



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

SANKETIKA VIDYA PARISHAD ENGINEERING COLLEGE

BEHIND CRICKET STADIUM, POTHINAMALLYA PALEM, VISAKHAPATNAM

530041

www.svpec.info

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

May 2023

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

SANKETIKA VIDYA PARISHAD ENGINEERING COLLEGE (SVPEC) is established in the year 2003 by a well known and famous education group 'ALWARDAS GROUP. The group today boasts 32 educational institutions including of two engineering colleges, three autonomous B-Schools, two pharmacy colleges, two polytechnic colleges, a law college, three junior colleges, two degree colleges, three PG colleges, very popular Alwardas Public School, an well established international school and several other educational institutions including search. Alwardas educational group is catering the needs of young students from KG to PG and research. The institutes remain indebted to leadership of our founder late Sri Sunkari Alwardas who is having a great vision in education. Sanketika Vidya Parishad Engineering College is recognized by ACTE, New Delhi and affiliated to famous Andhra University.

Vision

To be a premier institution to propagate knowledge, high quality research and develop technologies to serve the nation.

Mission

- Develop vital environment for high quality learning.
- Collaborate with industries for training, research and other activities.
- Organize and attend extra-curricular activities for the benefit of society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The College has a lush green campus spread over 32 acres
2. Committed Faculty members who are young, dynamic and quality conscious
3. Good computing facilities with network (LAN), web based information system, wifi campus
- 4.State of the art physical infrastructure with well equipped laboratories
5. It has developed supportive management and dynamic leadership qualities among students
6. Caters to the needs students who are under privileged coming from backward area

Institutional Weakness

1. Majority of the students come from backward areas
2. This institution is also missing innovative add on courses
3. Teaching faculty possess limited industrial and research experiences
4. Limited interaction and networking with reputed colleges and industries
5. Poor mobilization of resources for research and innovation

Institutional Opportunity

1. Undertake projects which cater to the development of backward area
2. Introduction of industry oriented technical programmes or courses
3. Software park at visakhapatnam, SCZ in the vizag region may provide good employment opportunities
4. Developing backward region into technical education center
5. The college has strengthened IQAC and making it more pro active
6. Possibilities to undertake for entrepreneurship and developmental programmes

Institutional Challenge

1. Attracting qualified faculty members having industry background
2. Increased competition from local, regional and global, private government institutions and Universities

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Sanketika Vidya Parishad Engineering college (SVPEC) is affiliated to Andhra University, Visakhapatnam and meticulously follows the curriculum in effect. 15 programs (5 UG-Engg, 8 PG Engg, MBA and MCA programs) are offered to students. Curriculum is delivered to students as per the university calendar using appropriate teaching methods and learning management system ECAP. 24 courses scattered across all programs

were imparted to students to address the crosscutting issues of language, ethics, rights, interpersonal skills, environment, and social consciousness. In-order to enrich the curriculum, 37 add-on courses were offered during the assessment period with 68% students participation. Institute collects feedback from stakeholders every year and the necessary curricular changes are intimated to university. Stakeholder suggestions are used for improvement in the academic process.

Teaching-learning and Evaluation

SVPEC has consistent 60%+ admissions across all programs offered. All admissions are done through various AP state level competitions and the admissions are allotted to the institute by respective convenors and has got 70%+ seats filled against reservations as ST admissions are still challenge. Institute has 63 faculty with student faculty ratio of 18 and 15% of them are PhD qualified. Faculty are key in providing the education with appropriate teaching methods and ICT tools. Institute is able to achieve 85%+ academic performance of the graduates and has satisfied students which is evident from the periodic feedbacks taken from them.

Research, Innovations and Extension

SVPEC is striving to improve the research and received grants of 3.5L+ in the assessment period. Numerous training programs on research, innovation, IPR organised and provided satisfactory facilities and ecosystem to promote innovation with help of 3 MoUs. Numerous social and outreach activities were conducted by institute and also as part of Alwardas group and achieved many accolades. SVPEC is involving in various activities with collaborations and MoUs in addition to the internal faculty activity for the benefit of students.

Infrastructure and Learning Resources

SVPEC is a serene hill facing campus with big playground and provides good laboratories and academic facilities to promote student learning. Majority of the expenditure is spent on infrastructure, library and maintenance of these facilities. Library is automated with good e-resources with knimbus for remote access. Institute is Wi-Fi enabled campus and providing one computer for a group of 5 students on an average with academic software required.

Student Support and Progression

SVPEC supported approximately 62% students by the AP State government scholarships and the institute scholarships and focussed trainings are provided for the overall development with the help of various trainings such as CRT, soft skills and sports. Institute is providing 60%+ placements and 20%+ Higher studies opportunities for the graduated students. Numerous events are conducted and participated by students in sports and cultural activities and won 50+ awards/recognitions at state/national level competitions. Institute has good connect with alumni and conducts alumni meets to share the information. Alumni are contributing financially and also by participating in the student development activities.

Governance, Leadership and Management

Under the leadership of Alwardas group, institute has decentralized governance. SVPEC has vision of promoting education for the needy as part of the Alwardas group. Institution has philanthropic leadership and decentralised governance with the help of 33 committees to look after various activities. Institute supports the faculty and support staff both financially and the welfare measures towards the individual as well as institution growth. All the policies of human resources such as performance appraisal, incentives, welfare measures are transparent and effectively implemented. Almost all faculty are supported for their skill/qualification/professional development and 60%+ faculty attended FDPs towards continuous learning. Institute majorly governed by the student fee and the Alwar group is supportive for the smooth governance even in the case of inordinate delays in the state government scholarships release by the government. SVPEC has active IQAC with focus on outcomebased education and is instrumental in getting ISO certified and participated in NIRF and in the process of applying NBA for the UG programs.

Institutional Values and Best Practices

SVPEC has the focus on sustainable growth and takes emphasis on gender equity, social diversity, and celebrates the cultural and social events and educated the stakeholders on values and ethics, responsibilities. Institute undertaken the audits required for the energy and environment and is complied with the ISO certifications. Institute practising the counselling and mentoring activities for the overall development of the stakeholders and claimed as best practise.

2. PROFILE

2.1 BASIC INFORMATION

| Name and Address of the College | |
|---------------------------------|--|
| Name | SANKETIKA VIDYA PARISHAD ENGINEERING COLLEGE |
| Address | behind Cricket stadium, Pothinamallyya palem, Visakhapatnam |
| City | Visakhapatnam |
| State | Andhra Pradesh |
| Pin | 530041 |
| Website | www.svpec.info |

| Contacts for Communication | | | | | |
|----------------------------|-------------------|----------------------------|------------|-----|---------------------------|
| Designation | Name | Telephone with STD Code | Mobile | Fax | Email |
| Principal | N.c.anil | 9573-334901 | 9573334902 | - | SVPEC.PRINCIPAL@GMAIL.COM |
| IQAC / CIQA coordinator | K.v.ramana Rao | 9440-974007 | 9440974007 | - | svpec.principal@gmail.com |

| Status of the Institution | |
|---------------------------|----------------------------|
| Institution Status | Private and Self Financing |

| Type of Institution | |
|---------------------|--------------|
| By Gender | Co-education |
| By Shift | Regular |

| Recognized Minority institution | |
|--|----|
| If it is a recognized minority institution | No |

| Establishment Details | |
|-----------------------|--|
| | |

| State | University name | Document |
|----------------|-------------------|-------------------------------|
| Andhra Pradesh | Andhra University | View Document |
| Andhra Pradesh | Andhra University | No File Found |

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

| Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC) | | | | |
|---|---|--------------------------------|--------------------|---------|
| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day,Month and year(dd-mm-yyyy) | Validity in months | Remarks |
| AICTE | View Document | 25-06-2021 | 12 | |
| AICTE | View Document | 25-06-2021 | 12 | |
| AICTE | View Document | 25-06-2021 | 12 | |
| AICTE | View Document | 25-06-2021 | 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? | No |

| Location and Area of Campus | | | | |
|-----------------------------|---|-----------|----------------------|--------------------------|
| Campus Type | Address | Location* | Campus Area in Acres | Built up Area in sq.mts. |
| Main campus area | behind Cricket stadium, Pothinamallyya palem, Visakhapatnam | Urban | 32 | 19111.67 |

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,Electronics And Communication Engineering, Electronics and Communications Engineering | 48 | Inter | English | 60 | 60 |
| UG | BTech,Electrical And Electronics Engineering,Electrical and Electronics Engineering | 48 | Inter | English | 60 | 60 |
| UG | BTech,Civil Engineering, Civil Engineering | 48 | Inter | English | 60 | 60 |
| UG | BTech,Computer Science And Engineering,Computer Science and Engineering | 48 | Inter | English | 60 | 60 |
| UG | BTech,Mechanical Engineering,Mechanical Engineering | 48 | Inter | English | 60 | 60 |
| PG | Mtech,Electronics And Communication Engineering, VLSI | 24 | B.Tech | English | 9 | 2 |

Self Study Report of SANKETIKA VIDYA PARISHAD ENGINEERING COLLEGE

| | | | | | | |
|----|--|----|--------|---------|----|----|
| PG | Mtech,Electronics And Communication Engineering, COMMUNICATION SYSTEMS | 24 | B.Tech | English | 9 | 0 |
| PG | Mtech,Electrical And Electronics Engineering,P OWER SYSTEM AND AUTO MATION | 24 | B.Tech | English | 9 | 3 |
| PG | Mtech,Civil Engineering, Structural Engineering | 24 | B.Tech | English | 9 | 6 |
| PG | Mtech,Civil Engineering, Transportation Engineering | 24 | B.Tech | English | 9 | 7 |
| PG | Mtech,Computer Science And Engineering,COMPUTER SCIENCE AND TECHNOLOGY | 24 | B.Tech | English | 9 | 5 |
| PG | Mtech,Mechanical Engineering,MACHINE DESIGN | 24 | B.Tech | English | 9 | 5 |
| PG | Mtech,Mechanical Engineering,INDUSTRIAL ENGINEERING | 24 | B.Tech | English | 9 | 1 |
| PG | MCA,Master | 24 | Degree | English | 60 | 60 |

| | | | | | | |
|----|--|----|--------|---------|----|----|
| | s In Computer Applications, | | | | | |
| PG | MBA, Management Studies, Finance Marketing and Human Resource Management | 24 | B.tech | English | 90 | 90 |

