10,000 school children benefited.

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

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

Response: 2

3.6.2.1 Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	View Document
e-copy of the award letters	View Document

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 87

3.6.3.1 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
14	16	14	22	21

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years**Response:** 27.67**3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
245	217	774	2084	862

File Description	Document
Reports of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.7 Collaboration**3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work****Response:** 151.6**3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work**

2020-21	2019-20	2018-19	2017-18	2016-17
180	122	186	156	114

File Description	Document
Number of Collaborative activities for research, faculty etc	View Document
Copies of collaboration	View Document

3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 34

3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
11	5	7	7	4

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	View Document
Details of functional MoUs with institutions of national, international importance, other Institutions etc during the last five years	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

Shri Vishnu Engineering College for Women (SVECW) was established in the year 2001 with an impressive and state-of-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies. SVECW offers 8 B.Tech programmes, 4 M.Tech programmes, and MBA program. The College strongly believes that the excellent infrastructural facilities will provide ample of opportunities for student's academic development. The college is spread over 10.21 Acres of land with bulup area of 35224 Sq. M. The Institution has 65 laboratories, 53 classrooms, 5 smart class rooms, 5 Seminar Halls, 3 open class rooms, 11 student hubs and 02 Auditoriums.

Classrooms

The Institute has well-furnished, spacious and well ventilated classrooms which are equipped with furniture, blackboard cum white board, projectors, screens, fans, lights, podiums and computers with LAN/Wi-Fi connectivity. The Institute is having more number of class rooms (58) than the prescribed norms (53) of statutory bodies.

Smart classrooms are equipped with Projector with smart interactive board facility, LAN / Wi-Fi connectivity, and Audio and Video facilities for effective Teaching learning process.

Seminar Halls

The college has five seminar halls to conduct seminars, conferences, guest lectures, and workshops for students and faculty. All seminar halls are equipped with projectors, whiteboards, raised platforms and public-addressing system with internet facility.

Laboratories

The Institution has domain centric laboratories as per the norms of statutory bodies. All Laboratories are equipped with state-of-the-art facilities and are kept open beyond the working hours.

In addition to regular laboratories, the college established 6 special labs and 7 Centres-of-Excellences (CoEs) in collaboration with industry for skill upgradation in advanced technologies.

The list of CoEs

1. Assistive Technology Lab
2. Texas Instruments DSP Lab
3. Vehicle Design Lab
4. Women in Software Engineering Program
5. IoT Lab
6. 3D experience Lab
7. Applied Robotic Control Lab

The list of Special Labs

1. VLSI Design Lab
2. Dream-house construction Lab
3. Power and Energy Lab
4. Advanced electrical research Lab
5. Cloud computing Lab
6. Skill development Lab

Computing equipment

The computing facility consists of licensed software's and open source software's. The computing facilities of the college cater to the needs of students to foster an effective TLP. There are sophisticated IT facilities like 1190 Computers, 10 System Software's and 40 Application Software's, 330 Mbps of Internet Bandwidth, 40 Wi-Fi connectivity access points, 63 Projectors, 40 Printers and 86 CC Cameras. Computer to student ratio of 1:3 is maintained.

Library

The institution recognizes the importance of the library as a good learning resource. It is updated regularly with the latest books & journals. The digital library is equipped with 52 PCs which are connected with Wi-Fi/LAN for using e-Resources for the benefit of its users. The library has a collection of 57,870 volumes with 8,372 titles, subscribed 6,662 E-Journals, more than 33,00,000 e-Books and 129 printed Journals & Magazines. Further, all departments are having department libraries for ready reference.

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

4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor &

outdoor); (gymnasium, yoga centre, auditorium, etc.,)

Response:

Facilities for Cultural Activities:

SVECW has created excellent atmosphere and infrastructure like Indoor auditorium, Open–Air auditorium, Dancing area & enormous seminar halls for cultural and Co-Circular activities to encourage the students to show case their hidden talents.

To promote cultural events among the students, a good number of activities like :

- New Year celebrations
- Sankranti Sambaralu,
- Republic Day.
- Medha Milan
- Fresher's Day
- Independence Day
- College Annual Day (International Women's Day)

In addition to the above activities, the students are involved in various Club activities. There are 27 clubs which are actively operated and organised by Students.

Vishnu Miniplex Theatre with seating capacity of 150 members was established where latest movies are projected and short films produced by students are premiered.

Facilities for Yoga:

SVECW conducts yoga sessions every morning from 5:00 AM to 6:30 AM at open-air auditorium through a Yoga trainer for Staff and students. International Yoga Day is celebrated every year with students and faculty.

Facilities for Indoor and Outdoor Games:

The institution gives adequate importance to Sports and games. It has 1.5 acres of land exclusively for various playgrounds. The Department of Physical Education has enough facilities for Indoor Games, and Outdoor games.

SVECW has well established indoor facility to facilitate the indoor games such as Table Tennis, Badminton, Chess and Caroms.

SVECW has a playground for Basketball court, Cricket ground, Cricket net practice area, Kho-Kho court,

Kabaddi court, Throw-ball court, Volleyball courts, Tennis court, Giant chess Board and swimming pool.

Facilities for Sports:

SVECW Facilities for Sports such as Long jump, High jump, Short put, Disc throw, Javelin throw, 100 meter and 200 meter running track is provided.

Facilities for Gymnasium :

Indoor Gymnasium: A modern gym has been setup with all the latest equipment like

- Gym 9 station
- Tread mills
- Magnetic bikes
- Vibrating massager
- Elliptical cross trainer
- Spine Bike
- Recumbent Bike
- Sports Elliptical cycle
- Sports upright
- Infinite rower
- Weightlifting sets
- Weighing machine etc.

Outdoor Gymnasium: An outdoor Gym has been setup with the latest equipment.

- Seated chests press double
- Hand rower
- Elliptical Cross trainer
- Air Walker
- Sky Walker
- Abdominal and muscle board
- 3-in-1 leg press, twister, and air walker
- Leg curl
- Weightlifting station
- Exerciser cycle
- Pullup bar

A sports committee constituted to encourage the students to participate in various competitions at the Institute, University, National & International levels. Institution is provided rigorous coaching through physical education department to the talented players.

The Institution was selected for hosting zonal sports meet by JNT University, Kakinada in the year 2008 and 2011 at SVECW.

The Physical Education Department provides games environment that suits international standards and offers truly global experience to all the students. More than 100 students are using the Indoor games facilities, more than 300 students are using the Outdoor Games facilities and more than 100 students are using the Sport facilities every day.

File Description	Document
Upload any additional information	View Document
Geotagged pictures	View Document
Paste link for additional information	View Document

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. (Data for the latest completed academic year)

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 63

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Paste link for additional information	View Document

4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)

Response: 5.83

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

2020-21	2019-20	2018-19	2017-18	2016-17
27.97	158.1395	104.1025	55.11758	120.8918

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document
Link for any additional information	View Document

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of Shri Vishnu Engineering College for Women was built-up area of 1083 Sq.m. with specialized collections of Books, Journals & Non-book materials are available in Engineering & Technology, Basic Sciences, and Management Sciences. It is replete with 57,870 volumes of books, 1,255 Journal Back Volumes, 4000 CDs.

The Library contributes to the fulfilment of Our Institution's mission by selecting, acquiring, organizing maintaining and making accessible a collection of printed and non-printed, primary and secondary materials that will support the educational and research programmes of both students and faculty.

Library Profile:

1. Library works from Morning 8.00 am to 12.00 Night. During Sundays and other holidays Morning 10.00am to 10.00pm
2. The Library has more than 57,870 volumes of books, 8352 titles
3. Subscribed 137 printed National Journals, Magazines and 6662 Electronic Journals and access to more than 30,00,000+ e-Books
4. All these are selectively chosen for reading and reference.
5. The collection includes books relevant to teaching, learning, training, research needs of the SVECW.
6. The strength of the library collection is Reference books on core subjects and the

electronic resources that include online Journals (IEEE+N-List), Video lectures from NPTEL, IUCEE and e-Books from NDLI etc.

Library is in three floors such as Ground floor is meant for Circulation and Technical processing Sections, first floor meant for Reference books and periodicals relating to Science and Technology and second Floor meant for **The Digital Library** which consists of 52 systems for students interested in Computer Assisted Learning with the internet speed of 50mbps.

Apart from these sections we have in our library the following facilities.

- Discussion rooms,
- Audio-Visual room consists of TV, LCD Projector, Home theatre system accommodating 30 students at a time.
- The Library follows open access system encouraging the user to browse freely in the stock area.

Library is fully automated using the following Integrated Library Management System:

Name of the ILMS software : *Engineering College Automation Package (ECAP)*

Nature of automation (fully or partially) : *Fully*

Version : *General*

Year of automation : *2010*

The Library software package supports all the library activities like Acquisition module for procuring the resources, Circulation Module for issue and return of the library resources, cataloguing the books and other library resources, it also supports Online Public Access Catalogue (OPAC) services etc. Report generations like number of books that are issued to the various categories of users, verification of the library stock, it supports all the reports as per the needs of the library staff and its users.

The automation of library activities provides the following facilities to library users.

- Users can do Book Reservations.
- Library content search like Author, Titles and subject of their choice through OPAC system.
- They can find what are the books pending with them, due date, fine details etc

The automation of library activities provides the following facilities to library staff.

- Entry/Upload of Books/Journals/Magazines.
- Book Issues>Returns/Renewals.
- Journal/Magazine Subscriptions & Renewals.
- Titles/Authors/Publishers Database.
- Backup & Restore of Library Data.
- Stock Verification
- Reports.

File Description	Document
Upload any additional information	View Document
Paste Link for additional information	View Document

4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga

Membership 4. e-books 5. Databases 6. Remote access to e-resources**Response:** A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format	View Document
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	View Document

4.2.3 Average annual expenditure for purchase of books/ e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)**Response:** 8.53**4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
8.78	9.81	6.78	9.75	7.52

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	View Document
Audited statements of accounts	View Document

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year**Response:** 42.27**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 1463

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

Response:

SVECW sets forth the Information Technology (IT) Policy that govern the responsible usage of all users of the SVECW's IT resources. The objective of this policy is to ensure proper access to and usage of SVECW's IT resources and prevent their misuse by the users. SVECW has a well-established state of the art IT-infrastructure and facilities. The campus intranet with 300 Mbps fiber optic network supplemented with Wi-Fi support various services such as website, fee payment through online, Library information system, college notifications, App's development, VLSI and Antenna design software's, advanced communication skills development software, campus management software, online learning tool for programming, MOOCS courses, CC cameras and TVs, biometric devices, Learning Management System (LMS), online assessments, access to online learning resources and so on. The data center has 24 hours power backup and standby facilities to provide 24/7 services.

The details of IT facilities available in the institution are listed below:

- Desktop Computers
- CC Cameras
- Projectors
- UPSs
- Digital Interactive Boards
- Wi-Fi routers
- Network Switches
- CADENCE Tool
- Multisim
- HFSS
- SOPHOS XG -450
- PACT
- VISHNUPAY
- ECAP
- SMART CAMPUS
- IBM X3650 M4 Server
- ProLiant DL 360 Server
- DELL T130 Server
- IBM X3650 M4 Server
- Lenovo M5 3650 Sever
- IBM X3650 M3 Server
- HPE DL380 Server
- Lenovo ST-550 Server
- Operating System
- Work Stations
- Wi-Fi
- LabVIEW Premium Suite

- Staad Pro BECN Bundle
- Mathematica
- SPSS-Software Testing and Quality Assurance
- Adobe Flash PRO CS5
- ECSL
- CREOARC GIS
- Mi Power
- Solid Works
- Biometric attendance system
- ANSYS
- MATLAB Full Campus Suite
- URUKUND
- Microsoft Teams

The details of updation that has taken place over the last five years are given below:

- Procured 611 desktop computers in the last five years with latest processors, graphic cards and sufficient RAM
- The institute has 5 smart classrooms equipped with smart interactive boards procured in 2019.
- Procured MATLAB Full Campus Suite software with unlimited user licenses for campus wide usage.
- The Integrated library management software (ILMS) procured in 2010 and is customized on regular basis to meet the current requirements.
- Procured 6 servers in the last five years
- Upgraded internet bandwidth in the last five years from 130 Mbps to 330 Mbps.
- Procured 86 CC Cameras for electronic surveillance system and 6 UPSs in the last five years
- Procured 600 Windows based licenses from Microsoft and 15 application software's in last five years.
- Procured 33 LCD projectors for classrooms, seminar halls, conference halls and laboratories in last five years.
- The campus management software's (Pact, Vishnupay and Smart Campus) are upgraded on regular basis to meet the current requirements
- A learning management system based on Moodle framework is deployed in 2020 to facilitate asynchronous interaction beyond class room.
- Two digital displays placed in the campus to display information to student community.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 3:1

File Description	Document
Upload any additional information	View Document
Student - computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution.**Response:** 750 MBPS

File Description	Document
Upload any additional information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

Response: B. 3 of the above

File Description	Document
Upload Additional information	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years****Response:** 55.27**4.4.1.1 Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component year wise during the last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
684.01	1083.17	1000.73	837.85	694.67

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic facilities	View Document
Audited statements of accounts	View Document

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

Response:

The institute has well established systems and procedures for maintaining and utilizing physical, academic and support facilities. SVECW is committed to provide the best infrastructure to all its departments and other functional areas to ensure that the infrastructure meets and exceeds the requirement of teaching learning and other processes as specified by the statutory bodies. Separate budget provision is allocated for the upkeep of academic facilities like laboratories, classrooms, libraries and computing facilities. In addition, the physical and support facilities are also maintained with a budget allocated for it. The following are the procedures for maintaining and utilizing academic, physical and support facilities.

A) Academic Facilities

Classroom Usage & Maintenance: Classroom usage can be done according to the timetables. All the classrooms are well equipped with furniture, blackboard cum white board, projectors, screens, fans, lights, podiums and computers with LAN / Wi-Fi connectivity. At the beginning of each semester the readiness of the classrooms are checked by the faculty in-charges of every class room. The in-charges will resolve the problem through the Head of the Department by following the internal operating procedures.

Laboratory Usage & Maintenance: Laboratories usage can be done according to the timetables. Also, the laboratories are kept open beyond the working hours depending on the need of the students. All the departments take care of timely maintenance of the laboratory equipment. Most of the maintenance work is completed during summer break and a close monitoring of maintenance activities is a prime responsibility of heads of the departments. The in-house maintenance and repairs are addressed by the respective department technicians who are qualified and trained. Major problems and repairs will be attended in consultation with the suppliers by following the purchase procedure.

Library Usage & Maintenance: The institution recognizes the importance of the library as a good learning resource. The effective usage of all the facilities of Central Library is ensured by introducing

exclusive hours in the regular time table itself. During these slots concerned class in-charges will ensure the presence and utilization of facilities by the students. After regular timings they can access the facilities up to 12PM. Daily usage is recorded in a logbook with student roll no. and signatures. The maintenance of library is taken care by Librarian and his supporting staff. Internal periodic audits are done in the library for maintaining wellness of the facilities of library. Frequent interactions are made by the librarian with the students and faculty to know the shortfalls and take necessary action to overcome them.

B) Computing facilities Usage & Maintenance

The computing facilities of the college cater to the needs of students to foster an effective TLP. A separate computer maintenance team comprising of System administrators, networking administrator and technical staff was there to maintain the Computing facilities. The maintenance includes software installation, antivirus up-gradation, hardware trouble shooting, Biometric devices, maintenance of LAN and Wi-Fi across the campus. To minimise e-waste, electronic gadgets like projectors, computers, printers, photocopiers are serviced and reused.