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 | 12 | | | | 5 | | | | 74 | | | |
| Recruited | 8 | 4 | 0 | 12 | 4 | 1 | 0 | 5 | 49 | 25 | 0 | 74 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |
| Sanctioned by the Management/Society or Other Authorized Bodies | 12 | | | | 5 | | | | 74 | | | |
| Recruited | 8 | 4 | 0 | 12 | 4 | 1 | 0 | 5 | 49 | 25 | 0 | 74 |
| Yet to Recruit | 0 | | | | 0 | | | | 0 | | | |

| Non-Teaching Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 41 |
| Recruited | 20 | 21 | 0 | 41 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 41 |
| Recruited | 20 | 21 | 0 | 41 |
| Yet to Recruit | | | | 0 |

| Technical Staff | | | | |
|---|-------------|---------------|---------------|--------------|
| | Male | Female | Others | Total |
| Sanctioned by the UGC /University State Government | | | | 6 |
| Recruited | 6 | 0 | 0 | 6 |
| Yet to Recruit | | | | 0 |
| Sanctioned by the Management/Society or Other Authorized Bodies | | | | 6 |
| Recruited | 6 | 0 | 0 | 6 |
| 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 | 8 | 4 | 0 | 4 | 1 | 0 | 49 | 25 | 0 | 91 |
| Ph.D. | 8 | 4 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 12 |
| M.Phil. | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| PG | 0 | 0 | 0 | 4 | 1 | 0 | 49 | 25 | 0 | 79 |
| UG | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

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

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

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

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

| Programme | | From the State Where College is Located | From Other States of India | NRI Students | Foreign Students | Total |
|-----------|--------|---|----------------------------|--------------|------------------|-------|
| UG | Male | 774 | 0 | 0 | 0 | 774 |
| | Female | 255 | 0 | 0 | 0 | 255 |
| | Others | 0 | 0 | 0 | 0 | 0 |
| PG | Male | 160 | 0 | 0 | 0 | 160 |
| | Female | 55 | 0 | 0 | 0 | 55 |
| | Others | 0 | 0 | 0 | 0 | 0 |

| Provide the Following Details of Students admitted to the College During the last four Academic Years | | | | | |
|--|--------|---------------|---------------|---------------|---------------|
| Category | | Year 1 | Year 2 | Year 3 | Year 4 |
| SC | Male | 31 | 18 | 23 | 27 |
| | Female | 11 | 6 | 7 | 9 |
| | Others | 0 | 0 | 0 | 0 |
| ST | Male | 0 | 1 | 0 | 2 |
| | Female | 0 | 0 | 0 | 1 |
| | Others | 0 | 0 | 0 | 0 |
| OBC | Male | 74 | 72 | 62 | 93 |
| | Female | 28 | 30 | 27 | 27 |
| | Others | 0 | 0 | 0 | 0 |
| General | Male | 251 | 109 | 124 | 144 |
| | Female | 84 | 88 | 63 | 57 |
| | Others | 0 | 0 | 0 | 0 |
| Others | Male | 0 | 0 | 0 | 0 |
| | Female | 0 | 0 | 0 | 0 |
| | Others | 0 | 0 | 0 | 0 |
| Total | | 479 | 324 | 306 | 360 |

Institutional preparedness for NEP

| | |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | Sanketika Vidya Parishad Engineering College is providing Multidisciplinary courses for the students of both post graduation and under graduation. Under Post graduation, the courses offered are Master of Business Administration, Master of Computer Application, Master in Civil Engineering, Master in Electrical and Electronics Engineering, Master in Mechanical Engineering, Master in Electronics and Communication Engineering and Master in Computer Science Engineering. Under Graduate courses offered are Civil Engineering, Electrical and Electronics Engineering, Mechanical Engineering, Electronics and Communication Engineering and Computer Science Engineering. |
|---|---|

| | |
|--|---|
| 2. Academic bank of credits (ABC): | The User Id of SVPEC for ABC is adabala86. |
| 3. Skill development: | To enhance communication skills, social and emotional well-being and to fetch the placements, the institution was imparting Burlington English Programme until October, 2022 and currently tide up with Cambridge English Programme. |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | English course is taught as part of curriculum, Institute encouraging the students to learn languages through MOOCs in addition to the certifications offered in Institute. |
| 5. Focus on Outcome based education (OBE): | POs defined by NBA/NAAC are followed and 2 Program specific outcomes framed for programs. All faculty frames the COs and delivers the curriculum aligned to outcomes. Evaluation also carried out aligned to the outcomes. Attainments for all CO, POs were carried out and improvements identified are implemented. Institute is in the process of applying for NBA accreditation for UG programs. |
| 6. Distance education/online education: | No distance education offered and is not eligible being affiliated institution. |

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 1149 | 886 | 958 | 940 | 924 |

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2 Teachers

2.1

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

Response: 65

| File Description | Document |
|---|-------------------------------|
| Upload Supporting Document | View Document |
| Institutional data in prescribed format | View Document |

2.2

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 63 | 54 | 55 | 51 | 39 |

3 Institution

3.1

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-----------|-----------|----------|----------|-----------|
| 241.49028 | 362.20641 | 371.7739 | 396.5133 | 267.32164 |

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

This college is affiliated to Andhra University, Visakhapatnam and follows the curriculum prescribed by the university and prepares the action plan accordingly to make sure that the delivery is more effective. Since the university provides the academic calendar every year, all the departments of the institute prepare the events in line with the academic calendar which include various activities such as internal examinations, Co-curricular activities, Extra-curricular activities, workshops, industrial visits and guest lectures. Course completion is done in all the departments by properly distributing the syllabus of every course as per the lecture plan prepared by individual course coordinator. Students feed back system is implemented in the college and as per the information given by the students, necessary steps will be taken. Internal Quality Assurance Cell (IQAC) takes care of all academic activities to provide quality education.

Courses will be allotted to the faculty members well in advance before the commencement of the semester and respective course coordinators will prepare the lesson plan, course delivery plan (CDP) and lecture notes of both soft copy and hard copy with respect to the calendar of events prepared by the individual departments. Course coordinators will submit their respective lesson plans and course delivery plan to the respective HODs. Every Head of the Department will follow up the teaching plans submitted to ensure effective implementation as per the schedule. Course coordinators will follow different course delivery methods such as black board, Power Point Presentations etc. Since the importance of Outcome Based Education is inculcated among the faculty members by conducting various internal programs, all the departments follow the teaching and learning methodologies and modern techniques such as ICT (Integrated Co-Teaching) class rooms for successful course delivery to provide the quality education to the students. Analyzing the present scenario, the modern teaching learning techniques like Power Point Presentation, Group Discussions, Seminars, Video Lectures, etc paved a way to uplift the performance of the students.

In every semester continuous evaluation is done by the course coordinators for every course by conducting class test for each unit after all the unit course contents are delivered. Based on the performance of the students in the class tests, remedial classes will be conducted for slow learners so that those students also understand the topics clearly, gain knowledge and perform well in the university end examination to score good marks. Internal examinations will be conducted as per the university academic calendar and evaluation is done transparently and impartially. Internal marks will be shown to the students and necessary suggestions will be given to the students who could not perform well. Counselling/Mentoring system is implemented in all the departments and accordingly group of students in every class will be assigned to one counsellor/mentor. The faculty mentors will interact with the respective batch of students regarding their attendance, courses and their performance in class tests,

internal examinations and as well as university end examinations and support them morally and motivate them as when required.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.2 Academic Flexibility

1.2.1

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

Response: 37

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Evidence of course completion, like course completion certificate etc. Apart from the above: | View Document |

1.2.2

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

Response: 69.75

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 917 | 692 | 510 | 587 | 628 |

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

SVPCE meticulously follows the Andhra University syllabus and following courses are integrated and delivered to students to address the crosscutting issues.