C) Physical Facilities

Electrical works maintenance : The maintenance section takes care of maintenance of the electrical services such as UPS backup, Generator, Batteries, ACs, CC cameras, lift, Water Purifiers, solar power panels, lighting and transformers. In addition, the system administrator ensures the validity of the software and also maintain them. The electrical equipment is monitored monthly and its status is entered in the log book. The maintenance people will then approach the suppliers of equipment in case of any major fault. For replacement of any part, purchase orders will be raised and part is procured as per the centralized purchase procedure. The work done by the supplier is then verified by the maintenance people and report is submitted to the principal.

Building works maintenance : A Civil Engineer and a Supervisors are responsible for new construction works and the civil maintenance of buildings including laying and maintenance of the plumbing, water pipelines, and sanitary fittings by following the internal operating procedures. In addition, fire extinguishers is maintained by fire safety people. Also, pest control maintenance is done periodically.

General maintenance : The department of Mechanical Engineering maintains the central workshop facility which provides the services including custom fabrication of cabinets, desks, counter tops, installation of doors and windows, iron welding, and frames for displaying banners by following the internal operating procedures.

D) Support Facilities

Campus Cleanliness maintenance: Cleaning of the campus areas including the academic and administrative buildings is performed daily in the morning before the regular classes begin with the help of the housekeeping team. Toilets are cleaned twice every day. The whole campus area is maintained by the

housekeeping supervisor who will be reporting the completion of work to the Admin officer. Dustbins are placed at various places to avoid littering. Sanitizers are also installed at strategic locations in the premises.

Sports facility maintenance : The sports facilities of SVECW are used by students in an effective manner. All the sports facilities usage is monitored by the Physical Education Department. Daily usage of sports facilities is recorded in a logbook with student roll no. and signatures. Stock verification of the sports items is conducted at the beginning of each semester. The sports equipment's, fitness equipment's, ground and various courts are supervised and maintained by Physical Education Department. Expensive equipment's in the Gymnasium are maintained through Annual Maintenance. Ground level maintenance is done annually during vacation in addition to the seasonal maintenance done in once in every three months.

E) Maintenance of other amenities

The Green cover of the campus is well maintained by full time gardeners.

- The campus security is monitored through surveillance Cameras and is maintained by supplier under AMC.
- The college cafeteria caters hygienic food to staff and students and is monitored by the Canteen Committee.
- Indian Bank branch is located inside the campus to facilitate transactions.
- India Post branch is located inside the campus to facilitate parcel service.
- The maintenance of equipment for effluent treatment plants, rain water harvesting systems, water pumping plants, elevators is done by the equipment suppliers.

File Description	Document
Upload any additional information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 49.36

5.1.1.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
1497	1288	1531	1591	1639

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	View Document
Institutional data in prescribed format	View Document
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	View Document

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years

Response: 1.62

5.1.2.1 Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)

2020-21	2019-20	2018-19	2017-18	2016-17
29	42	54	64	57

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document
Institutional data in prescribed format	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) 4. Awareness of trends in technology

Response: A. All of the above

File Description	Document
Details of capability enhancement and development schemes	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

Response: 100

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

2020-21	2019-20	2018-19	2017-18	2016-17
3249	3062	3019	3020	2965

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 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:** B. 3 of the above

File Description	Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression**5.2.1 Average percentage of placement of outgoing students during the last five years****Response:** 57.26**5.2.1.1 Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
480	444	427	437	434

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years	View Document

5.2.2 Percentage of student progression to higher education (previous graduating batch).**Response:** 1.89**5.2.2.1 Number of outgoing student progressing to higher education.**

Response: 15

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: IIT-JAM/CLAT/ NET/SLET/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations, etc.)

Response: 74.23

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

2020-21	2019-20	2018-19	2017-18	2016-17
26	22	22	11	13

5.2.3.2 Number of students appearing in state/ national/ international level examinations (eg: IIT/JAM/ NET / SLET/ GATE/ GMAT/CAT,GRE/ TOEFL/ Civil Services/ State government examinations) year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
31	29	25	20	19

File Description	Document
Upload supporting data for student/alumni	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-university/state/national / international level (award for a team event should be counted as one) during the last five years.

Response: 33

5.3.1.1 Number of awards/medals won by students for outstanding performance in sports / cultural activities at inter-university / state / national / international events (award for a team event should be counted as one) year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
1	10	9	4	9

File Description	Document
Number of awards/medals for outstanding performance in sports/ cultural activities at inter-university / state / national / international level during the last five years	View Document
e-copies of award letters and certificates	View Document

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

Response:

SVECW has a distinctive culture of student-led activities and committees. Students participate in the planning, implementation, and execution of academic and extracurricular activities. A student council is formed to focus on academic performance and improvement, classwork status, bridge course, special class/workshop/training programme requirements, digital library, organising various academic events at the institution level, NSS activities, and other related issues.

This student council works under the supervision of the institution's head. Members of the council include members of the college's academic committee, senior staff, and students. This council is reconstituted at the start of each academic year. Student council meetings are held twice a semester, and necessary actions/activities are initiated based on their resolutions.

Furthermore, SVECW has a number of academic and administrative bodies that include student representatives. This representation assists the institution, as well as all stakeholders, in staying on track with the institution's overall development. SVECW students are nominated to serve on the following committees:

Internal Quality Assurance Cell: Students are the members of IQAC to maintain quality culture at the institutional level with enough flexibility to meet the diverse needs of the stakeholders. The students are actively involved in making decisions about how to plan, organize, and monitor Quality Assurance and Quality Improvement activities.

Class Monitoring Committee – All department Student Class Representatives (CR) from all branches serve on this committee. The Committee monitors all academic activities, such as communication between students and faculty, identifies problem cases, and reports to the Institution's Head.

Anti-Ragging Committee – All Class representatives of II B.Tech. Students are members to vigilant at all times throughout the campus and other areas vulnerable to ragging incidents and having the potential for ragging, and to have the authority to inspect such areas.

Hostel Committee – Two members from each class act as Hostel Representatives (HR) of this committee responsible for the smooth operation of SVECW's hostel and mess facilities.

Student Affairs and Welfare Committee – Six students from all branches are involved in the committee to take the appropriate decisions regarding their conduct, career, personality, welfare, and to advise on how to improve students' lives and experiences while at college.

Internal Complaints Committee & Sexual Harassment and Eradication Committee – Students are involved in the committee to uphold women's dignity at SVECW, to facilitate a gender-sensitive and welcoming education environment.

Games and Sports Committee - A minimum of ten members are involved to improve the sports environment by encouraging students to participate in a variety of sports, games, and other activities on a regular basis.

NSS - As a social responsibility, NSS is encouraged in the institute, allowing students to participate in outreach / extension activities such as blood donation, rural health and sanitation, adult education, and environmental awareness camps in the surrounding areas.

In addition to the above, the students are actively involved in the organisation of a Technical Fests, Cultural Fests, Sports Fests. Student members of all professional societies and 28 student clubs assist in the planning of their respective events.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 23.6

5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2020-21	2019-20	2018-19	2017-18	2016-17
19	23	30	27	19

File Description	Document
Report of the event	View Document
Number of sports and cultural events / competitions organised per year	View Document

5.4 Alumni Engagement

5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.

Response:

The Shri Vishnu Engineering College for Women Alumni Association was established in 2005. All graduates are automatically members of the SVECW Alumni Association that strives towards the academic, social and economic growth of the institution. The association conduct their annual meet at a convenient place to the members, in addition to that, as SVECW has placement liaison offices at Hyderabad, Chennai, Bengaluru, Pune, Vadodara will be in constant touch with our alumni across the country to discuss emerging issues in the fields of placements, technology, and the industry environment, as well as the college's most recent accomplishments and suggestions to improve the educational echo system.

The Association members are a key part of the Board of Studies of all UG and PG Programmes for contributing to the curriculum and syllabus revision. The inputs provided through alumni survey on curriculum and at the time of BoS about the research and trending technology currently used in the industry help us update our syllabus to the modern requirements so as meet the Program Outcomes, Program Specific Outcomes and Program Educational Objectives.

The alumni also play a role for the effective functioning of Internal Quality Assurance Cell to make suggestions regarding improvement in teaching-learning process, examination reforms, internships, placements, outreach programs etc. for ensuring timely, efficient and progressive performance of academic and administrative financial tasks.

Feedback is also obtained from members of the association so that necessary changes can be incorporated in the Institute's Vision, Mission, Departments, and Curriculum Changes so that students are imparted with the most up-to-date knowledge and skills that play an important role in their professional development.

Alumni members contribute to placement-oriented training programmes for current students. Pre-placement discussions are also held by alumni to give present students an idea of what to expect throughout the recruitment process of various companies. They also recommend the incorporation of training programmes based on the industry's specific skill set requirements in order to improve our students' employability. Students are also actively involved in interacting with members of the association, which allows them to gain a clear picture of the dynamic industry environment as well as the latest technologies and skills that they should impart in order to be a forerunner in this period of intense competition.

The Alumni Association organises a wide range of activities such as Industry Talks, Guest Lectures,

Seminars and so on by visiting campus as well as advise students on how to organise multi-day events and cultural festivals, among other things.

The coordinators of SVECW's twenty-eight student clubs hold virtual meetings/discussions with their alumni mentors to elect next coordinators, to prepare annual action plan and to organize creative club events.

Alumni have contributed financially to the institution's development through scholarships for students and general donations.

With a wealth of knowledge and professional expertise at their disposal, alumni members have excelled on a global scale in IT, banking, government, and a variety of other fields. The alumni association serves as the institute's support wing in all of its endeavours.

File Description	Document
Link for additional information	View Document

5.4.2 Alumni financial contribution during the last five years (in INR).

Response: E. <2 Lakhs

File Description	Document
Any additional information	View Document
Link for additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

Response:

Vision:

Transform the society through excellence in Education, Community empowerment and sustained Environmental protection.

Mission:

- To achieve Academic excellence through innovative learning practices
- To instil self confidence among rural students by supplementing with co-curricular and extra-curricular activities
- To inculcate discipline and values among students
- To establish centers for Institute Industry partnership
- To extend financial assistance for the economically weaker sections
- To create self-employment opportunities and skill up gradation
- To support environment friendly Green Practices
- Creating innovation hubs

To achieve academic excellence and to meet the requirements of globalization including current day corporate technological needs, Societal needs and Environmental changes and to empower the women community, SVECW set the Vision & Mission and review its progression systematically.

In adherence to the Vision & Mission, and the norms laid by regulatory bodies like AICTE, UGC, Affiliating University JNTUK, SVECW constituted Governing Body. The GB comprises nominees from Management, Senior Teachers, Educationalist, Academia, Industry, UGC, State Government, Affiliating University, and Principal of the College. The GB meetings are conducted twice in a year. The members of the GB review the Vision, Mission and Perspective Plans.

Academic Council, Boards of Studies, Finance committee are also constituted by involving faculty to ensure the administration and practicable decisions in-line with the perspective plans of academic and examination reforms, teaching learning practices, research & development activities, industry relations and placements.

The Principal frames the rules and regulations under the guidance of the Governing Body and Academic Council. He directs academic planning, faculty requirement, academic calendar, feedback on the academic system and analysis of results, research activities, Placements and ensures discipline. The principal is assisted by Deans, Heads of the Department, Section Heads, and Coordinators of other institute level committees like IQAC, College Academic Audit Committee, Department Academic Committee, etc.

The principal ensures seamless management systematically, encourages participative leadership by involving senior faculty in various committees at institute, department and other sections for decision

making.

A Dean takes instructions from the Principal regarding a specific academic unit or area of concern, implements them, and provides feedback and suggestions to the Principal.

HOD is responsible for content delivery, effective Teaching and Learning process, monitoring counselling system, up-gradation and maintenance of Centers of Excellence, ensuring maintenances of equipment.

The Heads of the individual departments and Sections identify recurring and non-recurring needs, which are then presented to the Principal for a consolidated need assessment and to Finance Committee for financial review. The Principal presents the specified requirements to the GB and then GB approves by initiating discussions with concerned stakeholders and faculty.

The senior professors, with assistance of faculty members, act as coordinators of the various committees and assist the Deans / HoDs on routine administration and academic activities.

Thus, faculty members are participated in decision making at various levels in assessing actual needs, budgetary requirements, academic standards and policy-making, progression in innovation and research. The Principal subsequently drives the resulting policy, strategy, resource allocation, and operations through the GB for development of institute in-line with its Vision & Mission.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.

Response:

Mechanism for Practicing Decentralization and Participative Management at SVECW:

Towards this, SVECW has a holistic established administrative setup for ensuring decentralization and participative management in academic, administration and financial activities since its inception to inline its Vision and Mission. This setup enables the management to focus on policymaking and significant decisions by delegating responsibilities from top to bottom management.

The formation of statutory committees such as the Governing Board, Academic Council, Finance Committee and Board of Studies is done in a structured way in accordance with the regulatory authorities' requirements.

Even at the departmental level, the decentralization and participative mechanism exists. Program coordinators for under-graduate and post-graduate levels are assigned at each department to oversee the activities of each programme. At the departmental level, well-structured committees like Department

Academic Committee, Programme Assessment Committee, Board of Studies, and other Committees make decisions.

At SVECW participation of all stakeholders plays a key role in decision-making committees. Towards this, 25% of External stakeholders occupies as nominees of statutory bodies from UGC, Affiliating University, State Government, Industry and Academia Experts. 55% of Faculty members and 10% of Students & Alumni involve in various committees. The remaining 10%, management people acts as committee members. These individuals work together to find opportunities, plan, organize, implement, and monitor all of the institution's activities.

Case Study : Curriculum Design

At SVECW, the framework of curriculum design at each program follows Outcome Based Education and prepares in step-by-step process by involving the participation of all its stakeholders to attain the Programme Educational Objectives.

- The participation of all stakeholders like Faculty, students, parents, alumni, employers through feedback is considered in curriculum design. Participation of members of various inspection committees is also considered through inspection feedback reports, in addition to other factors & guidelines.

Department Academic Committee: All the Faculty are members of this committee and organizes sufficient discussions to design course objective, pre-requisites, Course Outcomes and detailed syllabus, and mapping of COs with POs & PSOs for all the courses.

Programme Assessment Committee: The senior faculty is members of the committee and act as Course Coordinators, Module Coordinators and Programme Coordinator. PAC reviews the detailed curriculum and refines it wherever there is a scope and need.

Internal Quality Assurance Cell: The management, administrative officers, faculty representatives of all departments, industrialist, alumni, students and parents participates to review the academic activities.

College Academic Committee: The HoDs, Other Sectional Heads, Deans, Vice Principal and Principal review the curriculum structure and suggest the improvements if any.

Board of Studies: The nominee of Affiliating University, expert from Academia & Industry, representatives of Students & Alumni, Senior Faculty & HoD review and ratify the curriculum.

Academic Council: HODs, Members from Alumni, Industry, Academia, University, Management and Principal as chairperson discusses and ratifies number of credits, Structure of curriculum and approvals of BOS of Programmes.

Thus, the involvement of all stakeholders including Principal, Vice-Principal, Deans, HoDs, Faculty, Students, Alumni, Employers, Industry Experts, Educationalists and Community Representatives shows the decentralization and participative management in Curriculum Design.

File Description	Document
Any additional information	View Document
Link for strategic plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

SVECW has a systematic, continuous operating strategic planning process to identify the strategic objectives, strategic challenges, strategic advantages, long term goals, Short term goals with appropriate action plans by considering Institutional Vision and Mission as well as the feedbacks from internal and external stakeholders.

In the process of effective implementation of Strategic Plans / Perspective Plans, the action plans are derived for each Strategic Plan as shown in table and are disseminated to all the stakeholders for successful implementation.

Table : List of Strategic Plans along with Action Plans

S No	Strategic Plan	Action Plan
1	To create an increasingly high-quality and innovative educational experience for all students	<ul style="list-style-type: none"> ✓ Systematic Study Plan and practice Scientific Educational Practices in Teaching Learning Process ✓ Motivating students for participating in certification programs ✓ Conduct Orientation Programs, Value Added Courses, Bridge Courses ✓ Segment the students based on their past performance to provide customized training ✓ Invite experts from both industry and academia ✓ Subscribe for online courses offered by organizations like IUCEE/QEEE/NPTEL/ Coursera etc.
2	To provide employment and higher education opportunities for students	<ul style="list-style-type: none"> ✓ Develop Industry Institute Interaction ✓ Setup Liaison offices at all metropolitan Tier-1 cities in India ✓ Appoint dedicated placement team ✓ Arrange Internal and External placement training for all eligible students ✓ Create more internships ✓ Provide more placement opportunities ✓ Conduct entrepreneurship awareness programs ✓ Arrange training on GRE / TOEFL / GATE / Civil Services to aspiring students
3	To recruit, nurture and retain outstanding faculty and staff	<ul style="list-style-type: none"> ✓ Develop faculty award/reward system ✓ Customization of faculty ✓ Encourage the faculty to participate in workshops and conferences ✓ Promote research culture among faculty
4	To build culture of research among Students and Faculty	<ul style="list-style-type: none"> ✓ Encourage and provide necessary finance support to the workforce to actively participate in the research ✓ Apply for research center ✓ Use theme/special labs to train the students in latest tools and technologies
5	To promote community development and eco-friendly climate	<ul style="list-style-type: none"> ✓ Continuous services to the society through student and faculty involvement ✓ Arrange awareness on technical and nutritional knowledge to rural women through Radio Vishnu ✓ Establish infrastructure to achieve zero discharge, promote green practices and alternative energy sources

Successfully implemented Strategic Plan: To provide employment and higher education opportunities for students.

To meet the strategic Plan,

- Established Multi-layered support system having its network of offices in Hyderabad, Chennai, Bengaluru, Pune, Vadodara will be in constant touch with diversified industries across the country to pursue them for placements, internships, Industry Institute Interaction.
- A dedicated Industry Relations Team is appointed headed by director industry relations.
- A well planned internal and external campus placement training sessions are arranged.
- Placement training is strengthened further by the services of highly reputed professional training institutions such as Elephos, Productivity Reach, Gate Forum etc. With all their practical exposure in the area of aptitude, reasoning, verbal, group discussions, interviews, C, C++ and Java, they are

of much help for student's placements.

- To improve the programming skills among the students it is decided to conduct the "C Language Training" classes by internal senior faculty.
- Started an exclusive program "Women in Software Engineering" in collaboration with TalentSprint Private Limited, Hyderabad. It runs in parallel with the regular academics, focus on building industry necessary skills to make students more confident and competent professionals
- Additional training Program "C and Data Structures" by the industry experts from second year onwards.
- More number of industry experts is invited to the college to deliver guest lectures for students and faculty.
- The training and placement cell operates round the year to facilitate contacts between companies and graduates.
- Mentors and Staff coordinators are available to guide and respond the student questions and concerns of all kinds.

These initiative action plans make the success of the above said strategic plan thus, the SVECW has been consistently topping, during the last seven years in the list of campus placement records among private institutions in Andhra Pradesh.

Evidence of Success:

The initiatives taken towards placements have shown noticeable increase in the number of students placed, offers, companies visited, internships and pay packages.

Year	2016-17	2017-18	2018-19	2019-20	2020-21
No. of Eligible Students	539	521	591	567	593
No. of students Placed	430	437	429	444	480
No. of offers	556	460	629	788	922
No. of Companies Visited	27	52	48	51	64
Median Salary(LPA)	3.2	3.15	3.6	4.5	3.8

SVECW benchmarks are set based on institute performance against past progress. Benchmarking is performed against other educational institutes, university level, state level and national level of similar enrollment size.

The GB constantly monitors its strategic position and assesses action plan impacts on strategic plan.

File Description	Document
Any additional information	View Document
Link for Strategic Plan and deployment documents on the website	View Document
Link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies,

administrative setup, appointment, service rules and procedures, etc.**Response:****Organogram and Administrative Setup:**

The SVECW has a well-structured administrative set-up shown in organogram. In addition, the SVECW has statutory and other committees to carry out functions and responsibilities which is shown in the organogram and the link of webpage is provided.

Governing Body: The GB comprises accomplished individuals from academia, industry, Nominees from UGC, Government, University and Managements. All decisions regarding expansion of academic infrastructure, starting new courses and policy decisions are taken in the GB meetings.

Academic Council: The Academic Council is the highest academic statutory body which decides and advices on all academic matters. Academic proposals of BoS are scrutinized and approved.

Principal and Vice-Principal: They ensure that academic and administrative responsibilities are carried out effectively through departments and other committees set up for the purpose.

Deans: Deans receive instructions from the Principal about a specific academic unit, carry them out, and provide feedback and suggestions to the Principal.

HoDs: Heads are in charge of administering their departments, running academics according to plan, and organising curricular and extra-curricular events for their students.

Board of Studies: The BoS creates a bridge between industry and academics by considering the latest requirements and incorporate necessary components in the curriculum.

Finance Committee: The objective of the finance committee is to maintain the fiscal stability and long-term economic health of the institute.

Internal Quality Assurance Cell: The cell imparts mechanisms and procedures for ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.

Committees for specific task: Various academic and administrative committees have been formed, each with a distinct job assigned to it in accordance with the college's academic and administrative aims.

Other Committees of Organogram:

- College Academic Committee
- College Academic Audit Committee
- Program Assessment Committee
- Department Academic Committee
- Student Affairs and Welfare Committee
- Counselling and Mentoring Committee
- Anti-Raging Committee
- Central Purchase committee

- Infrastructure Management Committee
- R&D Committee
- Research Ethics Committee
- Examination & Evaluation Committee
- Industry Relations Team
- Grievance Committee
- Internal Complaints Committee
- Freshmen Committee
- Games and Sports Committee
- Library Committee
- SC/ST Committee
- Student Council
- Hostel Committee
- Health Monitoring Committee

Policies, Service Rules and Procedure:

The Institute has a set of well-established norms, policies, and regulations that have been authorised by the GB. To raise awareness among staff and students, all documents are published and made available.

Policies and Service Rules:

- Research & Development Policy
- Consultancy Policy
- IPR Policy
- IT Policy
- Incentive Policy
- E-Governance Policy
- Anti-Plagiarism Policy
- Examination Reforms
- Anti-Ragging Policy
- Conduct Rules for Students
- Hostel Rules and Regulations
- Scholarship Policy
- Conduct Rules for Faculty
- Differently Abled People Policy
- Environmental Policy
- Recruitment Policy
- Promotion Policy
- Service Rules for Employees

Standard Operating Procedures:

- Laboratory Equipment Maintenance
- IT Infrastructure Maintenance
- Examination Procedures
- Library Maintenance
- Stock Verification

- Civil Maintenance
- Electrical Maintenance
- EPABX and Telephone Maintenance
- Safety and Security
- Cleaning and General Maintenance
- Campus Maintenance

File Description	Document
Any additional information	View Document
Link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
Institutional data in prescribed format	View Document
ERP (Enterprise Resource Planning) Document	View Document
Link for additional information	View Document

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

Response:

Effective Welfare Measures for Teaching and Non-teaching staff: At SVECW effective welfare measures are provided for both teaching and non-teaching staff. All statutory welfare measures are implemented. In addition to that, various monetary, non-monetary benefits are being followed.

- Employee Provident Fund - 100% of faculty and non-teaching staff of availing the benefit.
- Gratuity is provided
- Group Insurance for Staff & Family

- ESI is provided for eligible non-teaching staff
- Sabbatical leave to undertake study or research or other academic pursuits solely for the objective of increasing their proficiency and usefulness to the institution on higher education system.
- Medical leave of 20 half pay leaves per year subject to a maximum of 180 cumulative half pay medical leaves.
- Earned Leave of 5 for faculty & 30 days for non-teaching staff.
- Special academic leave for Research and Ph.D. work.
- Maternity leave: 60 days for two times in career with full pay for 1st time and half pay for 2nd time.
- Extra Ordinary Leave on Loss of pay.
- Provide Registration Fees, Dearness Allowance, Travel Grant for faculty, non-teaching staff to attend conferences and workshops.
- Incentives for research work
- Providing SEED money to carryout research projects
- Created the facilities : Creche, Sports, Gym and Yoga facilities
- Bank, ATMs and Post Office facilities are available
- Fulltime Medical Facility with qualified Doctor is available, Ambulance is also available
- Fulltime qualified Psychologists are available
- Staff Quarters are provided
- Birth Day / Marriage Day Leave with Gift
- Concession of School Fee for children of both Teaching & Non-Teaching Staff
- Concession in Dental Treatment Fee for both Teaching & Non-Teaching Staff families

Avenues for Career Development / Progression:

Professional development of teaching staff is ensured by encouraging them to acquire higher qualifications with administrative and academic flexibilities like:

- Established own Skill development Centre to nurture and empower the faculty, staff and leaders in order to transform the educational experience to be relevant to the workplace of today and the future.
- Provide long / short time paid leave for external Ph.D. registrants at higher institutes.
- Sponsoring to short-term programmes like seminars / workshops on specialized topics and on pedagogical training.
- Encouraging to get exposed to specialized research facilities in IITs/IISc/R&D organizations etc.
- Providing basic infrastructure to externally funded schemes for initiating and reducing time lag.
- Providing cash awards / financial incentives for publications / award of doctoral degrees.
- Modernization of laboratories with research facilities.
- Exposing to international expertise through invited lectures, workshops, seminars and conferences.
- Providing Professional bodies.
- The non-teaching staff is encouraged to upgrade their skills by deputing them to relevant authorized training centers in their activity domain.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 32.86

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	63	71	81	61

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.

Response: 24.2

6.3.3.1 Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	18	26	26	28

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centres).	View Document
Reports of Academic Staff College or similar centers	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP) during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 83.79

6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
174	150	171	162	146

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

To maintain the fiscal stability in long-term economic health of the Institution, a well structure Finance

Committee is in place at SVECW. The committee oversees the financial planning for the institute. Financial planning is exercised by involving various academic departments and administrative sections, well in advance for efficient budgeting and auditing. This statutory finance committee meets at least twice a year or when necessary at the call of committee chairperson. The financial committee place the income and expenditure to the Governing Body and takes the pragmatic recommendations for effective financial management.

Every year, the SVECW conducts Both Internal and External audits of all financial activities carried out by the institution. The Accounts Department, led by the Accounts Manager, keeps daily financial records and prepares all financial statements, which are then submitted to all statutory organisations such as the AICTE, UGC and the State Government as needed.

Internal Audit:

The Principal appoints members of the Internal Audit Committee and is conducted in regular intervals. The audit is done to ensure that the Institution's financial transactions and statement affairs are right. The Committee physically inspects the cashbook, bank accounts, ledgers, payments, receipts, journal vouchers and statement of cash position and cash flow, as well as doing sample checks on the heads of various accounts, balance dates, and postings. After verification, committee submit their appraisals to the finance committee for follow up action.

External Audit:

The external auditors appointed by the Institute perform auditing on the financial transactions of the college at the end of every fiscal year. The qualified auditors Manohar and Venkata, Hyderabad, have been appointed from the past 10 years. An annual external audit is conducted, and prepares the certified income & expenditures, balance sheet.

This also includes the income and expenditure details of scholarships, funds received from funding agencies and consultancy is duly done as per the guidelines of the funding agencies.

There were no substantial audit objections until the last audit because all statutory requirements had been met. The most recent audit was completed in the year 2020.

Audited financial statements are made public by placing them on institutes' website for transparency.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response: 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

Strategies for mobilisation of funds:

The SVECW is funded and supported by Sri Vishnu Educational Society (SVES), a non-profit educational society.

The institution devised a resource mobilisation strategy and guarantees that its financial administration is transparent. As SVECW is self-financed institution, the mobilization of the funds is mainly through:

- 1. Tuition Fees:** Tuition fees collected from students are the primary source of revenue. The appropriate cost is set by the Fee Regulatory Authority of the Government of Andhra Pradesh based on the accreditation of programmes by NBA and NAAC, as well as the reputation of the institution and the amount invested on its growth.
- 2. TEQIP:** SVECW is selected among 25 private unaided technical institutions across India for TEQIP – II (Technical Education Quality Improvement Program) under subcomponent 1.1 to strengthening Institutions Learning Outcomes and Employability of Graduates for a period of 6 years 2011 to 2017.
- 3. Sponsored Research and Consultancy:** Grants received from National funding entities such as DST, UGC, AICTE, DRDO, IE, and others, as well as non-government organization is also a source to raise funds. Consulting money from the industry is another source of income for the Institution.
- 4. Alumni contribution:** SVECW Alumni Association is making a substantial financial and non-financial contribution to the institution's development.
- 5. Sri Vishnu Educational Society (SVES):** SVES Grant for infrastructural (mostly civil) expansion based on immediate and future needs and funding availability.

Strategies for the optimal utilisation of resources:

Institution has a well-defined process for Budget Preparation, Sanction of Budget and Utilization of Recourses to monitor effective and efficient use of available financial resources.

Budget Proposal: The HoDs prepare department level budgets based on the academic planning of the institution. The draft budget is then sent to the finance committee for its approval. The committee reviews the budget against the last year's expenditures and makes necessary recommendations. The budget is then forwarded to the director finance.

Sanction of Budget: The Director finance approves and approves the budget for the organization. The same is forwarded to the head of the institution for the financial aspects of the organization.

Utilization Resources:

The institute keeps track of income & expenditure of the budget through various committees like Central Purchase committee, Infrastructure Management Committee, Finance Committee, Internal Financial Audit Committee and External Audit Committee for ensuring optimal utilization of resources. In any unforeseen circumstances non-budgeted expenditure is considered and allotted the funds depending on case to case.

Majorly, the funds are utilized under following categories:

- Employee Salaries & benefits
- Research and Development
- Training & Placement
- Development and Maintenance of Infrastructure
- Furniture, Laboratory Equipment and Consumables, etc.
- Library
- Purchase of Equipment and Infrastructure
- Software procurement, Wi-Fi, Internet & Networking
- Scholarships
- Faculty and student development Activities (FDP, Workshops, Conferences, Tech-fest, training programs, offering value-added courses, organizing Co-curricular and Extra –curricular activities)

The budget utilization from the past five years is evident for the proven strategy for mobilization of funds and optimized utilization of resources.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes 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)

Response:

The IQAC is constituted in the year 2013, the IQAC made efforts and initiatives to institutionalizing quality assurance strategies and processes for ensuring progressive performance in services & supportive services related to Academic, Administrative and Financial tasks.

The IQAC team is working incessantly and tirelessly to assure the post-accreditation quality enhancement. The IQAC meetings are conducted periodically to review processes and to evolve mechanisms for quality enhancement in Quality Education, Academic Infrastructure, Placements & Higher Studies and Research & Development.

Towards that, the IQAC has taken many initiatives; two of the best practices are presented here.