Courses related to crosscutting issues

| Course name | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
|--|---|---|---|---|---|---|---|---|---|----|----|----|----|----|----|
| English | Y | Y | Y | Y | Y | | | | | | | | | | |
| English Language Lab | Y | Y | Y | Y | Y | | | | | | | | | | |
| Managerial Economics | Y | Y | Y | Y | Y | | | | | | | | | | |
| Organizational behavior | Y | | | | | | | | | | | | | | |
| NCC/NSS | Y | Y | Y | Y | Y | | | | | | | | | | |
| Environmental Science | Y | Y | Y | Y | Y | | | | | | | | | | |
| HSS-Elective | | Y | Y | Y | Y | | | | | | | | | | |
| Professional Ethics Universal Human Values | | | Y | Y | Y | | | | | | | | | | |

| | | | | | | | | | | | | |
|---|--|--|---|---|---|---|---|---|---|---|---|---|
| Business Analytics | | | | | | | | | | | Y | |
| Research Methodology & IPR | | | | Y | | | | Y | | Y | | Y |
| Audit Course | | | | Y | | | | Y | | Y | | |
| Mini Project With Seminar | | | | | | | | Y | | | | |
| Business Analytics Industrial Safety Operational Research Cost Management of Engineering Projects | | | Y | | | | | Y | | | | |
| Earthquake Engineering | | | | | | | | | Y | | | |
| 1. | | | | | | | | | Y | | | |
| 2. | | | | | | | | | | | | |
| 1. | | | | | | | | | | | | |
| Semin | | | Y | Y | Y | Y | Y | | Y | | Y | |

| | | | | | | | | | | | | | |
|--------------------------------------|--|--|---|---|---|---|---|--|--|---|--|--|---|
| ar | | | | | | | | | | | | | |
| (a)Ground Improvement Techniques | | | Y | | | | | | | Y | | | |
| (b) Environmental Impact Assessment | | | | | | | | | | | | | |
| (c)Project Planning | | | | | | | | | | | | | |
| Communication Techniques | | | | Y | | | Y | | | | | | |
| Communication Engineering Lab | | | | Y | Y | | Y | | | | | | |
| Engineering and Managerial Economics | | | Y | Y | | Y | Y | | | | | | Y |
| Project management | | | Y | Y | | Y | Y | | | | | | |
| Human resource development & ind | | | | Y | | Y | Y | | | | | | Y |

| | | | | | | | | | | | | | | |
|-------------------------|--|--|--|---|--|---|--|--|--|--|--|--|---|--|
| Industrial relations | | | | | | | | | | | | | | |
| Reliability engineering | | | | | | Y | | | | | | | | |
| Comprehensive Viva Voce | | | | Y | | | | | | | | | Y | |

- 1.BTech(Electrical and Electronic Engineering)
- 2.BTech(Mechanical Engineering)
- 3.BTech(Computer Science Engineering)
- 4.BTech(Civil Engineering)
- 5.BTech(Electrical Communication Engineering)
- 6.MTech(CST)
- 7.MTech(Industrial Engineering)
- 8.MTech(Machine Design)
- 9.MTech(Communication Systems)
- 10.MTech(VLSI)
- 11.MTech(Structural Engineering)
- 12.MTech(Transportation Engineering)
- 13.MTech(PowerSystems and Automization)
- 14.MCA
- 15.MBA

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

1.3.2

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

Response: 36.73

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

Response: 422

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

1.4 Feedback System**1.4.1**

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

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 63.96

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 479 | 324 | 305 | 360 | 278 |

2.1.1.2 Number of sanctioned seats year wise during last five years

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 522 | 522 | 522 | 0552 | 612 |

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

2.1.2

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

Response: 70.69

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 144 | 127 | 127 | 159 | 111 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 181 | 181 | 181 | 191 | 211 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Final admission list indicating the category as published by the HEI and endorsed by the competent authority. | View Document |

2.2 Student Teacher Ratio

2.2.1

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

Response: 18.24

2.3 Teaching- Learning Process

2.3.1

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

Response:

The college believes that self-learning and learning beyond syllabus have a great scope in the development of the career of an engineer. Teaching and learning is a process that includes many variables. These variables interact as learners work toward their goals and incorporate new knowledge, behaviors, and skills that add to their range of learning experiences. Everything in engineering cannot be taught in the class room or laboratories. The explosion in knowledge related to applied science and engineering during the last century has been so much that four years is too short period even to cover one

branch of engineering. This fact calls for the relevance for self-learning for young engineers. What an institution should do is to provide adequate facilities for self-learning to the students so that they get motivated to learn more and more and ultimately become life-long learners and innovators. Library, Internet and Sports hours are included in time tables to improve learning ability by using facilities available

Motivation for self-learning should be provided in the classrooms. A teacher has a great role to play in this. Discussing subject beyond the syllabus, providing exposure to exciting developments in science and technology around the globe, attempting solutions to problems in daily life etc. are the ways to motivate students for self-learning. They should also be motivated to do things themselves so that they gain confidence to try anything with their own hands. It is best to think of them together as a range of possibilities that can be integrated into the learning experience.

Facilities provided for the continuity of self-learning:

1. Central library
2. Digital Library

Instructional Methods and Pedagogies

The following methods are followed:

1. Talk & Chalk: Usage of blackboard, chalk and lecture
2. PPT: PowerPoint Presentation for the relevant topic
3. Visualization: Showing 3D objects to the students and explaining
4. Enquiry-based instruction: Prior intimation of the topic in the previous classes to the students for inquiry of the topic and asking the questions in the next class
5. Technology: New & updated technology relevant to the course
6. Seminars: Seminar should be given by the student
7. Chart : 2D objects charts
8. Brainstorming: Giving a topic and allowing the students to think over it for new ideas
9. Group Discussion: Formation of groups with 3-4 members in each and discussion on the Topic
10. Debate sessions: Assigning a topic to the students and allow them to debate
11. Quiz: Asking Questions on the covered topic by forming Students into batches.
12. Expert Talk /Guest Lecture : provide an important educational experience for students based on their real-world life experiences
13. Poster design: to retain and learn faster.
14. Online lecture/Google class room: educational class that is held online.
15. Behavior management: Wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 63 | 54 | 55 | 51 | 39 |

| File Description | Document |
|---|-------------------------------|
| Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts) | View Document |

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 14.5

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 8 | 8 | 6 | 6 |

| File Description | Document |
|--|-------------------------------|
| Institution data in the prescribed format | View Document |
| Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities | View Document |

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

EVALUATION PROCESS

The college has transparent and systematic process for the continuous evaluation of students. The college strictly follows the rules, guidelines and academic calendar framed by the Andhra University to which the college is affiliated with. Each and every student is continuously evaluated by their overall performance in internal examination, assignment and university level examination. The internal grievance regarding correction in the personal details, internal marks, attendance issues, correction in the question paper, distribution and verification of answer scripts along with external grievance regarding exam registration, proposal of electives, name correction in mark memo, student malpractice are handled by the exam cell of the college.

Institute level

Every semester, two internal examinations are conducted with student strength of 24 students in each exam hall under the guidance of college's exam cell. The internal evaluation has 20% weightage in the overall performance evaluation. The validity and reliability of question papers are verified by the exam coordinator or subject expert of each department before one day of examination. Each internal evaluation has duration of 90 minutes and carry 20 marks with 5 short questions and 4 essay questions. In each paper, the students has to secure a minimum of 40%. The evaluated answer scripts are distributed to students within three days after exam. Faculty shares the schema of evaluation with students when the corrected answer scripts are distributed to students for verification. If there are any student grievances, it will be resolved as appropriate. The results will be published in every department's notice board and the same will be intimated to parents through their contact number. At the institute, exam cell handle issues related to evaluation process and in every case justice is ensured. If the student want to address any exam related issues, she/he has to submit a request letter to the exam grievance cell with every valid detail. Concerned faculty will be called to the Committee. After verification, the committee will update the status of the student within three days of time.

At University level

The external examinations are conducted in coordination with external examiner at the end of semester and has a duration of three hours. If the students have any dispute regarding evaluation of answer scripts, university will intimate re-evaluation schedule through the University website. Students can apply for re-evaluation within weeks from the declaration of results. The University will announce the re evaluation results separately in the University website.

University has given provision of recount, re-evaluation to students incase of grievances related to the semester end examinations.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

College follows the outcome-based education which offers what is anticipated from the student after they finish their course. In this context, Program Specific Outcomes (PSOs), Program Outcomes (POs), and Course Outcomes (COs) are developed. For defining the PEOs and PSOs we follow the consultative process involving the stake holders and are in lined with the vision and mission of the college and department as well as the graduate attributes.

POs and PSOs along with Vision and Mission are displaced in all prominent locations of the campus like; department offices, laboratories, classrooms, and department libraries. All the faculty members prepare a course file for each semester that lists the COs and POs and their mapping. Complete syllabus of the theory courses, generally contains seven units. Accordingly, the 6-7 COs have been identified for all courses. the CO-PO mapping is done accordingly. The hard copy of the syllabus is made available to every student and faculty as well as is also available on the Institute website..

The respective course coordinator lists the COs and POs and their mapping. The course outcomes and their mapping with program outcomes and program-specific outcomes are elaborately discussed and derived by the course committee members. During the commencement of each unit and after the completion of the unit, the course outcomes are reviewed.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

1. Attainment of Course Outcomes:

Internal assessment will be conducted as per the guidelines and schedule of ANDHRA UNIVERSITY, VISAKHAPATNAM. External exams are conducted by ANDHRA UNIVERSITY. Each course contains a set of COs and evaluation criteria that must be met. All the marks scored by the learners are recorded. A course result should satisfy at least one or more of the program's outcomes. These are the abilities, knowledge that students can display after course completion. Based on rubrics set for individual courses, the attainment level will be calculated. Attainments for internal examinations will be calculated by taking the question-wise attainments for marks and assignments and an average of these attainments will be considered as CO attainments will be finalized.

The process of course outcome assessment is by direct or indirect method. The direct method consists of Mid Examinations and Semester End Examination. The indirect assessment is done through the course end survey.

Rubrics are framed for the assessments:

The attainment of each CO is computed by setting the class average mark as the target. The COs of each course are mapped to POs with weightages of 3 (Strong), 2 (Medium) and 1 (Weak).

2. PO attainment calculations:

All of the courses that contribute to the PO are recognized, and are assessed using both direct and indirect assessments through the COs. CO-PO matrix is considered for each subject. PO attainment is obtained from PO with CO values. The degree of achievement of each CO is compared to the specified targets for each course, and if they are not met, faculty offers ways to improve it.