1. Effective implementation of Outcome Based Education

The institute practicing the OBE from the year 2011, However, SVECW accorded the autonomous status by UGC in the year 2014, Thus the members of IQAC strongly felt that the true implementation of OBE in Curricular design, Course Delivery and Evaluation is possible from the A.Y. 2014-15.

In View of the same, the IQAC institutionalized the effective procedures to implement OBE at all levels:

Revised Methods for OBE implementation by IQAC:

- PEOs are disseminated to all stakeholders i.e. GB members, Faculty, Students, Employees, Industrialists, Alumni and Parents through meetings.
- Standardized the process of review mechanism of “Vision and Mission” of the department by involving stakeholders.
- IQAC involved and reviewed in curriculum design, Course Delivery and Assessment & Evaluation to ensure the quality in Teaching – Learning Process.
- Revised the feedback forms of stakeholders to get the intrinsic insights about curriculum
- IQAC suggested reviewing Micro-level lesson plan and session level lesson plan prepared by the course coordinators by module level coordinators.
- Extent of compliance of the curriculum for attaining the POs and PSOs is refined

2. Inculcating the Spirit of Research among Faculty and Students:

To enhance the qualitative R&D activities, the IQAC with R&D committee framed clear strategy that create enabling environment to poster a research culture. To achieve consistent and incremental improvement in R&D, the IQAC at institute level is working with an objective of promoting cutting edge research in frontier areas of science & Technology as below:

- Involved in Refining the R&D policy
- Initiated the departments having PG to apply for recognized Research Centres
- Established research labs in all departments
- Interdisciplinary Research activities are promoted at two levels: Funded research projects and internal R&D with a focus on societal needs.
- Allocation of separate budget for R&D
- Information relating to all the schemes announced by various funding agencies is disseminated to

the targeted researchers

- Mentoring is provided for writing research project proposals, consultancy proposals and publications
- Separate monitoring mechanism is formatted to review, facilitate and address issues related to writing proposals
- Suggest the faculty to publish research papers in reputed journals indexed in SCI, WOS and Scopus only
- Mentioned to apply number of patents for innovative ideas, specifically products developed at ATL

Evidence of Success:

- Recognized Research Centres: 03
- Centres of Excellences : 06
- Research papers:485
- Sponsored Research Projects:21
- Consultancy Projects:38
- Faculty Awarded Ph.D.:28
- Faculty Pursuing Ph. D.:67
- Patents Granted/Published:32
- Books/Book Chapters:55

File Description	Document
Any additional information	View Document
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 and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

The IQAC Committee is setup as per norms at SVECW and it periodically conducts reviews on various processes to meet the standards of HEI. Many contributions of IQAC are visible in form of improving academic infrastructure, teaching & learning process, curriculum design & evaluation methods and research environment.

Out of many initiatives, herewith describing two examples,

- **Example1 : Initiatives related to Teaching & Learning Process**
- **Example2 : Initiatives related to Evaluation of Learning Outcomes**

Example1: Initiatives related to Teaching & Learning Process: To meet the action in-line with the changing expectations of the students towards outcome based learning environment, globalization and rapid pace of technological change, the IQAC at institution level initiated and monitor the following teaching – learning processes to create rich engaging experience to the students and faculty.

- **Adherence to Academic Calendar:** At institutional level, before commencement of each academic year, academic calendar for two semesters is prepared. It includes: commencement of class work, duration of semester, commencement of internal tests, practical examinations, end-examinations, semester break and commencement of next semester. Both faculty and students adhere to this academic calendar.
- **Micro-Level Lesson Plan:** For each course, course coordinator prepares a detailed lesson plan as per the course syllabus and it is communicated & reviewed by module coordinator, program coordinator and HoD. Lesson Plans are published in the students' handbooks and handover to the students in advance to the commencement of semester.
- **Student Handbook:** For each course, the concerned course coordinator prepares a handbook that consists of Institution Vision & Mission, Department Vision & Mission, PEOs, POs and PSOs, Course Objective and Course Outcomes, Course Syllabus, Lesson plan with text books & references, Question Bank, Model Question Paper etc.
- **Course File:** For each course, the concerned course coordinator prepares a course file with IQAC approved contents and available at the department.
- **Diagnostic Test for the First Year Students:** A diagnostic test conducts for first year students from the year 2016 with a focus of assess the students' entry level Mathematical skills, Communication skills, Digital literacy and Psychometrics.
- **Instructional Methods and Pedagogical Initiatives:** IQAC conducted various meetings with representative course coordinators of all programs and review and refined a set of innovative teaching-learning methods which will be followed in class work to gratify the requirements of OBE.
- **Methodologies to support weak students and encouraging bright Students:** At SVECW, a well-structured process is in place to identify slow learners and bright students. The committee members monitor the methodologies which are considered for week students like remedial classes; encouraging peer-tutoring with merit students; providing question banks & assignments, etc. And students' progressive performance is communicated to parents from time to time. Similarly, bright students are encouraged in various curricular, co-curricular activities to showcase their talents and skills. In addition, self-learning is promoted by creating facilities such as NPTEL E-Learning resources, and online forums like Udemy, Udacity, Course Era and so on.
- **Continuous assessment in lab:** In each laboratory session, students are supposed to undergo hands

on experimentation, viva, and record work. Students are continuously assessed based on day-to-day performance, viva and record work. Each experiment is equally weighted to award lab marks.

- **Student feedback on teaching-learning process & actions taken:** Students' feedback is collected twice in a semester before internal examinations to understand the course work approach. This data is consolidated for each course and necessary improvements are suggested to faculty, in necessary cases by designated department committees.

Example2 : Initiatives related to Evaluation of Learning Outcomes

The IQAC at SVECW believes evaluation of learning outcomes is another important academic activity in the framework of OBE. The learning outcomes are evaluated initially at course level and then evaluated at program level. Thus, the IQAC regularly reviews the initiatives identified to evaluate the attainments of all learning outcomes at various levels.

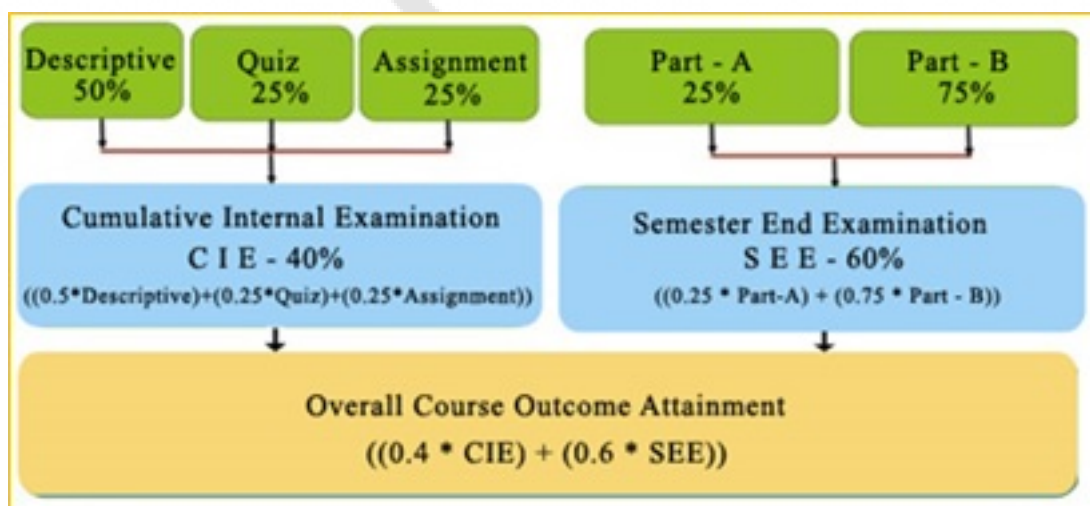
The team IQAC after many deliberations designed methodologies for calculating attainment of course outcomes and programme outcomes / programme Specific outcomes which is presented in the additional information.

- **Methodology for Attainment of Course Outcomes (COs):**

A. Assessment of COs for Theory, Lab Course, Seminar Course and Project Course

A: Assessment of COs for Theory Course:

- The following approach is used to assess the Cos for Theory course



•

Cumulative Internal Examinations (CIE) :

- Descriptive Marks (50%)
- Quiz Marks (25%)
- Assignment Marks (25%)

Rubric for the CO attainment through CIE:

$((0.5 * \text{Descriptive}) + (0.25 * \text{Quiz}) + (0.25 * \text{Assignment}))$

Semester End Examinations (SEE):

- Sem end Exam Marks Part A (25%)
- Sem end Exam Marks Part B (75%)

Rubric for the CO attainment through SEE:

$((0.25 * \text{Part A}) + (0.75 * \text{Part B}))$

Overall Rubric for the CO Attainment:

$((0.4 * \text{CIE}) + (0.6 * \text{SEE}))$

B. Programme Level - Attainment of Program Outcomes and Program Specific Outcomes:

In order to assess each PO/PSO, first, Course Outcomes are mapped to Program Outcomes.

The assessment tools used for attainment of POs and PSOs are described below:

- Assessment through Direct Method (DM) – Course Outcomes
- Assessment through Indirect Method-Surveys (IDMS) – Graduate Exit Survey, Alumni Survey and Employer Survey
- Assessment through Indirect Method-Activities (IDMA) - Cocurricular & Extracurricular Activities

The IQAC for each department identified the following Assessment Tools for measuring the attainment level of each Program Outcome (PO) and Program Specific Outcome (PSO):

Assessment through Direct Method (DM): Attainment through Mapped Courses**Rubric for DM :**

Average of attainments of all mapped courses to respective PO/PSO

Assessment through Indirect Method – Surveys (IDMS)

- Graduate Exit Survey
- Alumni Survey
- Employer Survey

Rubric for IDMS :

$((0.5 * \text{Graduate Exit Survey}) + (0.25 * \text{Alumni Survey}) + (0.25 * \text{Employer Survey}))$

Assessment through Indirect Method – Activities (IDMA):

- Attainment through Identified Activities

Rubric for IDMA :

Average of attainments of all Identified Activities to respective PO/PSO

Overall Rubric:

$((0.6 * \text{DM}) + (0.15 * \text{IDMS}) + (0.25 * \text{IDMA}))$

The IQAC Team Continuously Monitor the attainment levels of Cos, POs/PSOs and also review and refine bench marks accordingly.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

1. Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements
2. Collaborative quality initiatives with other institution(s)
3. Participation in NIRF
4. Any other quality audit recognized by state, national or international agencies (ISO Certification)

Response: All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Paste web link of Annual reports of Institution	View Document
Link for additional information	View Document

NAAC

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

SVECW being an exclusive woman engineering college is committed to incorporating gender equity, sensitization and respects societal and cultural factors of stakeholders

In this view sensitization campaigns, awareness programmes, activities in student clubs, interactions with eminent persons from academia and industry, workshops, are conducted on regular basis.

Students are encouraged to participate in professional bodies, hackathons, Centre for Excellence Lab facilities for all-around development.

Safety and security:

- Surveillance cameras are installed throughout the campus to ensure safety.
- Round the clock, security personnel are vigilant.
- Anti-ragging squad team works vibrantly to ensure that no unwanted incidents take place within the campus for first-year students.
- The entry and exit of residential students are monitored using biometric systems
- Self-defense skills like Karate are taught to interested students
- Committee members of ICC continuously monitor the workplace grievances of stakeholders.
- Students participating in different National level contests, hackathons, placement drives, BAJA SAE competitions, are accompanied by faculty members to look after their well-being.

Counseling

- To boost up students' morale and improve their learning abilities, counseling activity is taken up.
- Students raise their problems regarding academics/general /hostel facilities with their respective counselors.
- The counseling coordinator examines the problems reported by counselors and discusses with Principal to find a better solution for their grievances.
- In addition to counseling done by faculty members, a full-time Psychologist is appointed.
- The psychologist does psychological profiling of students in first-year.
- This profile is carried forward during students' academic tenure, and if any abnormal behavior is tracked, it is sorted out by the psychologist

Common Rooms:

- Students are provided with common rooms to have their dining and to meet their other personal needs.
- These rooms contain all the facilities for taking rest when students or women staff are sick.
- An emergency medical kit is available.

Daycare center :

- The concern of looking after the newborn baby in the family still tops the priority of the women and hence may decide to drop out instead of securing the extended maternity leave benefits.
- SVECW understood this situation and has set up a daycare center inside the campus to ensure that our women employee, who is now a mother, still strives to be their leading performer and gets all the support she needs to get back on the work.

Any other relevant information

- A driving school is set up exclusively for women to empower them to participate in contests like “SAE E-Baja”.
- Women faculty have optional holidays, special leaves, permissions, relaxation in invigilation duties, accommodation in campus green meadows, etc. Around 20% of women staff members are in administrative posts as HODs, coordinators, in-charges, supporting staff, etc.
- SVECW periodically organizes programmes, to promote the spirit of gender sensitivity on health and hygiene, practice yoga and self-defense for students' mental and physical fitness, and face any kind of adverse situations.

All these initiatives ensure our students have personality exposure, skills, and self-confidence to take on challenges and assignments starting from day one of their employment.

File Description	Document
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	View Document
Annual gender sensitization action plan	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

Response: A. 4 or All of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	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:

In SVECW, the students and staff are educated on degradable and non-degradable waste management Standard Operating Procedures (SOP), established systems, best practices via awareness programmes, notices, posters, display boards in the campus.

Solid Waste Management

- Solid waste is identified in the campus in form of wet waste, sanitary waste, dry waste (paper, plastic, glass), garden waste, inert waste etc.
- To collect these waste, containers are placed accordingly in different parts of campus. The containers vary size from 10 litres to 1500 litres.
- There is dustbin culture and the waste is segregated into biodegradable and non-biodegradable waste and is disposed of in an appropriate manner.
- Colour segregated dustbins are placed at a maximum distance of every 250 meters. These dustbins are emptied every day and are cleaned periodically.
- Every day, tonnes of solid waste are collected, storage at various landfill sites. This waste comes from classrooms, hostels, campus amenities, canteen and other related areas.
- The college has Organic Waste Composting (OWC) system, which is an electrically operated bio-mechanical equipment that convert organic waste to odour free mixture in just 15 minutes & to mature compost when water cured in crates for 10 days. The compost obtained is of high quality used for gardening and landscaping.

Liquid Waste Management

- Liquid wastes consist of waste water from all spaces in the campus. This waste water contains many dissolvable unwanted and rejected substances. Liquids are diluted by getting mixed with the washroom and toilet liquid wastes in to the common drainage. Waste water is transported through sewerage system having a network of underground pipes.
- SOP are implemented to manage the sewage water to get it free from pollution and can be reused for gardening etc. The college has constructed two STP, in 2014, each with a capacity of 200KLD, using MBBR Technologies with addition of probiotics for disposal of treated effluent from STP.
- These two STPs treats around 400,000 litres per day. The treatment to sewage mainly focused on remove the suspended matters, to reduce the organic matter through decomposition by bacterial action and to produce germ free water safe for environment.

E- Waste Management

- To reduce environmental hazards and pollution in the campus, e-waste recycling initiative is taken up. In this process, components such as plastic, metal, glass, hard disks, toner and ink cartridges, batteries are identified as E-waste and are recycled.
- The college has tie-up with local vendors and suppliers with buy back / exchange options for electronic devices. This SOP covers collection, transportation, sorting, dust extraction, separation, purification, and preparations for recycling materials for sale.

Hazardous Chemicals

- The technical staff, in the chemical labs takes special attention to ensure proper management, and disposal of hazardous chemicals.
- From cleaning ventilation hoods to removing chemicals no longer needed, storage bagging, segregating hazardous waste is regularly addressed in the lab.
- The waste chemicals mixed water from laboratory passes through concealed pipeline into soak pit of academic blocks.