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

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

Response: 85.09

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 235 | 222 | 249 | 315 | 172 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 262 | 260 | 267 | 364 | 249 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise. | View Document |

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.49

| File Description | Document |
|--|-------------------------------|
| Upload database of all students on roll as per data template | View Document |

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 3.18

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0.4 | 0 | 2.07593 | 0.7 |

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

The college believes in inculcating the innovative ideas and to transform the same into the entrepreneurial ideas for the benefit of both the staff and students of the S V P Engineering College.

In this connection , the college had signed MoUs with the below mentioned:

1. IFERP (Institution for Engineering Research and Publication which is a professional organization for technological research, learning, collaboration, resource sharing and community building activities.
2. Achiever Overseas Educational Consulting, Texas, United States.
3. PHN Technologies Private Limited, Pune.

The ED Cell is acting as a crucial part of the college's effort in developing and transforming the morale

of the students, teaching staff and the non-teaching staff put together. Thus converting their efforts, skills and competencies along with the added necessary inputs to achieve their entrepreneurial goals. The college is completely committed and dedicated towards the smooth functioning of the ED Cell.

The ED Cells performance could be well analyzed and evaluated from the models/prototypes /publications being produced from time-to-time.

14, 13, and 49 training activities were organised / attended during last 3 years as provided in the attachment.

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

3.2.2

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

Response: 39

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 10 | 7 | 5 | 8 | 9 |

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

3.3 Research Publications and Awards

3.3.1

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

Response: 1.34

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 32 | 22 | 6 | 14 | 13 |

| File Description | Document |
|---|-------------------------------|
| Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.3.2**Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years****Response:** 0.2**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 3 | 4 | 3 |

| File Description | Document |
|---|-------------------------------|
| List of chapter/book along with the links redirecting to the source website | View Document |
| Institutional data in the prescribed format | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

3.4 Extension Activities**3.4.1**

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

Response:

The institution has been organizing a good number of extension activities that are carried out in the neighborhood community with 80%+ students participation. SVPEC encourages the students to interact with the neighboring communities to explore the opportunities for involvement in social work. SVPEC has adopted nearby villages namely Bakkannapalem, Lakshmivaniplaem, yendada which are in 3K.M radius from institution. SVPEC -NSS Unit has organized several extension activities in adopted village. It helps in developing interpersonal relationships, leadership qualities, organizing skills, understanding the life of underprivileged people, help society in times of need, and inculcate moral and human values among the students.

The co-curricular, extracurricular, and relevant extension activities are planned in such a way that the students have ample opportunities to expose themselves to societal issues thereby promoting them to extend their domain knowledge and practical skills on a real-time basis, the following activities for the holistic development of students. Various activities are organized in collaboration with Visakha eye hospital, AS Raja Blood bank, GVMC, 49 Sachivalayam, Lions club, Walkers Club etc.

1. National Service Scheme: The activities about community service under the scheme promote the students' attitudinal development in acquiring social skills such as empathy, respect, and teamwork.
2. Health camps: the institution has organized several Health camps in our adopted village through these camps, the students get the knowledge of different ailments, conditions and have the possibility of identifying a problem, formulating a problem, in making devices or computation tools or innovative methods for diagnosis and/or cure.
3. Tree plantations and environmental issues: The importance of man co-existing with nature and the need for a sustained approach to preserve the ecosystem becomes a serious challenge to engineers too besides policymakers and other scientists. The development of new technologies, systems, and products in compliance with environmental standards is the need of the day.
4. Digital literacy: The students get enough opportunity to identify the gaps between technology development and end-user application. This entails the students to create solutions tailor-made to the need of the customers and clients
5. Hygiene and cleanliness: Pollution and untidy environs are the places where we breed communicable diseases as well project a bad picture to the people who are interested to collaborate with. This becomes an important dimension for engineers to innovate tools, devices, and methods to sustain a clean environment.
6. Outreach activities: The students and the faculty of the departments actively engage with the college neighborhood to transfer the domain knowledge to the development of society. It is perceived as an opportunity to identify needs besides mere knowledge transfer.

For the benefit of the neighborhood communities, the institution has organized several programs like International Yoga day for the mental and health benefits and its sustainability to human beings, Swachh

Bharath, blood donation camps, health check-up camps, OffLine/Online electoral registration process campaigns, etc. and also to make the neighborhood community aware of government initiatives and also to make them adopt a good lifestyle.

All the activities are planned and conducted in such a way that they become relevant to the program domain and contribute to the students' holistic development.

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

3.4.2

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

Response:

SVPEC proudly conducts many extension activities for the benefit of surrounding community. Besides it strongly believes that extracurricular activities will open avenues for the students to make social participation and contribute for the social empowerment. Under the NSS Unit, SVPEC has conducted following programs involving the student volunteers: Swatch Bharath, Tree plantation program, Legal awareness program, Blood Donation camp, Digital Financial Literacy Program, Clean and Green, Voters Day celebrations and Ban on Plastic usage, and awareness program on Disha App. The very purpose of conducting these activities is many folds to create awareness of health, need of maintaining clean environment, to enlighten the adverse effects of plastic, importance of planting trees. By involving students in these activities, they will come to know the need of upliftment of villages, their responsibility as engineers, and need of literacy and how to make rural population tech savvy at least to carry out their daily transactions.

SVPEC strongly insisted extension activities as one of the important objectives to be fulfilled on par with its main activities like curriculum development, providing enough and appropriate infrastructure, examination and scholastic development etc. The impact of these extension activities is tremendous and admirable and tangible change in students' communication, ability to face new people and empathy towards fellow men. The experience reflected in better career outcome after their graduation.

For the participation of the above extension activities SVPEC NSS Unit has been recognized with several appreciation certificates, Awards by the government / governmental recognized bodies NGOs and reputed clubs. For this Endeavour, SVPEC NSS program officer and student volunteers received awards and recognitions from sub divisional superintendent of police, Visakhapatnam, AS Raja Blood Bank Charitable trust, and KGH Hospital, Visakhapatnam.

The received awards include Best NSS PO, Best NSS Volunteer and Best NSS Unit.

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

3.4.3

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

Response: 51

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 09 | 12 | 14 | 07 | 09 |

| File Description | Document |
|--|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency | View Document |

3.5 Collaboration

3.5.1

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

Response: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

Sanketika Vidya Parishad Engineering College has adequate and excellent infrastructure and physical facilities for teaching and learning at classrooms, core laboratories and computer laboratories.

Our vision is to provide infrastructure at par with prestigious institutions in India and to continuously improve the learning environment for our students. Our policy is to be flexible and responsive to the needs of the current students so that we can offer them the best. We cater to these needs by having smart classrooms with LCD facility, ample hands-on labs, digital libraries, research and development labs, project labs, etc.

The institute also strives to provide the latest information in their respective fields by organizing seminars on emerging technologies, expert lectures, workshops and faculty development programs using facilities such as seminar hall.

The SVPEC has a beautiful landscape, beautiful architecture, an eco-friendly environment, spacious classrooms, well-equipped laboratories and excellent infrastructure spread over 31 acres of land.

Classrooms

There are 19 well-equipped, spacious, airy and well-illuminated classrooms in the campus. Classrooms are well maintained to ensure visibility and audibility. Classrooms are equipped with appropriate furniture, chalk boards, fan, lighting and power supply. Some of other digital classrooms are equipped with LCD projectors and LAN/Wi-Fi access. In addition to these, there are tutorial rooms in each department to take up additional teaching activities.

Laboratories

There are 31 domain specific laboratories and a computer center. The laboratories are equipped with adequate and well-maintained equipment for conducting experiments. The laboratories are also accessible to the students beyond the working hours if required. Adequate safety measures are in place in the laboratories and they are located in strategic places.

SeminarHall

The college has 1 seminar hall with a seating capacity of 300 and 200 each for organizing seminars, conferences, guest lectures and workshops for students and teachers. Seminar hall has comfortable seating and are equipped with LCD projector, white board, raised podiums and sound system with internet connectivity.

Cultural activities: For bringing awareness towards national integration the college has focussed on extra cultural activities and trying to make all the students to participate in these activities. For cultivating leadership qualities as well as team spirit among the students, the institute has stretch forth its assistance on to the student's community. The college has separate academic, cultural and sports plan. The College has a Seminar hall with a seating capacity of 300. Different types of cultural programs are conducted regularly at this seminar hall. Most of the students are actively participating in these events like: dance (solo and group), ramp-walk, singing, rangoli etc. Every year college organizes an Annual cultural Function called SANKETH, where students participate in many cultural, sports activities.

The College is proactive in providing facilities for students to participate in cultural activities, sports and games in various ways. Cultural committee supported by a team of faculty members and full time sports officer look after all cultural, sports and extracurricular activities of the college.

Outdoor Games: A spacious play ground is available for outdoor games like Cricket, Football, Volleyball, Basketball, Kho-Kho, Badminton, etc.

Indoor Games: Facilities for the indoor games like Badminton, Table Tennis, Chess, Caroms, etc. are provided to students in the college campus. A large number of sports activities are organized in the college aiding the students to display their talent in sports activities.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

4.1.2

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

Response: 36.88

4.1.2.1 Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|-------------|-----------|-------------|-----------|----------|
| 102.2488375 | 125.77495 | 184.2439875 | 103.62129 | 88.62129 |

| File Description | Document |
|---|-------------------------------|
| Institutional data in the prescribed format | View Document |
| Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted) | View Document |

4.2 Library as a Learning Resource

4.2.1

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

Response:

The library is automated with SOUL (Software for University Libraries) (version 2.0) has Six modules, which allows users to easily perform transactions and borrow books using bar-coded cards. The library is equipped with 20 computers, printer and photocopiers with Internet access. OPAC (Public Access Electronic Catalog) is the library's catalog that users can access from their computer terminals. The main objective of OPAC is to create a database of library items that can provide an online catalog. Users can search for materials, check availability, reserve books, and even issue and return materials. Electronic catalogs have always been at the forefront of service technology. E-resources can be accessed through Wi-Fi in the campus. Articles can be downloaded from electronic journals using the digital library facility.