File Description	Document
Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Geotagged 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: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any additional information	View Document

7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic

5. landscaping with trees and plants**Response:** A. Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

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

Response: B. 3 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: A. Any 4 or all of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant 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 other diversities (within 500 words).

Response:

SVECW incorporates a system of basic values to provide inclusive environment towards:

Cultural Diversity:

- The institute has students of diversities of linguistic, regional, economic, religious, and caste groups in the UG/PG programmes.
- Every student will have equal opportunity to be part of the co-curricular and extra-curricular activities and taking leadership in the events organized in the college.
- Students tend to choose traditionally male disciplines like the CE/ME programmes.
- The college establishes a good environment for the students to develop personality and behaviour by encouraging them to conduct activities under Empathy club, Painting club, Musical clubs, Vishnu Cultural Club, Music Club, Photography Club etc.
- Women faculty are sanctioned optional holiday to celebrate the Varalakshmi Vratam every year
- Every year the college celebrates Women's day and Cultural fests, with the intension of transferring experiences among students.

Regional Linguistic Diversity:

- Students are motivated to improve their linguistic skills by conducting various events via Toastmasters club, Training in Foreign Languages like German, French and Japanese, workshops, invited talks and guest lecturers by experienced people from Industry and reputed educational institutes and VEDIC.
- The college has women members in senior administrative positions such as HODs, coordinators and members to various committees etc.
- The campus has staff/students from different states of India with various cultures and diverse background. This initiative reinforces the classroom teaching and learning to be more inclusive.
- The college promotes regionalism by celebrating regional festivals like Sankranti, Ugadi, Sri Rama Navami, Durgasthami, and Rangoli etc
- Apart from these the college has eco-friendly club to promote, making of Eco-friendly Ganesha idols made of clay, and natural fibres, annually celebrates new year and college day.

Communal Socio Economic:

- The institute provides scholarships to desired students especially economically / socially challenged / physically challenged students to pursue their UG/PG in the college, by reimbursing the complete tuition fees.
- Students are offered CRT, from leading training companies like Elephos, Talentio, Talent Sprint, Smart Interview and industry experts to improve their aptitude, verbal, arithmetic, reasoning, technical and communication skills
- The institution is increasingly involved in conducting the outreach programs for the welfare of the society and to create awareness among students towards social issues.

Socio-Cultural Diversity:

- The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Telugu, Hindi, Tamil, Urdu etc. The college them with extreme maturity and with-out any immense urban-rural differences and distinctions.
- Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual.
- The college hosts and celebrates various festivals in the college for students especially living in hostels. The campus has Temples, hall for Christian student's prayers and celebrates iftar every year in the campus.

With all these initiatives, students report greater satisfaction with their college experience in academically, developmentally and personally.

Alumnae of our college find they are connected to the college that promises to serve them throughout their professional and personal lives. They count themselves lucky to have discovered a successful career.

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 (within 500 words).

Response:

SVECW is committed to sensitize students and faculty to the constitutional obligations like values, rights, duties and responsibilities of citizens. Towards, SVECW has introduced a courses on Indian Constitution and Human Values and Professional Ethics for the first-year students.

Further, activities like mock parliament, assembly and mock-UNO are organized by professional body student chapters like ISTE/CSI student chapter and student clubs.

These activities simulate the actual bodies which brings awareness among the participants and audience.

Additional activities like poster presentations and seminars on Indian Constitution are organized to promote values rights and responsibilities among the student community.

The college treats every student equally without any bias and always believe every student's fundamental rights is obligated and it is enjoyed by them in the college.

Constitutional obligations:

- The students and staff in SVECW maintain the dignity of constitution by not indulging in any activities which violate them in letter and spirit. Students participate in Independence day and Republic day celebrations. Students cherish and follow the noble ideals and stay tuned with freedom, equality, nonviolence, and peace.
- Our students have no restrictions and are permitted on freedom of speech and expression in the interest and can freely communicate on any issue to any faculty, HoDs, Vice-Principal and Principal. Our students in classroom vast and diverse nation with different caste, religion, and linguistic people and they are united with integrity and sovereignty lies within them.
- Our students rise with diversities and cultural differences respect the presence of one flag and strive towards excellence in all spheres of collective activity.
- Students are enlightened and are having enough knowledge towards our Indian cultural heritage as it is one of the noblest and richest heritage on the earth.
- Our students are nurtured as it is their duty to protect the natural reserves as they are the most valued assets of our country. Students do conduct activates, in student's clubs, display posters for awareness, participate in awareness programmes such as ban on plastic and other activates to protect and improve the environment and safeguard nature.
- Our students enhance their general knowledge by reading books, surfing internet and watching news in TV and understand the experiences and developments around the world. The college promote student clubs to exhibit student's talents and skills in scientific temper etc.
- Our students are bound to work for the country, and are ready to take part in developmental activities of the nation. Our alumni students are already working in public sector with IAS grades etc.
- Our students are so nurtured and motivated that they DO NOT participate or preach violence activities or do not be a part of any harmful activates to the nation by strike or bandh or rally etc.
- Our students are responsible citizens and whatever work they take up they are directed towards achieving the goal of excellence so that our country constantly rises to higher levels of endeavour and achievement. This is proven in form of student's placements history and higher education for past the 5 years

File Description	Document
• Details of activities that inculcate values; necessary to render students in to 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 Code of Conduct is displayed on the website**
- 2. There is a committee to monitor adherence to the Code of Conduct**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

Response: A. All of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims	View Document
Code of ethics policy document	View Document
Any other relevant information	View Document

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

SVECW celebrates international, national and regional festivals, birth anniversaries, commemorative days of great personalities every year.

Institute practices pluralist approach towards all religion functions and encourages students and staff to showcase the same.

Thoughts of great personalities are sowed into the young minds by conducting motivation sessions, guest talks, interactions with eminent personalities, student clubs, awareness programmes, expo etc.

- Institute celebrates, **National Science Day**, to remember invention by C V Raman. Students participate in public speeches, science exhibitions, debates, quiz competitions, lectures etc.
- Every year birth anniversary of Mokshagundam Visvesvaraya is celebrated as **Engineer's Day**. ISTE chapter conducts technical and non-technical events.
- College celebrates **Republic Day** to commemorate the adoption of constitution. Formal events including flag-hoisting and march-past are organized.
- Institution celebrates **Independence Day** as it is significant to commemorates the valour and spirit of the freedom fighters. National flag is hoisted and cultural activities, speeches are exhibited.

- **Teachers' Day** is celebrated annually on September 5th to mark the birthday of Dr Sarvepalli Radhakrishna. Students, convey wishes and greetings to the teachers.
- Every year on December 3rd, **International day of persons with disabilities**, is organized to promote an understanding of disability issues and mobilize support for the dignity, and well-being of persons with disabilities. ATL products developed by students are donated to people with disabilities.
- **Vishnu Imputus** programme is conducted to give personal focus on students' placements during challenging times, for proper career building, and student's placements.
- **International Women's Day** in SVECW is celebrated every year on March 8th, to commemorate the cultural, and socioeconomic achievements of women. As our college is women's engineering, it is observed as annual day also.
- To commemorate the **100th birth anniversary of Dr. Vikram Sarabhai**, a true visionary, scientist, SVECW and ISRO have jointly conducted events for students.
- College do **conducts guest talks, workshops** from industry persons on Global Equity Diversity Inclusion, women empowerment, politics, global warming, Entrepreneurship, Indian Classical Dances.
- Every year college hosts **orientation programme**, to formally welcome the **newly admitted B. Tech students** to the institute premises.
- Being an autonomous institute, **Graduation Day** is celebrated to mark student's achievements, and an award of academic degree
- Every year **international day of Yoga**, is celebrated to raise awareness for physical and mental well-being.
- College hosts **Medha Milan an annual national symposium** for women to provide a platform for the exchange of new ideas, recent advances in various disciplines of engineering.
- **Sports Day** event is conducted every year to encourage students to participate in physical activities.
- College organised **Placement success meets** in a way to honour the staff, trainers, placed students, and parents.
- College hosts **Fresher's day** to welcome new comers in a friendly atmosphere and avoid social evils, to encourage their creative impulses to boost confidence.
- **Awareness Camps** on Employability Skills, Consumer Protection Council, Effective Communication Skills, Stress Management Skills, **with corporate trainers** are conducted to all stakeholders.

With all these activities staff and students get to know the importance of national integrity towards country in general and their role in particular.

File Description	Document
Geotagged photographs of some of the events	View Document
Any other relevant information	View Document
Annual report of the celebrations and commemorative events for the last five years	View Document

7.2 Best Practices

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

Response:

Best Practice - 1

1. Title of the Practice:

Empowerment of Faculty & Students by Teaching Learning and Skill Development Through VEDIC (Vishnu Educational Development & Innovation Centre)

2. Objectives of the Practice:

A. Vision:

VEDIC is a place where our leadership team, faculty members, staff, supporting staff, and students and mentors work in a collaborative environment to create rich, engaged learning and teaching experiences.

B. Mission:

VEDIC facilitate and provide transformative interactive learning experiences for the leadership, faculty, students and non-teaching staff of the Shri Vishnu Engineering College for Women, that will enable them to adapt to the fast-pace of changes in the field of education.

C. Objectives:

- Conduct training sessions on innovative educational practices both for students and faculty members

- Conduct training sessions on holistic development of students
- Conduct educational research, technical research studies and experimentation.
- To build educational software's and digital resources
- Create course materials to accelerate the learning quality of students
- Conduct training sessions on innovative educational practices, leadership, emotional intelligence, personality development, career advancement etc. for faculty and students
- Deliver industry-oriented skill development and placement-oriented training program's in cutting edge areas for faculty and students
- Promote and share innovative and best practices in education and in technical domains through colloquiums, conferences and seminars
- Build innovative educational technology solutions for pedagogical challenges
- Develop infrastructure for digital learning and automation in the academic environment

3. The Context:

Background & Need of Faculty Development Centre:

Empowerment of faculty & students is an essential component in educational institution for its effectiveness and sustainability. It supports Teaching Learning process, which reflects the outcomes in effective engagement in learning activities, conduct of research and fulfilling the objectives and goals of stakeholders including students, faculty, parents, institution, university, employers and society.

To promote this, we propose to have a dedicated Skill Development Centre for Shri Vishnu Engineering College for Women, which is growing day-by-day towards academic autonomy and excellence to offer high quality education for women in engineering and management programmes.

The proposed centre is expected to be a residential training centre without any distractions for learning as well as prioritize the customization and internalization of various training programs to empower both faculty & students by with different "Teaching Learning and Skill Development Programs" as per changing needs and to prepare them for near-future with necessary competencies.

The proposed Skill Development Centre is named as "VEDIC (Vishnu Educational Development & Innovation Centre)" and suggested to be established in an eco-friendly nature distant from campus and ready to be operated in 2016.

B. Strategic Approach & Scope of Skill Development Centre - VEDIC

1. Faculty engagement and guidance for professional development & experiences related to education and allied fields; research; innovations and scholarly learning.
2. Faculty who are trained and skilled in professional development is expected to contribute to disseminate the knowledge and skills to students and colleagues in the domain of education; emerging technologies; and develop high-quality programs and curricula.
3. Faculty & Students development provides a greater opportunity to promote academic excellence; innovation and research blend with multi-disciplinary components.

4. Practice:

A. Uniqueness in the context of Indian Higher Education:

VEDIC is a unique privately funded residential campus established in 2016, where faculty members, staff and students interact in a collaborative environment with global experts to create rich, engaging learning and teaching experiences. VEDIC have been set up for development of faculty and students for the requirements of FUTURE.

In the exclusive residential-retreat style campus of VEDIC, faculty, students and leaders undergo holistic development programmes that are a blend of current best practices in corporate and academic environments all around the world.

B. Facilities & Practices of VEDIC – Campus:

(i) Location: VEDIC is located at Aziz Nagar, Hyderabad - which is highly connected to National Highway and Airport

(ii) Website: www.vedic.edu.in

(iii) Facilities:

- An air-conditioned 125-seating capacity auditorium with all amenities
- A 45-seating capacity interactive studio
- Lush green lawn
- A dining and a kitchen
- 14 furnished, air-conditioned, double room accommodations
- 2 suite rooms with 3-star facilities
- A library
- A discussion-room
- A playground
- An indoor sports room with all sports equipment's with a Physical Director and a trainer.

C. Practices at Centre:

- We have recreational activities like TT, volleyball, skating, walking, jogging, yoga, etc., to initiate physical and health activities at this center.
- Along with training our minds, physical fitness and healthy eating practices are also initiated here.

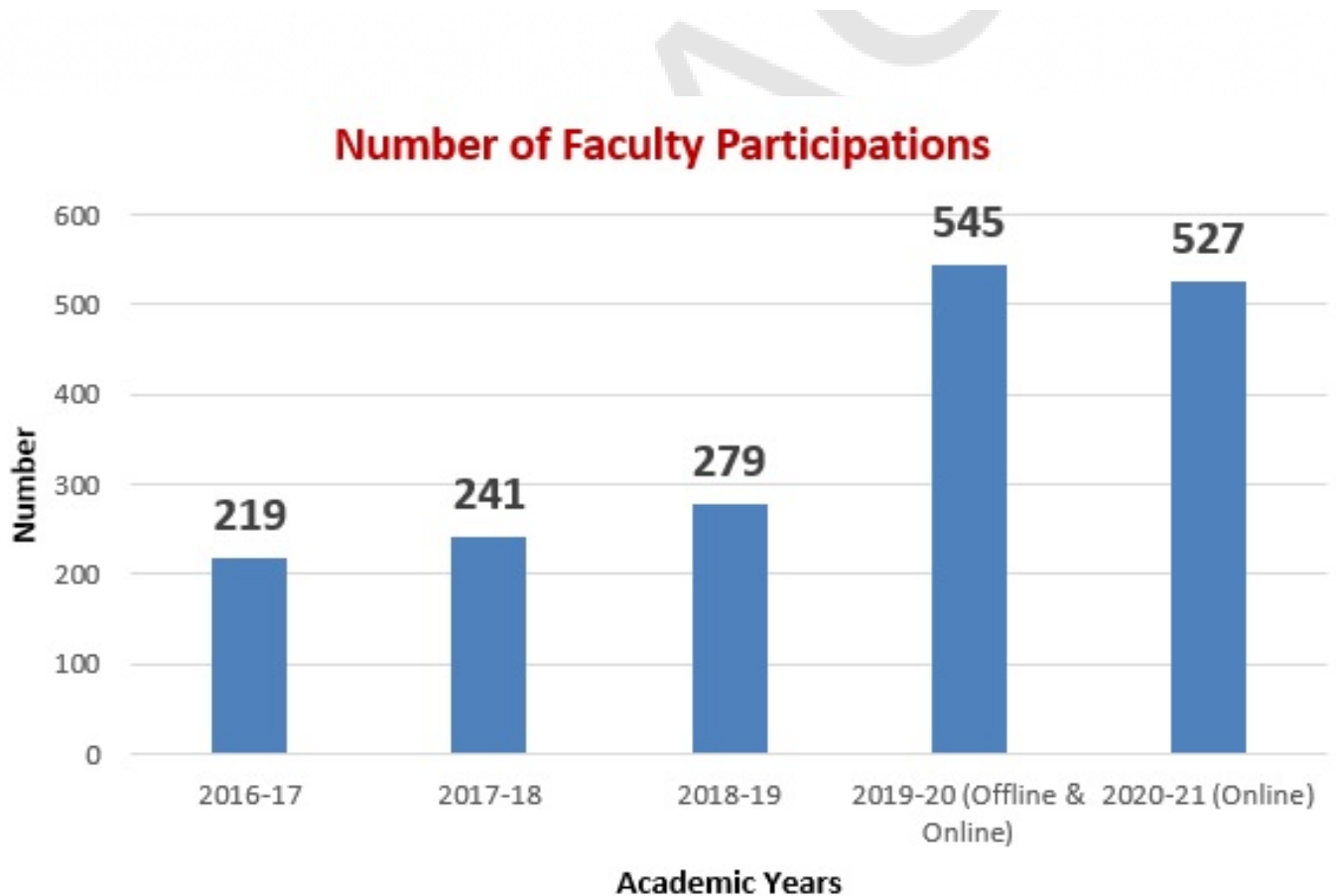
5. Evidence of Success:

A. Impact & Outcomes:

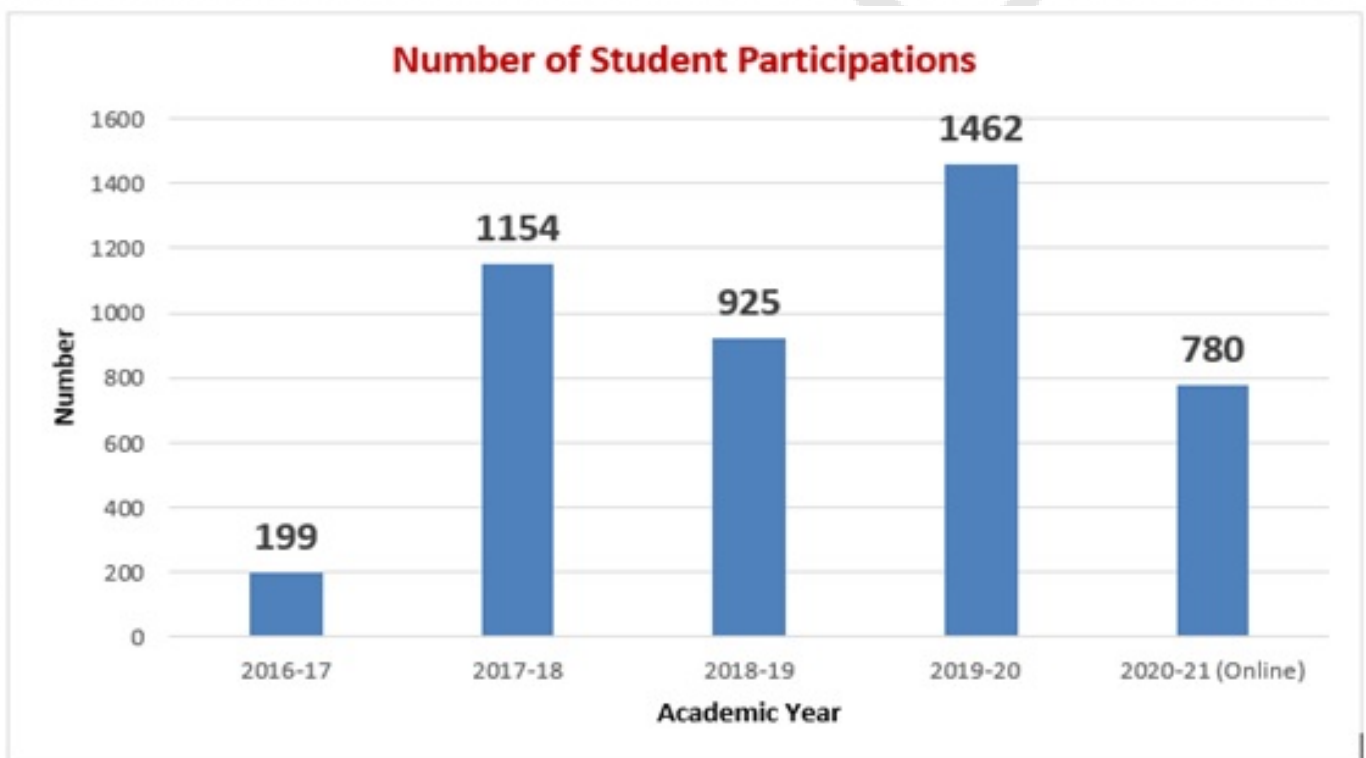
- Preparing the man power for present & future challenges as per education, industry and globalization revolutions
- Enhancing the capabilities of management, leadership and administration teams

- Removing or reducing the performance decencies in phased manner.

Summary of Faculty Training Programs Participations		
Consolidated Data from 2016-17 to 2020-21		
S.No.	Academic Year	Number of Faculty Participations
1	2016-17	219
2	2017-18	241
3	2018-19	279
4	2019-20 (Offline & Online)	545
5	2020-21 (Online)	527
Total Participations		1811



Summary of Student Training Programs Participations		
Consolidated Data from 2016-17 to 2020-21		
S.No.	Academic Year	Number of Student Participations
1	2016-17	199
2	2017-18	1154
3	2018-19	925
4	2019-20	1462
5	2020-21 (Online)	780
Total Participations		4520



B. Recognition & Award: Skill Development Centre - VEDIC (Vishnu Educational Development & Innovation Centre) played a key role for Shri Vishnu Engineering College for Women (Autonomous) of Sri Vishnu Educational Society for winning the *IMC Ramkrishna Bajaj National Quality Award - 2017* and the unique nature of VEDIC (Vishnu Educational Development & Innovation Centre) was appreciated by the Award Committee.





1	Problem Encountered	Resistance to change towards upskilling and participation in development
	Adopted Solution	Orientation to participants with immediate superiors like HODs / Principals of the institution helped to motivate the participants
2	Problem Encountered	Fear of implementing new Teaching Learning methods learned from programs provided at Skill Development Centre (VEDIC)
	Adopted Solution	Faculty who implemented new methods are asked to share their implementation approach; experiences and outcomes to motivate and inspire other faculty. “Teaching Learning Practices Presentations” at Dept / Institutional Level
3	Problem Encountered	Sustainability of new practices in Teaching Learning approach
	Adopted Solution	Faculty who implemented various innovative and student-centric Teaching Learning Practices - are encouraged and appreciated through “VEDIC – Faculty Conclave” and “VEDIC – Annual Conclave” by Institutional Heads and Management

Best Practice - 2

1. Title of the Practice:

Empowerment of Rural School Children and Women through Education by

Padmabhushan Dr. B. V. Raju Knowledge Centre

2. Objectives of the Practice:

Padmabhushan Dr. B. V. Raju Knowledge Centre is established to empower rural school children and women through education. This center for excellence in school education was started in December 2006 and inaugurated by Dr. T. Subba Rami Reddy - Union Minister of State for Mines at Dr. B. V. Raju's native village, Kumudavalli, which is 5 kms away from the town of Bhimavaram.

In continuance to the legacy of social responsibility the Chairman, Sri. K. V. Vishnu Raju, transformed the ancestral house of the founder Chairman into a Knowledge Centre with an aspiration **to provide quality primary education to children from rural schools where infrastructural and laboratory facilities are not available by using the Exclusive Services of Shri Vishnu Engineering College for Women (SVECW) Students and Staff.**

Objectives:

- To create inquisitiveness among the rural school children in Physical & Biological Sciences.
- To provide practical exposure in the science subjects.
- To help the students to explore various dimensions of education through well stocked library.
- To create basic awareness of computer applications in day to day life.
- To Encourage students for talent test and summer trainings
- To enable the rural women towards usage of technology.



The teaching programs are planned and carried out by the staff and students of SVECW to cover all the zilla parishad schools located within 15 kms radius from the Knowledge Centre. Through this program, the Knowledge Centre is providing quality education involving SVECW to rural students free of cost.

The rural students from zilla parishad schools attend the Knowledge Centre and get experimental training in their respective subjects by the help of SVECW students. The Knowledge Centre is providing free transportation to all these children. Every year 10000 students from 24 schools are utilizing this facility.

3. The Context:

One among the social activities under-taken by SVECW is the establishment of Knowledge Centre at Kumudvalli, Bhimavaram. After witnessing the lack of lab facilities in government schools and having ardent desire to spread the seeds of education among the rural population it was decided to establish a nodal centre for Excellence which would enable the rural students in their quest for Knowledge and development through the scientific experiment. The result is the birth of Knowledge Centre, where our students are deputed on regular basis to train rural students between class VI to class X and empower rural women by teaching digital literacy such as Basics of Computers, using Internet for Digital Operations.

Free transportation and refreshments will be provided to the school children who avail the facilities at Knowledge Centre. Classes are conducted from 10 AM to 4 PM on all working days. Every facility is provided and utmost care is taken of children visiting the Knowledge Centre.

Nowadays, with more and more social and government services are becoming online, and the consequences of India's digital gap loom even larger for women. When rural women cannot connect to the internet, they miss out on services that would improve their lives.

So, SVECW conducts classes for rural women on fundamentals of computers, internet usage, via the knowledge centre to help women refine communication skills, improve financial literacy, keep up with government programs that benefit their families

Academic Infrastructure at Knowledge Centres:

- Seminar Hall with audio-visual teaching aids.
- Computer Lab.
- English Language Laboratory
- Mathematics Laboratory
- Physics Laboratory
- Chemistry Laboratory
- Biological Sciences Laboratories
- Free Transport Facility
- Open Air Auditorium
- Providing all subject CDs for VI – X class
- High Speed Internet Access
- Generator backup
- Modern Library
- Scientific equipment, Chemicals, Charts, Models, Specimens, needed for VI to X class.
- LCD, OHP Projector
- Snacks will be provide at free of cost
- Drinking (Mineral) Water Facility

4. Practice:

The schools are selected on the basis of lack of Lab and Computer facilities from rural areas of Z.P.H and Municipal High Schools within the radius of 15 K.M. from knowledge Centre.

The schedule of Knowledge Centre, that is already prepared by SVECW will be sent to the concerned school in a week advance and they will be reminded one day in advance. The schedule is papered in accordance with classes and schools.

On the other side, SVECW, collects the names of students who are really interested to teach rural children and empower rural women. Students choices to teach and demonstrate Chemistry/ Physics/Biology Laboratory experiments, Computers, Internet, MS-Office etc. is considered and schedule is prepared accordingly. Free bus facility from the college to Knowledge Centre is provided by SVECW for students.

On that particular day, Knowledge Centre vehicle will be sent to the school a half an hour earlier than the usual school time to pick up the students. After bringing them to the Knowledge Centre by 10:00 AM, they will be made to sit in the Lecture hall. Experiments that are going to be done will be explained through LCD Projector by SVECW students and then children will be taken to the labs for demonstration of experiments. The SVECW students allotted for concerned labs demonstrate the experiments and explain the rural children.

Then the rural children will be taken one after another to the lab for experiments. After completing experiments, they will be taken to the library, some of the moral stories and important news from the newspapers in English will be explained by our students. During this time, snacks will be provided for all. Then they will be taken back to the school by Knowledge Centre Buses.

During afternoon session another allotted school will be brought to the Knowledge Centre and the same process is repeated. In the same way, the knowledge centres plan the schedules for all services well in advance and same is circulated to all the stakeholders. These activities are implemented and monitored by the respective staff of SVECW and dedicated teams in the knowledge centres.

SVECW via Knowledge Centre came together to increase digital literacy among rural women. The initiative, develops our SVECW students to train rural women in and around knowledge centre on how to use the internet, which in turn helps them improve their communication with children living in far places and also improve income and overall quality of life.

The quality of services and policies offered at knowledge centre are clearly articulated to SVECW mission and values.

Following are services provided at Knowledge Centre:

Talent Test: Every year in the month of February, SVECW conduct a talent test in Science and Maths for the students who are utilizing knowledge centre and toppers are given cash awards

Science Fair: Every year in the month of February, students are encouraged to participate in science fair.

Summer Training Programme: During Summer Vacation, a Special Training Program on Computer Basics and Spoken English is organized at Knowledge Centre to the outgoing Class X Students.

Computer Training for Rural Women: The main aim of the programme is to impart basic Knowledge of computer and internet for rural women, in the age group of 16 to 60. This initiative enabled livelihoods, by empowering rural women to become entrepreneurs and service providers in their communities.

Free Transport Facility & Snacks: Every day, Knowledge Centres' vehicles are sent to pick and drop students in their locations and free snacks are served during break time.

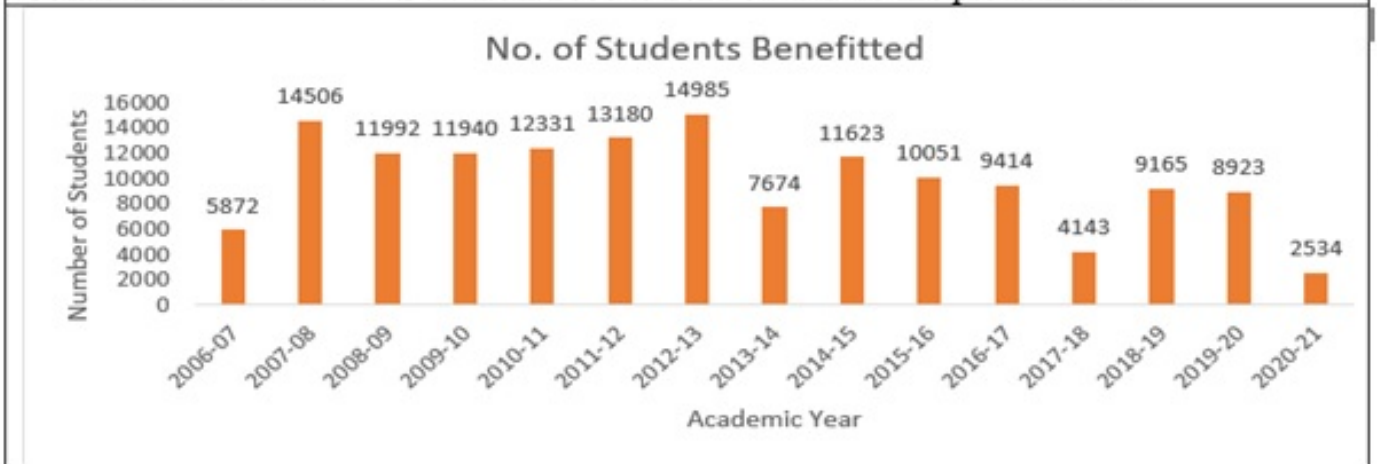
5. Evidence of Success:

The Knowledge Centre has taken under its wings the school going children of Zilla Parishad High Schools of surrounding villages falling within the 15 – kilometre radius around the Centre. The innovative idea imparted hands on – experience to high school students in the broad fields of science and technology. At present 28 schools are utilising the services of Knowledge Centre and so far more than one lakh students have benefitted since inception year 2006. It proves this initiative encourage children to greater heights.