The library covers an area of 653.0 sqm and can accommodate 150-200 people. The library is staffed by qualified librarians, assistants, and support staff. The library is open from 8:00AM to 6:00 PM on all working days. The library has 28909 volumes, including 19615 textbooks, 9294 reference books and 58 scientific and technical journals. It also subscribes to 78 periodicals and 5 e-journals. A separate reference section contains manuals and books. The institute is a member of DELNET and Inter library loan is also available through DELNET. The library uses an open system and encourages users to explore the shelving areas freely.

Acquisition: This module facilitates automating the process of ordering, receipt, payment and budget control. The module enables library staff to handle all major functions related to acquisition such as auto generation of letter number, order processing, cancellation and remainder, master files such as currency, vendors, publishers, receipt, payment and budgetary control and reports etc.

Circulation: This module facilitates enrollments, transactions, late fees, and notifications. It also includes maintenance tasks such as binding, lost, replaced, disappeared, and removed.

Catalogue: The main function of this module is to search for information such as corpus, subject name, and series name.

Administration: The Administration module contains various settings such as the ability to group users by policy, transaction permissions, user security at the transaction level, tags, emails, and other settings related to software.

On-line Public Access Catalogue (OPAC) : This module has simple and advanced search facility with minimum information of documents available in database by author, title, corporate body, conference name, subject headings, keywords, class number, series name, accession number of any of two or more information. The OPAC can be accessed by the users through three systems connected through LAN in the library.

Serial control: Managing Serials is most complicated job for a library. This module keeps track of serials in the library are effectively and efficiently. This module is developed based on the KARDEX system and has following functions built into it as suggestions management, Master databases, subscriptions management, cataloging e-journals etc.

Digital Library: The institution has a digital library with 20 computers in the central library. There is a significant collection of e-journals such as DELNET, NDL, e-books. The e-library has NPTEL videos, e-books, Competitive Examination books, old question papers of university examinations.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Institution frequently updates its IT facilities including Wi-Fi.

Institution has adequate and latest IT infrastructure. The IT infrastructure and resources are updated and upgraded continuously as per the requirements and changing technology. The entire Institute is Wi-Fi enabled with necessary firewalls and computer labs are connected through LAN with internet facilities.

Computers: -

The computers are upgraded to i3 Processor 10th generation with 8GB RAM, 512GB SSD and 17 inches

Monitor and to i3 Processor 2nd generation with 4GB RAM and 320GB hard disk and 17 inches Monitor as compared to the computers available in 2009. There are good number of computers with dual core 6th generation with 2GB RAM and 160GB, 2GB RAM and 250GB, 2GB RAM and 320GB Hard disk branded DELL, EVOLVE, WIPRO with 17 inches and 20 inches LED Monitor. These computers are available for the students and faculty for accessing internet, practice and for preparation of their projects.

Software's:-

All the PC have Linux as operating system Ubuntu, faculty and students were encouraged to use the freeware. Office tools like MS Office for document writing.

Programming languages like C, C++, JAVA, R, Jupiter, Net Beans etc. and Weka, Rational Rose, Oracle software's are installed in all the systems for computer science students and faculty for their practice.

Mentor Graphics for 25 users for the department of ECE.

AUTOCAD and STAD software for 20 users for the departments of CIVIL, EEE and MECH.

Licensed software Globarena Software solutions is used for English communication skill lab for the First-year students and Rational Rose is used for implementing UML diagrams for their projects by students.

Networking Devices:-

Cisco SG-350 are the latest switches used by replacing the other outdated ones.

Manageable switch fast communication purpose.

Optical fiber cable are used as backbone for the networking and internally CAT5E LAN cable interconnection were used. Optical line terminator (OLT) switch for the fiber cable connection to routers, Manageable switches, Power on Ethernet switches, KVM switch, patch cables, Media convertors, racks etc

Internet Facility: -

Internet bandwidth of 50 MBPS speed dedicated line (1:1) to fulfill the needs of students and staff of the institution. Another 20MBPS speed dedicated line and additional 20MBPS broadband internet connection with Wi-Fi router specially provided for the Account Section. There is Wi-Fi facility in the campus, they totally commissioned 22 access points with backbone of OFC in the campus and also other 10 more access points are installed for usage of internet with unlimited accessibility to the students based on Mac address connectivity. There is a Internet bandwidth of 50MBPS speed in the College library to enable students to access desired information for their academic pursuits. Located on the ground floor of the College. It has 20 computers for students.

UPS power Supply:-

The UPS is the backbone of the computer labs. In view of this a sizable amount is provided in the budget for UPS equipment. Annual Maintenance contract is to maintain the UPS and replace the UPS batteries with new batteries timely.

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

4.3.2**Student – Computer ratio (Data for the latest completed academic year)****Response:** 5.22**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 220

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

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 63.12**4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)**

| | | | | |
|-----------|-------------|---------|------------|------------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 139.24144 | 236.4314648 | 187.53 | 292.891965 | 178.700352 |

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 71.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 914 | 715 | 621 | 585 | 586 |

File Description

Document

Year-wise list of beneficiary students in each scheme duly signed by the competent authority.

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 76.01

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 600 | 614 | 829 | 874 | 775 |

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

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 61.7

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 225 | 148 | 139 | 206 | 147 |

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 262 | 260 | 267 | 364 | 249 |

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

5.2.2

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

Response: 19.55

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 20 | 25 | 20 | 20 | 20 |

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

5.3 Student Participation and Activities

5.3.1

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

Response: 88

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 16 | 15 | 18 | 19 | 20 |

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 34.6

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 33 | 21 | 39 | 38 | 42 |

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

5.4 Alumni Engagement

5.4.1

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

Response:

The prestige and pride of our college is the great marvelous contribution by our Alumni through Sanketika Vidya Parishad Engineering College (Sanketika Alumni Association). The mission of the Alumni Association is to foster a mutually beneficial relationship between the Institute and its alumni. The alumni meet is conducted once in a year, wherein the passed-out students of undergraduate and post graduate programs share their views with their juniors and give their suggestions towards the betterment of overall development including curriculum.

Sanketika Vidya Parishad Engineering (Sanketika Alumni Association) is a registered organization through which alumni connects regularly with their alumni members and other alumni of the institution. Sanketika Alumni Association is to recall and relive rich memories, interact with fellow alumni, strengthen relationships, and live the wealth of experiences gained over the years. The driving force behind the Alumni Association is to encourage interaction between alumni so that students benefit from their studies and share their rich experiences. It is registered and the membership of the organization is open to all the alumni. Lifetime membership will be provided by paying an amount of Rs. 200/- Enrolment form is placed on to the college website and it's a one-minute task to complete the registration and payment.

All the old students are encouraged to become as members of Sanketika Alumni Association

An executive body elected by the Sanketika Alumni Association members chalks out the activities of the Sanketika Alumni Association. The tenure of the executive body is for two years.

Objectives:

- Collect, publish and disseminate information that may be of interest to alumni and to college.
- To foster, promote and develop friendly relations among members of the alumni association and to take an interest in the work and welfare of the association.
- To act as a forum to support and promote the academic excellence of the institution.
- To guide and assist recent graduates to find employment and engage in productive activities for the benefit of the community.

Alumni Contributions:

- The alumni frequently visit the institution and deliver guest lectures on career guidance in their areas of expertise and motivate the young minds.
- Alumni are included as members in the Board of studies of all departments. They are invited for meetings at the college, and they interact with their teachers and express their suggestions on curriculum revision.
- The alumni support in many ways such as giving suggestions, feedback on existing curriculum, updates on emerging trends, etc through various networking platforms
- Some of our alumni are in managerial positions in large many companies. They help and advice students who are doing internships and/or job interviews.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Sanketika Vidya Parishad Engineering College, established in 2003 with a vision to develop the nation through education. With over 31 acres of lush green campus, it is pollution-free, surrounded by a beautiful ecosystem and a serene atmosphere.

VISION

To be a premier institution to propagate knowledge, high quality research and develop technologies to serve the nation.

MISSION

- Develop vital environment for high quality learning.
- Collaborate with industries for training, research and other activities.
- Organize and attend extra curricular activities for the benefit of society.

Nature of Governance

The governing body is the premier constitutional assessment creating body. It is presided by the Chairman, co-chaired by the Vice Chairman, Executive Director and Secretary. Exemplification from the administration, external authorities, the parent university and the government are also comprised in it. The major body meets to take conclusion concerning the strategies of the college and to contribute instructions to the college.

The perspective plans the institution drawn from the vision and mission of the college are as follows:

- ? Providing knowledge, reverent and courteous education to the student through supporting society.
- ? Enthusiastic social justice by permitting the student to learn his significance through rules and regulation.
- ? Escorting slow learners through counteractive classes, study hours and bridge courses.
- ? Motivational classes provided to the student and parent for prominence of higher education.

- ? Mentoring and inspiring the students has productivity guidance through regular survey.
- ? Molding them as global citizens having capability, ethics and empathy by providing them with eminence education.
- ? Inspiring research by presenting coordination programs like Faculty Development Programs (FDP), National and International Conferences.
- ? Participative strength provided for teaching and non-teaching faculty.

Partaking of the faculty in the decision-making committees

The management of the institute has main two basic committees, governing body and college academic committee. Regular meetings of these committees held for the effective and smooth functioning of the institute. There are three levels of administration in the decentralization structure under which all the activities of institute are carried out.

Institute level: All the main decisions related to the institute are taken by the principal in consultation with the heads of department. Principal is the academic and administrative head of the institute and the member secretary of the governing body. Financial power is given to principal for the development of the institution.

Department level: The department heads are responsible for day-to-day administration of the department and report to the principal. In addition, faculty and staff members are part of the decision making. Students are also part of the decision making and also participate through different formal and informal feedback mechanisms to improve the system and procedures. Suggestions boxes are kept in every prominent place to collect the suggestions from students, faculty, staff other stakeholders.

Various committees: There are various committees at the institute level where both faculty and students are in decision, there are some committees where the students take lead and move ahead. In some of the committee there are other stakeholders. These committees will help the students and faculty to excel in their leadership skill and test their performance through the outcomes of the activities.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The Institutional Management is designed in a logical way with transparency to get the optimum results out of it. Hierarchy structure is established from top management to down the level clearly demarcating the duties, responsibilities, accountability, and authorities at every stage. The Governing Body of top management, Principal, HODs, teaching, non-teaching, and students work as a team to reinforce the culture of excellence.

The principal, and HODs, with the help of faculty members, evaluates the progress achieved and problems faced by various committees. The functioning of the institutional bodies not only effective but also efficient producing tangible results. The policies, administrative system of the institute are meticulous. Not only the above, appointments and service rules along with procedures are followed thoroughly. The management has always welcomed the views and suggestions expressed by the faculties in taking institution in advance. The presence of the faculty can be found in all the committees.

The over-all structure of the Institutional Management is categorized as academics and administration. Keeping in view of all the stakeholders more on students an effective administrative system is structured. The Institution has constituted various committees at institute and department level for the effective functioning of the organization. The objectives and functions of the committees are organized as per the guidelines of the head of the institution.

The IQAC submits not only the Strategic Perspective Plan, but also submits various proposals for academics, administration, and policy formulations. All proposals after ratification by the Governing Body are deployed and periodically reviewed by the IQAC. Various Committees in the College independently deploy their plans and report to the IQAC regarding Quality Assurance.

Administrative setup: The principal as the head of the institution gets the advice from Governing body and acts with the help of HODs and committees. The administrative committees are formulated, and decisions are taken that can be executed.

Our College is committed to impart Quality education to the youth enabling them to develop the right attitude, professional competence and inculcating the right ethical values.

Strategic plan

By taking into consideration above mentioned aspects, the following is the strategic plan for the quality enhancement of the Institution:

- ? Aim to get better grade in NACC accreditation status for the institution by 2023-24.
- ? Strengthening the student development and campus facilities, Enhance the output in research and consultancy.
- ? Enhance the industry institute collaborations. Standardizing the ICT based teaching-learning processes. Improve internal support system.
- ? Strengthening alumni.

Apart from the above, the Institution's strategic plans critically examine the grooming of the students for rewarding with excellent future by meeting various challenges. The major thrust of the strategic plan is to achieve standardized improvement in the quality of technical education, as the Institution imparts in line with the Vision and Mission of the institution. It also aims to meet the expectations from all the stakeholders' viz. Students, teachers, parents and employers to achieve improved levels of satisfaction.

Perspective Plan for development:

The Institution certainly has plans for its all-round development and accordingly several perspective plans are designed viz. Improvement, up-gradation and refinement of the existing set up which is an unending process and the Institution will never lag behind this progression.

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

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

| File Description | Document |
|---|-------------------------------|
| Screen shots of user interfaces of each module reflecting the name of the HEI | View Document |
| Provide Links for any other relevant document to support the claim (if any) | View Document |

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

The college has a Standards-Based Conceptual framework used for Faculty and Staff Performance

Appraisal System which incorporates both responsibility and specialized expansion of the staff.

The functioning status of the Performance Appraisal System is as follows:

An annual self-appraisal report is submitted by every faculty to the HODs of the respective departments.

The Different modules of Evaluation:

- 1. Self-Appraisal:** Self-appraisal forms were distributed at the beginning of the year and the faculty fills at the end of the academic year. The faculty answer various questions pertaining to teaching learning methodology, use of technology in teaching. Faculty members are analyzed through instructional work assigned, responsibilities undertaken, Counselling of students, activities organized, research and publication, participation at national and international conferences and supervisory support.
- 2. Students Evaluation:** The feedback from the students regarding the teaching and learning as well as faculty strengths for each course collected and discussed for any improvements. The feedback score is taken as one of the parameters for self appraisal. Individual faculty report and correlation report are generated at the end of the evaluation.
- 3. HODs Evaluation:** HoD analyze the faculty through the parameters which are initiative, responsibility, punctuality, commitment, loyalty, development, oral and written communication, team work, leadership, relationship with fellow faculty and staff, maturity, temperament and relationship with students.
- 4. Principal Evaluation:** The final analysis of Performance Appraisal System is through by the Principal at the end of academic year.

Faculty with positive feedback are appreciated and those with poor feedback are counselled to make special efforts to improve their way of teaching for better learning. Faculty that do not show any improvement are replaced by better faculty for that course.

Performance Appraisal for the non-teaching staff

The appraisal of non-teaching staff is done by the office in-charge with the help of the principal. The day-to-day activities are observed and instructions are given for improvement. In case of negligence, the worker is advised to make possible changes by the Principal. The feedback given by the office-in charge is analyzed by the Principal appropriate decisions were taken for further improvement.

The Institute authorities bear in mind that the wellbeing of teaching and non-teaching staff is important for effective functioning of the Institute. In line with this, many welfare measures have been implemented.

1. Full-fledged canteen is available in the campus to provide food and snacks to the staff at subsidized price.
2. Transportation facility is available to teaching and non-teaching staff members on subsidized rate.
3. Staff members get paid TA and DA and registration fee for various programs attended outside.
4. Faculty members were provided financial support for FDP/Seminar/Workshop/ Conference.
5. Medical facilities for Faculty and Staff members.
6. Faculty members allowed to get sick leave when they are suffering from illness. During this period salary will be paid.

7. Family functions at Auditorium and Conference Hall of the Institute
8. Maternity leave will be provided for lady faculty members.
9. Sports room, Gymnasium are available to all teaching and non-teaching staff members.
10. Free Uniform, Safety gadgets are provided for needy non-teaching staff i.e. security, scavengers, attenders and drivers.
11. Research support (Ph.D.) through library facilities, equipment, infrastructure and other needed support.

| File Description | Document |
|-------------------------------|-------------------------------|
| Upload Additional information | View Document |

6.3.2

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

Response: 90.84

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

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 50 | 50 | 41 | 39 |

| File Description | Document |
|--|-------------------------------|
| Policy document on providing financial support to teachers | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head. | View Document |

6.3.3

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

Response: 59.42

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 47 | 45 | 55 | 40 | 40 |

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

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 24 | 24 | 24 | 24 | 24 |

| File Description | Document |
|--|-------------------------------|
| Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise. | View Document |
| Institutional data in the prescribed format | View Document |
| Copy of the certificates of the program attended by teachers. | View Document |
| Annual reports highlighting the programmes undertaken by the teachers | View Document |

6.4 Financial Management and Resource Mobilization

6.4.1

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

Response:

Institutional strategies for mobilization of funds and the optimal utilization of resources

Mobilization of funds:

As the institution is affiliated to Andhra University and approved by Andhra Pradesh state government, for every three years there is a revision of the fee based on the expenditure for the past 3 years. Most of

the income is based on the scholarships of state and central government. Sponsoring society helps the institute in providing various scholarships as well as the meets the deficit as compared with the income generated.

As the society established this institute for the development of rural area students it also invites the donations from various bodies/NGOs/Alumni and other donors.

For the institution the resources of funds are:

a. From the students

b. From other agencies

c. From society and other well wishers

Funds utilization:

Funds are utilized majorly on academic activities, others are administrative activities.

The major beneficiaries are the students for their holistic growth and also the faculty who discharges their duties with commitment and dedication.

The below mentioned are some of the heads of expenditure for optimal utilization of the funds mobilized.

1. **Academic expenditure**
2. **Infrastructure expenses**
3. **Student activity expenditure**
4. **Administrative expenditure**

Institutional strategies for optimal utilization of resources:

As self financing institutional, the utilization of resources is optimal to the resources available. A budgeting system is in place where the HoDs and the committee heads put forth their proposed budget to the principal and intern receive the approval from the principal for which they are accountable for the expenditure/utilization.

In the institute, both internal and external audits are conducted regularly.

Internal Audit:

Internal audit were conducted every quarter by the accounts officer who looks after the accounts on day basis. The Chartered Accountant hired by the college verifies all the financial transaction and statements and submits the report half yearly. The internal auditor verifies to their satisfaction whether each transaction is properly accounted for and recorded in appropriate books and proper procedure is adopted for purchases etc.

External Audit:

Every year by the end of the financial year, the concern external audit verifies all the documents of budget, allotment and utilisation and prepares the required financial documents to be submitted to the management and to the respective government agencies. Apart from that they prepare the financial statements for the submission of IT returns.

Besides these, the Admission and Fee Regulatory Committee (APHMERC) by the state government goes through the audited statement thoroughly with the help of competent auditors and the fees is fixed based on the expenses incurred by the institution after a personal interview with the management and the principal.

At the beginning of the financial year the draft budget is prepared and put up before the Finance/Budget Committee. After that it is placed in front of CAC before it is placed in front of the Governing Body for approval. Apart from the student fund utilization and revenue and contingency expenditure, emphasis is given for utilization of the development fund on infrastructure development. It may be noted that the state government pay the fees (through reimbursement) to all eligible students admitted into the college. Thus, the receipts are very transparent.

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

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The main objective of the Internal Quality Assurance Cell (IQAC) is to ensure a reliable policy and system to improve the execution of the educational institutions.