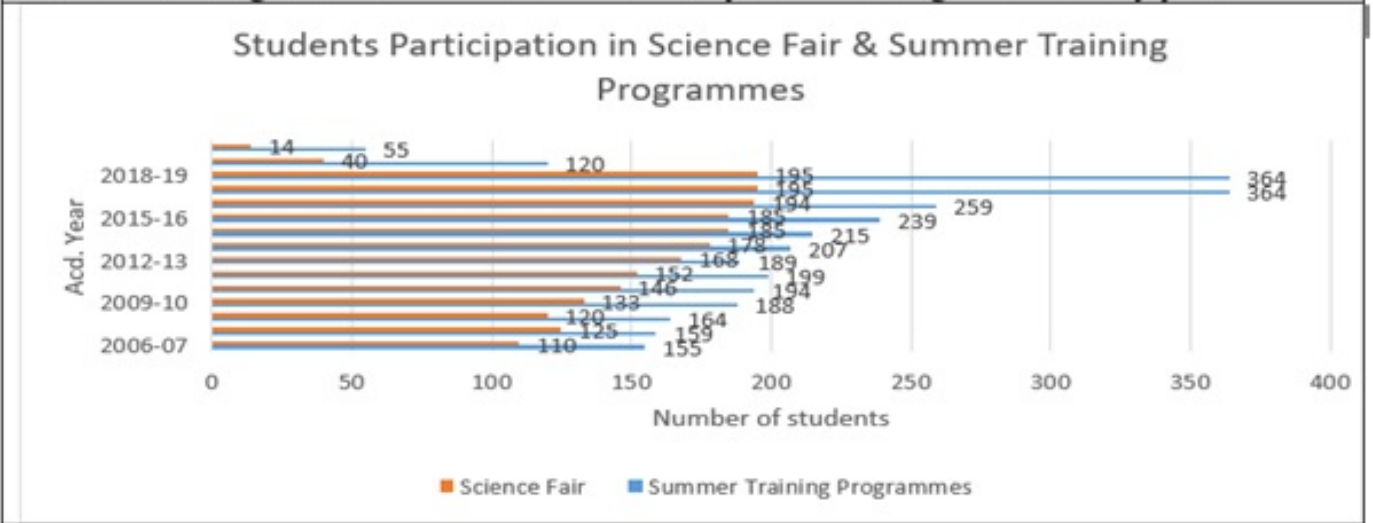


No. of Schools Benefited: A sustained improvement in the trend can be seen in the no. of schools benefitting from the activities offered by the Knowledge Centre. Knowledge center

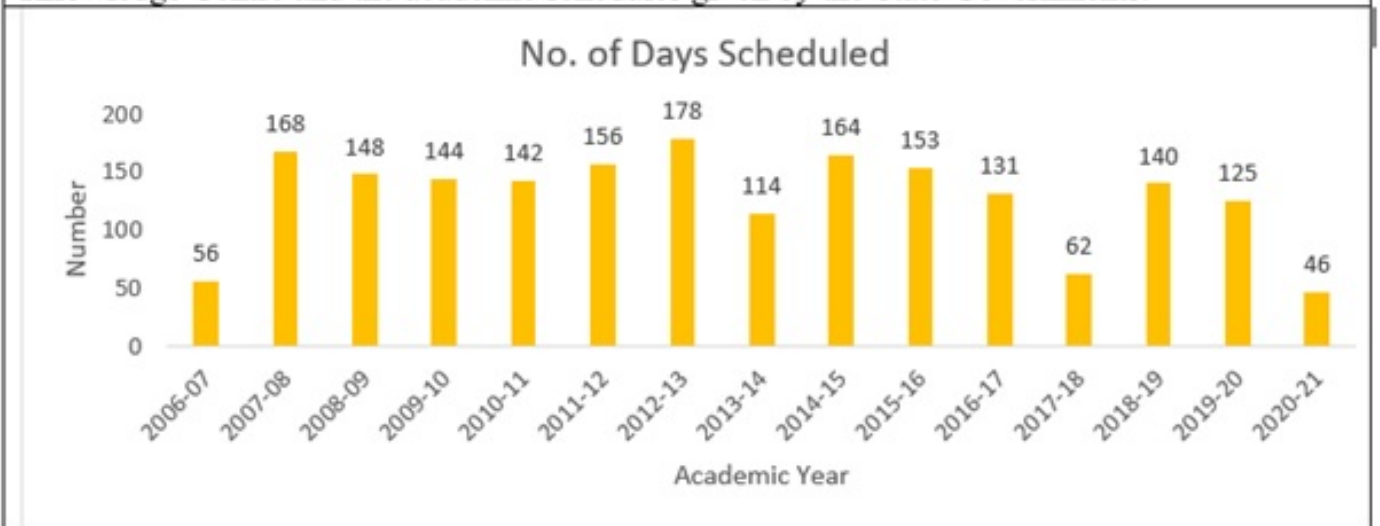
No. of Students Benefited: The graph clearly showcases the involvement of VI to X class students from Municipality and Zilla Parishath Schools, in the activities of Knowledge Centres, that enables the students with strong foundation in Physical Sciences, Biological Sciences, Communication skills etc. Data from 2006 to 2021 strengthens this proclamation.



No. of participants in Science Fair & Summer Training Programmes: The graph reveals a positive trend and a consistent growth in the participation of the rural school children in both Summer Training and Science Fair activities run by the Knowledge Centre every year.



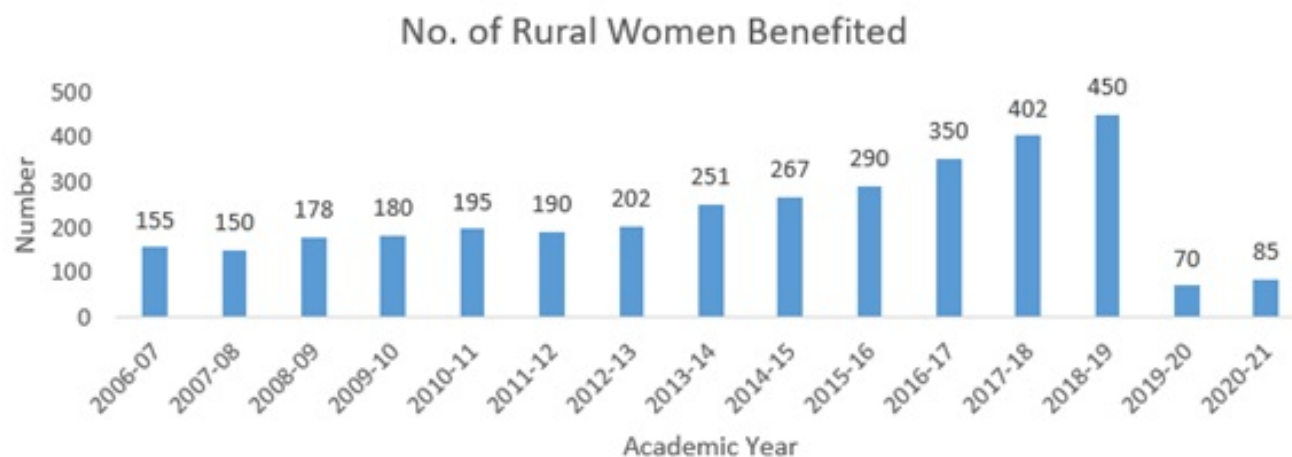
No. of Days Scheduled: The teams at Knowledge Centre planning the schedules suitable to the identified schools. The graph shows the steady relation between the scheduled prepared by the Knowledge Centre and the academic schedules given by the State Governments.



No. of participants in Summer Training Programmes: The involvement of the students in the summer training from 2006 to present academic year shows consistent raise, is evident that the objectives of the knowledge center is achieving progressively year by year and moving towards the Vision of SVECW.



No. of Rural Women Benefited: The knowledge center provide awareness, education, skill development, training, mentoring and hand holding services to the rural women to practice simple livelihood technologies to ease physical labor and remove drudgery and create self-employment through individual/group entrepreneurship and family micro business.



These all evidences strive SVECW for the overall improvement and sustainability and agility of the Knowledge Centre, and benefit rural students with knowledge and help to achieve their destined goals.

6. Problems Encountered and Resourced Required:

- At the initial years, creating awareness among rural primary school children and their parents regarding the importance of foundations at primary schooling
- Preparation of Knowledge Centre academic schedules in accordance with academic time tables of all identified Government schools
- Create awareness among the rural women about importance of digital technologies which are useful to their day to day lives

- The disruption of education caused by Covid-19 has adversely impacted rural India wherein children could not cope up with the normal owing to lack of adequate digital infrastructural support.

File Description	Document
Best practices in the Institutional web site	View Document

7.3 Institutional Distinctiveness

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

Response:

TITLE OF THE PRACTICE

WOMEN EMPOWERMENT THROUGH EDUCATION - VEHICLE DESIGN LAB

OBJECTIVE OF PRACTICE

SVECW focused on creating competent engineers and leaders, especially to enhance and empower the skills of women engineers in every field, and to give them wings to compete equally in this competitive world.

The proactive approach make origin for Vehicle Design Lab (VD Lab), to help students to empower with

the goal to achieve financial independence and self-sufficiency.

As, Automotive Vehicle Design is a challenging process that requires knowledge from a variety of disciplines, including engineering, business, policy, and industrial design. So it becomes critical that design decisions are made in an integrated manner to account with inter-disciplinary branches.

The department's highly qualified faculty members take a creative and learner-centred approach to instructing students in order to stimulate young mind to work on industry oriented tasks.

Objectives of Vehicle Design Lab

- Make students understand the basic concepts, requirements and working of various components of automobile
- Aware students about recent technologies in automobile engineering and its working
- Enable students to design basic systems like brakes, steering, and suspensions.
- Make students understand construction and working of different systems like transmission, steering and suspensions

Students are encouraged continuously to prove their mettle in all the practical grounds of different motor vehicle racing competitions like BAJA SAEIndia which include all-terrain vehicle challenge, Electric Bike championships and National Gokart championships.

THE CONTEXT

SVECW thrives in closing the gender gap especially, and empower women to get placed in core-sector MNC. Hence, this VDLab programmes is designed to give women support and encouragement so that they are inspired to enter and stay in the workforce and contribute to the country's economy.

VD Lab came in to existence in year 2015 in addition to workshop facilities. Students are actively involved in different projects for enhancing their practical bent of mind. The new space is well-arranged with in-house facility of Tools & Equipment, and on 11-03-2019 it was formally, inaugurated by Sri Kamal Bali, Managing Director of VOLVO India Pvt Ltd.

VDLab is an open facility to all the branches of the college. It is always available for the young and innovative minds who have different ideas to come out with a product.

The selection of students is based on their academic performance for their participation in motorsport events like BAJA SAE India, which will invariably provide placement opportunities on the spot to many of these participants in core companies such as Mahindra & Mahindra, John Deere, Cummins, ARAI etc.

Apart from these, the MNCs offered internships, sponsorships, discount in the purchase of customized products for our students for their outstanding performance in racing competitions. Teams are formed on the basis of creativity, academic excellence and more practical bent of mind.

THE PRACTICE

In vehicle design and development stage, students thrive to practice perception of quality for certain nameplate vehicles or brands needs to be translated into engineering requirements that often need to be a trade-off with other requirements such as vehicle handling, weight, function, and cost.

This trend is only likely to change if engineers make a technological and economic breakthrough that greatly improves the affordability of battery, motor and control technologies.

After the formation of teams with 25 members, first the sub-systems are decided along with their roles and responsibilities in each team. The subsystems (Design, Suspension, Transmission, Steering and Braking) are divided in such a way that all of them are interlinked to each other like a chain so as to always keep the feeling of team alive.

Students are provided with rule books and explained in detail. Required inputs are recorded by subsystem heads. Then all the components of the vehicle are designed in software and assembled in software. By rule book considerations and various subsystem calculations, there will be a detail theoretical evaluation of design and components design. It is also to be kept in mind that most feasible resource management to be initiated for minimizing the wastage of resources for motorsport project.

After completing the Design phase, the various components are analysed with the help of Ansys software. According the analysis results, the designs are modified and optimized again. In reality, the required design outputs may not be available in the market and as a result, market analysis is made for getting the correlation of design to the real world market availability. Once it is done, the required components are given for manufacturing and simultaneously the fabrication of vehicle is initiated. After completion of the fabrication process all the components are assembled. Finally, the vehicle is tested in different terrains so as to validate its performance.

EVIDENCE OF SUCCESS

The ambiance and special labs have created great interest in the minds of students and slowly they have been attracted and finally determined to prove themselves on par with boys.

1. The result is that the girls, submissive in nature came up with courage to face the real word and have proven themselves. Here, the girls irrespective of many odds and obstacles have proved their mettle and created history in India by giving their best in International and National Competitions like SAE BAJA, SAE E-BAJA and National Go-kart championships.

THE HINDU

ATV and go-karting track opens at Vishnu College

Girl students developed track, vehicles



A student drives an electric ATV developed by them on the new track at Shri Vishnu Engineering College for Women in Bhimavaram on Saturday.

STAFF REPORTER
VIJAYAWADA

Amidst farmlands and aquaculture ponds, a go-karting and all-terrain vehicle (ATV) track has been thrown open to the students of Shri Vishnu Educational Society (SVES) and other institutions in Bhimavaram.

The ATVs and go-karts, including electrical ones, have been developed from scratch by the girl students of the Shri Vishnu Engineering College for Women under the mentorship of project manager Manoneet Kumar.

The track was inaugurated by Sanjay Sudhakar Nibandhe, chairman of SAEIN-DIA Western Section and operations head at Automotive Research Association of India. Technical Operations and Strategic Initiatives senior vice-president, ALTAIR

Engineering Pvt. Ltd., Chirala Pandu Ranga Rao was also present.

SVES chairman K.V. Vishnu Raju said that the journey of go-karting in the institute reached a major milestone when the girl students of the mechanical department won the Baja SAE, a college-level competition in Indore in 2018.

The 1.9-km track was built on the new campus (South Campus at Yanamaduru) of the SVES and is open to the students from the institution and outside.

Students developed six vehicles – three go-karts and three ATVs. The ATV track is up to 1.4 km and go-karting track runs 0.5 km. It took six months to develop the tracks and the vehicles, said Mr. Manoneet. Over 50 students were involved in the project.



పత్తిమ గదావరి జిల్లా వార్తలు. మేనూర్లో. డిఫ్డెడ్ way2news

భీమవరం: గోకార్డింగ్ ట్రాక్ నిర్మాణం

భీమవరం: దేశంలోనే తొలిసారిగా విద్యార్థుల కోసం ఆధునిక పరిజ్ఞానంతో గోకార్డింగ్ ట్రాక్ నిర్మించడం చాలా ప్రత్యేకమని ఎస్ఏఈఎన్డీఐఏ హెడ్ సంజయ్ సుధాకర్ నిబంధి అన్నారు. శ్రీవిష్ణు ఎడ్యుకేషనల్ సొసైటీ సౌత్ క్యాంపస్లో శనివారం సొంత నిధులతో నిర్మించిన విష్ణు ఆల్ టెరియన్ వెహికల్స్ అండ్ గో-కార్డ్ ట్రాక్ను ప్రారంభించారు. 2 ఎకరాల విస్తీర్ణంలో విద్యార్థుల కోసం గోకార్డ్ ట్రాక్ను ఏర్పాటు చేశామన్నారు.





Shri Vishnu Engineering College for Women
(Autonomous)
Bhimavaram, A.P.



**2nd ★
RUNNER-UP**
WINNER'S AWARD

CATEGORY PRIZES:

- * Overall 1st in Static Rounds.
- * 1st in Engineering Design award.
- * 1st in Cost Award.