Measures to standardize the quality assurance mechanism are as follows:

1. Academic, administrative and financial tasks performed on time in a structured manner.
2. Academic and research programs of real time applicability.
3. Revised teaching and learning methodology.
4. Reliable evaluation.
5. Departmental Faculty Development Programs.
6. Organize workshops, conferences and seminars.
7. Train students to face interviews.

IQAC took the following initiatives:

- Faculty members were encouraged to publish papers.
- Campus Recruitment Training started.
- Six students are placed in Candela technologies.
- Out of 85 trained students 56 were being placed.

IQAC achieved college level academic attainments.

IQAC is used to review operation methods, teaching learning process and learning outcomes as per norms.

OPERATION METHODS:

The college IQAC monitors and reviews operation methods, teaching learning process and learning outcomes. IQAC conducts meetings to monitor the process and methodologies of operations as per schedule. Based on the reports of the academic audit, teaching learning process and methods of operation and outcomes are analyzed.

Students feedback is collected by IQAC twice a year. Feedback is collected on curricular aspects, teaching- learning methods, faculty and institutional programs. This feedback is used to improve overall performance of the college. The College Academic Committee comprising of the Principal, Vice principal and all HoDs along with examinations in charge monitors and reviews teaching- learning and other activities of the institution. Departmental suggestion boxes were placed to get the feedback of the students.

Respective department committee meetings were held in the beginning of the semester to discuss activities. Every faculty member prepares teaching course file, signed by the HODs are presented to the principal for the approval. Some of the teaching-learning methods are:

- Faculty seminars and workshops are conducted.
- Course plan is prepared at the beginning of every semester.
- Seminars are mandatory for UG students.
- Digital library is also available in the college.
- Internal tests are assessed to examine the students.
- Remedial classes are arranged to clear the doubts of slow learners
- Course completion is ensured on time by taking extra classes if necessary.
- Research activities are carried out in the research cell.

- ICT tools are frequently used for better teaching learning process.

TEACHING LEARNING PROCESS: YEAR 2021-22

- The curriculum enhancing student technique knowledge or skills clarity and relatedness of the learning resources was rated well.
- Determinations made as per the requirement of students in the class was found to be satisfactory.
- Accessibility of resources for study was found to be excellent.
- Most of the students are found to be satisfied with the preparation of teacher for class.
- Students' feel that teachers motivate them to attend classes regularly.
- Most of the teachers used questioning skill, classroom group discussion method, beyond class room experience provided, etc.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The institution has 30% girl students in the campus and initiated several measures in gender equity & sensitization through curricular and co-curricular activities and arranged necessary facilities. The institution promotes workshops, seminars, guest lectures, street plays, poster exhibitions, counseling etc. The institution organized 'Self-defense training' for the girl students awareness programs like importance of human rights, Rights of Women in Domestic problems and also organize training programs about gender equality, preventing all forms of violence. The institution organized a public awareness campaign through NSS units about anti-discrimination and mechanisms of protection against gender base discrimination.

The institution constituted Anti Ragging Squad, Grievance Residential cell, Online Grievance Redressal Mechanism, SC&ST Committee. The institution has a dedicated Counseling Centre and good mentoring system for the students to take care of their academic, emotional, social and cognitive development. Personal Counseling is provided to the students at different levels. There are separate washroom facilities for girls and boys. The institution provided Powder Room facility at the time of sickness for the girls and lady doctor for medication.

The institution provides maternity leave for women's staff members as per the existing state / central government rules. The institution provides safety and security facilities for the staffs and students such as CCTV Surveillance throughout the campus and security arrangement. Students wear ID cards at all times and outsiders are checked by security staff before allotting visitor IDs. The institution provides transportation to surrounded areas, especially for girls students and ladies staff for their safety. Awareness programs were conducted, Women's days (8th March) and other occasions based on the institute calendars.

The Institution conducted International Women's Day Celebrations NARI SHAKTI- Innovation and Technology for Gender Equality-2K23 Program. Nitaisevini Mataji Principal of Divine Touch School has invited for gender equity activities. Based on International Women's Day Institution conducted many cultural and Co-Curricular activities like Through Ball, tug of war, tennikoit.

The Institution conducted health care awareness program on "Diet for healthy life" to gain knowledge about healthy habits to improve the immunity, stress free during pandemic time and nutritious food habits for their betterment. Activities include encouraging girl's students applying for scholarship schemes and funds especially for women's provided through various state/central government rules, develop awareness against sexual harassment among the students, the aim of the institute is to encourage

the students to enhance the thinking skills regarding gender equality. Increased information and awareness of the staff members about the occurrence and consequences of gender based violence.

The institution motivates the girl's students in sports on "Indian women in sports" and addressed the students about the knowledge of social activities in the society. Conducted a motivational speech about "female entrepreneurs", the main objective of this, to create awareness about female entrepreneurs who are looking to grow professionally and gain valuable carrier.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

| File Description | Document |
|---|-------------------------------|
| Policy document on the green campus/plastic free campus. | View Document |
| Geo-tagged photographs/videos of the facilities. | View Document |
| Circulars and report of activities for the implementation of the initiatives document | View Document |
| Bills for the purchase of equipment's for the facilities created under this metric | View Document |

7.1.3

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

- 1. Green audit / Environment audit**
- 2. Energy audit**
- 3. Clean and green campus initiatives**

4. Beyond the campus environmental promotion activities

Response: A. All of the above

| File Description | Document |
|--|-------------------------------|
| Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date | View Document |
| Policy document on environment and energy usage Certificate from the auditing agency | View Document |
| Green audit/environmental audit report from recognized bodies | View Document |
| Certificates of the awards received from recognized agency (if any). | View Document |

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

To build a nation of youth who are noble in their attitude and morally responsible, the college organizes and conducted several activities to build and promote an environment for ethical, cultural, and spiritual values among the students and staff. To develop the emotional and religious feelings among the students and the faculty, commemorative days are celebrated in the campus with the initiative and support of the management for not only recreation and amusement but also to generate the feeling of oneness and social harmony.

The institution believes in equality of all cultures and traditions as evident from the fact that students belonging to different caste, religion, regions are studying without any discrimination. Though the institution has diverse socio-cultural background and different linguistic, we do not have any intolerance towards cultural, regional, linguistic, communal socio economic and other diversities.

The college staff jointly celebrate the cultural and regional festivals, like New-year's day, teacher's day, orientation and farewell program, Induction program, oath, plantation, Women's day, Yoga day, and also festivals like Ayudh Pooja celebration, Ganesha Festival. Besides academic and cultural activities, we have built up many strong infrastructures for a variety of sports activities for the physical development of the students.

Human Values and Professional Ethics

Sanketika Vidya Parishad Engineering College takes pride in the fact that apart from preparing a sound

academic foundation of the student community, the college constantly works upon to develop them as better citizens of the country. In this regard, the institute, apart from imparting professional legal education, inculcates a feeling of oneness among the student community through various practices and programs. Various faculties have always been in the practice of organizing activities that not only initiate but also motivate the students to adopt various practices that promote the “Unity in Diversity” of our motherland.

National Identities and Symbols:

College has always taken various direct and indirect 116 steps which promote the awareness about various National Identities and Symbols. The College celebrates the Independence Day & Republic Day with great pomp and vigor.

2. Fundamental Duties and Rights of Indian Citizens:

Faculty of various departments has organized various academic and co-curricular activities for the propagation of the Fundamental Duties and Rights of the Indian citizens. The students are enthusiastically participated in various programs like:

a. Academic programs like Seminar, Conferences, Expert talks etc which have enriched the awareness about these aspects.

1. Various activities like poster making competition, etc.
2. Organizing Annual Competitions on various contemporary legal issues.
3. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

Constitutional Obligations:

Institute has organized student centric activities like paper, poster & essay competition displays at annual Synergy event etc which have always received huge participation from the students and promoted their awareness about various aspects of Indian citizenship.

List of various activities conducted in the Institute for inculcating values for being responsible citizens as reflected in the Constitution of India are attached.

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

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE-I:

1. Title of the Practice

Career Counselling and Development Centre (CCDC)

2. Objective of the Practice

The Career Counseling and Development Center (CCDC), Sanketika Vidya Parishad Engineering College was established in 2017 with the objectives of offering academic and career-related counseling to the students of the AGTI. It guides students through personal & public counseling in their higher studies and preparation for various government competitive examinations.

3. The Context

Career counselling and Development centre plays a vital role among the students of rural colleges and university where they have no opportunity to go for university should play a vital role for students to achieve their desire employment and develop their bright career. Today students having dream to acquire job in state or centre government or build their career in professional field.

4. The Practice

The Sanketika Vidya Parishad Engineering College was established CCDC with full fledge infrastructures having ICT enabled class rooms, Audio Visual room for video lecturing and e-resources, conference room, seminar hall, 24 / 7 internet facilities, wifi facility and separate library. The library is staffed by qualified librarians, assistants, and support staff. The library has 28909 volumes, including 19615 textbooks, 9294 reference books and 58 scientific and technical journals. It also subscribes to 78 periodicals and 5 e-journals. A separate reference section contains manuals and books. The institution has a digital library with 20 computers in the central library.

The important functions of CCDC are;

- To conduct regular coaching of different examination 15 days to 180 days for providing training to students
- To organize motivational talk to empower students periodically
- To organize Women Empowerment workshop with professional speaker to help girl students for identifying various opportunities in career
- To run E-mail Drive Program by sending placement information about Government and Non-Government sectors to registered students through email free of cost.
- To conduct personal counseling to students and parents for selecting their career

5. Evidence of Success

A number of students have been selected in Government Sectors in different level by taking benefit of CCDC. In last 5 years, 150+ students cracked various competitive examinations. CCDC organized more than 262 workshops, 60 regular coaching/training programs and more than 12000 students took benefit of it during last five years. The special women's empowerment and women's training programs arranged and 700+ women took benefit of it. In last five years, under UG, POLYCET coaching schemes more than 1800 students got training in their respective subjects and number of students were successfully cracked the examinations. To provide placement and job related information under drive program more than 25000 email was sent to registered students and faculties. In last five years, under 33 companies visited our campus around 824 students got placement.