*Hearty Congratulations
to*
Ziba Family

ACHIEVEMENTS

Year	Particulars
2021	<ul style="list-style-type: none"> ✓ BAJA SAE India (Team Ziba Racers) <ul style="list-style-type: none"> • 3rd Position in Preliminary Round • 3rd Position in Journey Challenge • 10th Cost Event
	<ul style="list-style-type: none"> ✓ E-BAJA SAE India (Team E-Ziba Racers) <ul style="list-style-type: none"> • 13th Position in Preliminary Round • 1st Position in Journey Challenge • 1st Position in Render Reveal Challenge • 1st Position in Cost Award • Best Engineering Design Award • 1st Position in Overall Statics • 2nd RUNNER UP IN OVERALL CHAMPIONSHIP
2020	<ul style="list-style-type: none"> ✓ E-BAJA <ul style="list-style-type: none"> • OVERALL CHAMPIONSHIP AWARD • OVERALL DURABILITY AWARD • CAE Award
	<ul style="list-style-type: none"> ✓ M-BAJA <ul style="list-style-type: none"> • GO GREEN Award
2019	<ul style="list-style-type: none"> ✓ TEGKC <ul style="list-style-type: none"> • Best Innovation Award • Best Innovation Award • Best Team Effort Award • OVERALL RUNNER-UP
	<ul style="list-style-type: none"> ✓ COC <ul style="list-style-type: none"> • Best Design Award • Best Innovation Award
	<ul style="list-style-type: none"> ✓ M-BAJA <ul style="list-style-type: none"> • Best Cost Award • 5th Position in Design Inspection • 9th Position in Business plan • OVERALL 2nd in Static Rounds
	<ul style="list-style-type: none"> ✓ E-BAJA <ul style="list-style-type: none"> • Best Design Award • Best Innovation Award • Best Dronacharya Award • OVERALL First Place in Static Rounds • OVERALL 7th Place in E-BAJA
	<ul style="list-style-type: none"> ✓ BFKCT <ul style="list-style-type: none"> • Best Innovation Award • Best Dronacharya Award • Special Appreciation Award

2018	<ul style="list-style-type: none"> ✓ NSC <ul style="list-style-type: none"> • Least Weight Award
	<ul style="list-style-type: none"> ✓ NSKC <ul style="list-style-type: none"> • Least Cost Award • Best Design Award • Best Acceleration Award • Best Innovation Award
	<ul style="list-style-type: none"> ✓ M-BAJA <ul style="list-style-type: none"> • 5th Place in Virtual Round • 3rd Place in Business Plan • 3rd Place in AdWin Contest
	<ul style="list-style-type: none"> ✓ E-BAJA <ul style="list-style-type: none"> • 10th Place in Virtual Round • 1st Place in AdWin contest • 2nd Least Weight Award • 2nd Place in Acceleration • 2nd in Endurance Award • OVERALL RUNNER-UP
2017	<ul style="list-style-type: none"> ✓ IPEC <ul style="list-style-type: none"> • Best Business Plan Award
	<ul style="list-style-type: none"> ✓ IKR <ul style="list-style-type: none"> • Best Business Plan Award • Least weight Award • OVERALL Runner up
2016	<ul style="list-style-type: none"> ✓ VKC <ul style="list-style-type: none"> • Best Acceleration Award • Best Business Plan Award • Best Braking Award
	<ul style="list-style-type: none"> ✓ IKR <ul style="list-style-type: none"> • Least Weight Award • OVERALL 3rd Position
	<ul style="list-style-type: none"> ✓ VEMC <ul style="list-style-type: none"> • Best Business Plan Award • Best Endurance Award • OVERALL 3rd Position
2015	<ul style="list-style-type: none"> ✓ Best Business Plan Award in VKC 2015

PROBLEMS ENCOUNTERED AND RESOURCES REQUIRED

- VDLab works to build an engine that it simply can't compromise. Diagnosing a fault in engine is not always easy and it can be even harder to repair.
 - Students struggled hard and fixed problems encountered while design the engine. They learnt all the manufacturing works like cutting, welding and grinding.
 - They were able to work themselves and cope with teams to work efficiently.
- Choosing a right motorsport driver
 - It is true that a motorsport driver plays a major role in team performance during the event and to a great advantage some of the girls are very good at driving.
 - The management supported by providing a women driving school in the campus. This initiative helped in right students for championships.

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

5. CONCLUSION

Additional Information :

The success of SVECW lies in its exclusive performance and progressive improvement in all key areas. Some of the Awards / Recognitions / Rankings / Milestones achieved during the assessment period are enumerated hereunder:

2020-21

- Got Extension of Autonomous Status from 2021-22 to 2025-2026
- Atal Ranking of Institutions on Innovation Achievements 2020 :: Ranked in 26 - 50 Band Recognized in the Band "PERFORMER"
- Listed in Band 251-300 by MHRD NIRF 2021
- Ranked with 94 as a Best Private Engineering College in India by India Today.
- Ranked with 67 in All India Private Engineering Colleges by The WEEK-HANSA Survey.
- Careers360-AAA+
- Winner of AICTE UTKRISHT SANSTHAN VISHWAKARMA AWARD (USVA)
- Graded by AICTE-CII with 'Gold'

2019-20

- Reaccredited by NBA under Tier - I
- Ranked 183 by MHRD - NIRF
- Ranked 104 by India Today Magazine
- Graded by AICTE - CII
- Listed SVECW in South Zone Private Engineering Colleges-67, All India Private Engineering Colleges-101 by The WEEK-HANSA Survey
- Ranked with 104 as a Best Private Engineering College in India by India Today
- Careers360-AAA

2018 -19:

- Listed in Rank Band 151-200 in Indian Ranking 2018 by MHRD NIRF
- Received Global Performance Excellence Award 2018 in Best in Class Education Organization by APQO.
- Received IUCEE Member Institute Certificate
- Established Institution Innovation Council - MHRD
- Graded by AICTE - CII with 'Gold'
- Careers360-AAA
- Ranked with 104 in best Private Engineering Colleges by India Today Magazine
- Established Placement liaison office at Baroda
- VEDIC center is started at Bangalore

2017 - 18:

- 2 UG and 3 PG Programmes are Accredited by NBA under Tier-II

- Listed in Rank Band 101-150 in Indian Ranking 2017 by MHRD NIRF
- Received IMBRBNQA Trophy – 2017 in the Education Category.
- Graded by AICTE - CII with 'Gold'
- Established APSSDC Skill Development Center
- Careers360-AAA

2016 - 17:

- Graded by AICTE - CII with 'Gold' - Meet the Standards of the Industry.
- Conducted CII IWN Event ELAN 2016
- Ranked by THE WEEK Magazine
- Careers360-AAA

Concluding Remarks :

SVECW is an educational Institution run by visionaries' right from its inception in 2001. The Founder Late Dr. B. V. Raju was inspired by the concept of setting up quality educational institution in tier two towns. He believed that education could transform lives of people, so he set-up an exclusive women's engineering college in his native town of Bhimavaram, Andhra Pradesh that significantly transformed the region, especially where it influenced women towards higher education.

The institute strives for continuous improvement in the field of education and is committed to deliver world class education in various fields to students from various sections. The Vision, Mission and Values of the founder and present Chairman are the guiding lights for all the stakeholders of the institution.

The autonomous status has amplified the quality of education that is being imparted with proper design of curriculum with due participation from the industry people. Over the years it has grown from strength to strength with the expansion both in academic field and infrastructure.

Students are being sent for internship in industries, which later become spring boards for the students to reach higher levels in training and knowledge and make them employable. Placements for the students have been very good and several of our alumni have occupied key positions both in India and abroad.

With enhanced research and consultancy facilities, fund mobilization through research grants and consultancy have crossed few crores of rupees. Further, there has been quantum improvement in publications with awareness about Scopus indexed publications, Intellectual property rights, books and book chapters.

SVECW has torches the light to involve students and faculty in meeting real time societal needs of the rural people, Environment and Sustainability, Human Values, Gender Equity and Professional Ethics.

With these core competencies, SVECW has capitalized and stood first among equals because of its quest and hard work to develop as a Higher Educational Institute which stands apart.

The Institution believes that NAAC certification will be a right measure to assess & evaluate and guarantee the standard of both Qualitative and Quantity metrics practiced at SVECW. It is hoped that the NAAC

accreditation further elevates the institutional brand image.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.2	<p>Percentage of Programmes where syllabus revision was carried out during the last five years.</p> <p>1.1.2.1. Number of all Programmes offered by the institution during the last five years. Answer before DVV Verification : 13 Answer after DVV Verification: 12</p> <p>1.1.2.2. How many Programmes were revised out of total number of Programmes offered during the last five years Answer before DVV Verification : 13 Answer after DVV Verification: 12</p> <p>Remark : Input edited as total no. of program is 12 as per 1.1. extended metric.</p>																				
1.3.2	<p>Number of value-added courses for imparting transferable and life skills offered during last five years.</p> <p>1.3.2.1. How many new value-added courses are added within the last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>33</td> <td>40</td> <td>46</td> <td>45</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>34</td> <td>41</td> <td>46</td> <td>46</td> <td>43</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	33	40	46	45	42	2020-21	2019-20	2018-19	2017-18	2016-17	34	41	46	46	43
2020-21	2019-20	2018-19	2017-18	2016-17																	
33	40	46	45	42																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
34	41	46	46	43																	
1.3.3	<p>Average Percentage of students enrolled in the courses under 1.3.2 above.</p> <p>1.3.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3011</td> <td>3471</td> <td>4135</td> <td>3703</td> <td>3836</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>3011</td> <td>3062</td> <td>3019</td> <td>3020</td> <td>2965</td> </tr> </tbody> </table> <p>Remark : Input edited as number of students enrolled in courses can not be greater than total number of students.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	3011	3471	4135	3703	3836	2020-21	2019-20	2018-19	2017-18	2016-17	3011	3062	3019	3020	2965
2020-21	2019-20	2018-19	2017-18	2016-17																	
3011	3471	4135	3703	3836																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
3011	3062	3019	3020	2965																	

1.3.4	<p>Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)</p> <p>1.3.4.1. Number of students undertaking field projects / internships / student projects Answer before DVV Verification : 2503 Answer after DVV Verification: 2499</p> <p>Remark : Input edited as per given list of students.</p>																				
2.4.3	<p>Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)</p> <p>2.4.3.1. Total experience of full-time teachers Answer before DVV Verification : 1500.88 Answer after DVV Verification: 894.57</p>																				
3.1.3	<p>Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years</p> <p>3.1.3.1. The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years Answer before DVV Verification:</p> <table border="1" data-bbox="304 1032 1046 1167"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>1</td> <td>2</td> <td>8</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1245 1046 1379"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>1</td> <td>0</td> <td>0</td> <td>8</td> </tr> </tbody> </table> <p>Remark : Input edited as HEI not provided a e-copy of the certificate awarded. Awards without any financial support not to be included</p>	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	1	2	8	2020-21	2019-20	2018-19	2017-18	2016-17	0	1	0	0	8
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	1	2	8																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
0	1	0	0	8																	
3.3.2	<p>Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development during the last five years.</p> <p>3.3.2.1. Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR),entrepreneurship, skill development year-wise during the last five years. Answer before DVV Verification:</p> <table border="1" data-bbox="304 1816 1046 1951"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>25</td> <td>13</td> <td>6</td> <td>9</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2029 1046 2094"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	25	13	6	9	10	2020-21	2019-20	2018-19	2017-18	2016-17					
2020-21	2019-20	2018-19	2017-18	2016-17																	
25	13	6	9	10																	
2020-21	2019-20	2018-19	2017-18	2016-17																	

3	4	2	4	2
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Remark : Input edited as per observation response, considering only on workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development, and also by excluding talks on other subjects.

3.4.3 Number of research papers per teachers in the Journals notified on UGC website during the last five years

3.4.3.1. Number of research papers in the Journals notified on UGC website during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
29	56	39	86	82

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	33	30	67	71

Remark : Input edited as per given observation response, some of the papers does not shows name of the HEI.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	36	33	40	29

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
24	20	19	35	14

Remark : Input edited as per given clarification response, ISSN number not consider.

3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

3.6.2.1. Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	1	3	3	3

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	0	0	0	0

Remark : Input edited as e-copy of award letter provided by HEI excluding best volunteer certificates.

3.6.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

3.6.3.1. Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
25	20	25	27	25

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
14	16	14	22	21

Remark : Input edited as per list of students given in the 3.6.4 metric.

3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

3.6.4.1. Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
264	239	821	1975	1513

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
245	217	774	2084	862

Remark : Input edited as per given list of students.

4.1.4	<p>Average percentage of expenditure for infrastructure augmentation excluding salary during the last five years (INR in Lakhs)</p> <p>4.1.4.1. Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 389 1046 524"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>27.97</td> <td>156.38</td> <td>102.14</td> <td>50.02</td> <td>116.73</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 602 1046 736"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>27.97</td> <td>158.1395</td> <td>104.1025</td> <td>55.11758</td> <td>120.8918</td> </tr> </tbody> </table> <p>Remark : Input edited as per given documents.</p>	2020-21	2019-20	2018-19	2017-18	2016-17	27.97	156.38	102.14	50.02	116.73	2020-21	2019-20	2018-19	2017-18	2016-17	27.97	158.1395	104.1025	55.11758	120.8918
2020-21	2019-20	2018-19	2017-18	2016-17																	
27.97	156.38	102.14	50.02	116.73																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
27.97	158.1395	104.1025	55.11758	120.8918																	
4.3.4	<p>Institution has the following Facilities for e-content development</p> <ol style="list-style-type: none"> 1. Media centre 2. Audio visual centre 3. Lecture Capturing System(LCS) 4. Mixing equipments and softwares for editing <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. 3 of the above Remark : Input edited as per observation response.</p>																				
5.1.2	<p>Average percentage of students benefited by scholarships, freeships, etc. provided by the institution and non-government agencies during the last five years</p> <p>5.1.2.1. Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1695 1046 1830"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>44</td> <td>54</td> <td>64</td> <td>57</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1908 1046 2042"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>29</td> <td>42</td> <td>54</td> <td>64</td> <td>57</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	29	44	54	64	57	2020-21	2019-20	2018-19	2017-18	2016-17	29	42	54	64	57
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	44	54	64	57																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
29	42	54	64	57																	

Remark : Input edited as per given documents.

5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
10230	4616	2984	3811	5879

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3249	3062	3019	3020	2965

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per observation response.

5.2.1 Average percentage of placement of outgoing students during the last five years

5.2.1.1. Number of outgoing students placed year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
480	444	427	437	430

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
480	444	427	437	434

5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

5.3.3.1. Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	26	33	29	21

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
19	23	30	27	19

Remark : Input edited as per given documents , excluding events like New Year Celebrations, Grand event of Happy club, Celebration of Semi Christmas, etc.,

5.4.2 **Alumni financial contribution during the last five years (in INR).**

Answer before DVV Verification : C. 5 Lakhs - 10 Lakhs

Answer After DVV Verification: E. <2 Lakhs

Remark : Input edited as income is not reflected in Audited statement of account as alumni contribution. Mere list indicating the contribution will not be considered.

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
41	88	116	109	135

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
37	63	71	81	61

Remark : Input edited as per given documents.

7.1.6 **Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:**

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**

5. Beyond the campus environmental promotion activities

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

Answer After DVV Verification: B. 3 of the above

Remark : Input edited as per observation response.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of programs offered year-wise for last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>12</td> <td>12</td> <td>12</td> <td>12</td> <td>12</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	12	12	12	12	12										
2020-21	2019-20	2018-19	2017-18	2016-17																	
12	12	12	12	12																	
2.2	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>217</td> <td>215</td> <td>205</td> <td>218</td> <td>218</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> <th>2016-17</th> </tr> </thead> <tbody> <tr> <td>212</td> <td>165</td> <td>165</td> <td>215</td> <td>218</td> </tr> </tbody> </table>	2020-21	2019-20	2018-19	2017-18	2016-17	217	215	205	218	218	2020-21	2019-20	2018-19	2017-18	2016-17	212	165	165	215	218
2020-21	2019-20	2018-19	2017-18	2016-17																	
217	215	205	218	218																	
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