6. Problems Encountered and Resource Required

Obviously the number of student strength is a constraint in any initiative, as it needs focused efforts and ensured results. The university and affiliating colleges having a large number of student strength and students do not having clear mindset for their career. Also, few students are clear mindset and goals to achieve desire career and focused on it. Many students having lack of concentration and also variety of subjects in different competitive examinations need more focused vision.

1. Title of the Practice:

Counselling & Mentoring System for Students

1. Objectives of the Practice

To minimize dropouts, improve performance and reduce stress of the students through personal counselling.

1. The Context

Students undergo various problems of stress- personal, academic, physical, mental. Engineering education is a time bound course with time limitations to complete their work especially during the first two years. Statistics reveal increasing number of suicides and dropouts. Considering the student-teacher ratio in classrooms, it is impossible at times to give personal attention to students in class. One solution therefore is a Mentoring which can form the bond between teachers and students in the true sense..

1. The Practice

The practice is that of creating an efficient mentoring system. Each teacher is assigned 15-20 students for the complete duration of their study. They meet at least once a week to discuss, clarify and primarily to share various problems which may be personal, domestic, academic, etc. The mentors encourage the students to participate in co-curricular and extra-curricular activities and sports. Their academic performance and other activities are all recorded. Students should inform their mentors on all their movements like their absence from college, sickness etc. The mentors also keep in touch with the parents on their attendance, test performance, fee payment, examinations etc.

1. Evidence of Success

Student counselling committee works actively and maintains regular touch with the students for sort out the problems that they encounter during their studies at any stage. The immediate solutions given to the students are as follows.

- Improvement in overall performance.
- Reduction in absenteeism
- Improvement in personality.
- Increased participation in co-curricular activities.
- Improvement in behaviour and attitudes
- Increased campus selection ratio.

1. Problems Encountered and Resources Required

Majority of the Students are unwilling to open and share their problems freely to the mentors. Therefore it makes the mentor to understand the problems of him/her to give right guidance.

1. Effectiveness of counselling and mentoring

Counselling and mentoring system developed by the Institute has been proved to be effective considering different parameters. The involvement of students in the academics has increased, like class work attendance, self-confidence, adjusting to the new environment, Time management, participation in cultural activities etc. Because the number of students allocated to each of the mentor is limited to one class, personal interaction on regular basis has been possible.

The following are the example for the effectiveness of the mentoring process:

| S.No. | Regd No. | Name of the student | Attendance % | | Internal Performance % | |
|-------|--------------|---------------------|--------------|---------|------------------------|---------|
| | | | SEM –I | SEM –II | SEM –I | SEM –II |
| 1 | 320132912039 | K.JAYDEV | 82 | 86 | 53 | 63 |
| 2 | 322132902034 | P. LOKESH | 80 | 81 | 47 | 58 |
| 3 | 321132914014 | D.RAJESH | 73 | 92 | 58 | 65 |
| 4 | 320132908052 | S.SAKITHA | 79 | 89 | 76 | 79 |

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:

Sanketika Vidya Parishad has a historical fervour because of its founder Late Shri Sunkari Alwardas , who was a **freedom fighter** and Ex Minister of as well as served the country in different portfolios. His much-cherished dream flourished into the admirable technical institution of Sanketika Vidya Parishad Engineering College (SVPEC). Some of the unique features of our institution are:

? It is located in a vast area of about 32.5 acres of land with green hills on one side, giving it a lush green foliage look in P.M. Palem, Visakhapatnam District.

? Nearest college to Visakhapatnam City which is located beside the NH16.

? The college also provides bus facilities for students and staff from faraway areas across the city. Free Bus facility for faculty and physically disabled students.

? Our College management provides free education facility to meritorious and below poverty line students. Even Free ships are given to encourage them

? Better structured, reasonable admission fee structures would allow very low-income people to fulfil their aspirations of giving their kids an education in a reputable institution like Sanketika, where most girls' enrolment is substantially higher.

? Research & Incubation centre is established to guide students to expose their innovative skills and ideas.

? The college campus has a vast area invigorating Sports by accommodating 2 Volleyball courts, 1 Football ground, 1 Throw ball court, 1 Handball court, 1 Basketball court, 1 Kabaddi ground, 1 Kho-Kho ground, 1 Shuttle court, 2 Ring tennis courts, 1 Cricket ground and 2 Cricket Net Courts. Coming to Indoor games the Sports rooms accommodates caroms, chess and table tennis.

? Well established English Language Lab/ Softskills Lab is one of the good facilities provided to enhance the communication skills of the students with Globarena Software.

? The powder room for girls, rest rooms, sick room, doctor's room facility makes parents of the students confident and comfortable towards their ward's admission in this institution.

? A spacious two storied building - library has a collection of more than 38,909 books of every genre. Digital library, journals, E-Journals, news papers and Soul 2.0 software make it a distinct, attractive and very useful to both academicians and non academicians.

- The Institution arranges skill enhancement programs to develop their skills like Personality enrichment, Employability skill development, Entrepreneurial development, Language skill development, the Career Counseling and Development Center (CCDC) to enhance confidence levels and over all development.
- Entrepreneurial Development Cell crucially works on generating the excitement in the young brains to produce innovation and thus laying the stones for entrepreneurship. Budding entrepreneurs are motivated for start ups and thus are self-sufficient and independent financially and can either support their education or family.
- Ethical values is the foremost interest of the institution, Students are taught Professional Ethics and Universal Human Values and practically implemented by visiting orphanages, old age homes, and serve the local adopted school or village through NSS. Students have never been insensitive to the social crisis during the natural devastations.
- The committees namely Anti Ragging Squad Committee, Sexual Harassment Prevention Cell, Student's Disciplinary Committee, Safety and Disaster Management Committee and Internal Complaints Cell (ICC), SC/ST Welfare Committee, Student Grievance cell, Faculty Grievance cell, Anti ragging Squad for Women, Sexual Harassment Prevention Cell, Women's Disciplinary Committee, Women's Welfare Cell etc., work relentlessly for the protection of girls and women to study and work confidently and securely.

5. CONCLUSION

Additional Information :

Institute has intercom facilites in addition to good internet facultites.

Concluding Remarks :

This to conclude that Curriculum is delivered to students as per the university calendar using appropriate teaching methods and learning management system ECAP.

6.ANNEXURE

1.Metrics Level Deviations

| Metric ID | Sub Questions and Answers before and after DVV Verification | | | | | | | | | | | | | | | | | | | | |
|-----------|--|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|---------|---------|---------|---------|---------|-----|-----|-----|-----|-----|
| 1.2.1 | <p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification : 37 Answer After DVV Verification :30</p> | | | | | | | | | | | | | | | | | | | | |
| 1.2.2 | <p><i>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</i></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>917</td> <td>692</td> <td>510</td> <td>587</td> <td>628</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>977</td> <td>692</td> <td>510</td> <td>581</td> <td>628</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 917 | 692 | 510 | 587 | 628 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 977 | 692 | 510 | 581 | 628 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 917 | 692 | 510 | 587 | 628 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 977 | 692 | 510 | 581 | 628 | | | | | | | | | | | | | | | | | |
| 1.3.2 | <p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 423 Answer after DVV Verification: 433</p> | | | | | | | | | | | | | | | | | | | | |
| 2.1.1 | <p>Enrolment percentage</p> <p>2.1.1.1. Number of seats filled year wise during last five years (Only first year admissions to be considered)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>479</td> <td>324</td> <td>305</td> <td>360</td> <td>278</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>479</td> <td>324</td> <td>305</td> <td>360</td> <td>278</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 479 | 324 | 305 | 360 | 278 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 479 | 324 | 305 | 360 | 278 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 479 | 324 | 305 | 360 | 278 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 479 | 324 | 305 | 360 | 278 | | | | | | | | | | | | | | | | | |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 522 | 522 | 522 | 552 | 612 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 522 | 522 | 522 | 0552 | 612 |

Remark : Input edited from data template.

2.1.2 Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years**2.1.2.1. Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 144 | 127 | 127 | 159 | 111 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 144 | 127 | 120 | 159 | 111 |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 181 | 181 | 181 | 191 | 211 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 261 | 261 | 261 | 276 | 306 |

Remark : Input edited from supporting documents.

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0 | 0.4 | 0 | 2.07593 | 0.7 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 0.4 | 0 | 0 | 2.72 | 0 |

Remark : Input edited from supporting documents provided for clarification.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 32 | 22 | 6 | 14 | 13 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 22 | 02 | 06 | 03 | 05 |

Remark : Input edited as per the research papers in the Journals notified on UGC CARE list, Scopus and Web of Science.

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 2 | 1 | 3 | 4 | 3 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 02 | 0 | 01 | 0 | 0 |

Remark : Input edited from supporting documents provided for clarification.

| 3.4.3 | <p><i>Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.</i></p> <p>3.4.3.1. Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 430 1046 564"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>15</td> <td>15</td> <td>16</td> <td>14</td> <td>16</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 645 1046 779"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>10</td> <td>12</td> <td>06</td> <td>11</td> </tr> </tbody> </table> <p>Remark : Input edited excluding days.</p> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 15 | 15 | 16 | 14 | 16 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10 | 10 | 12 | 06 | 11 |
|-----------------|---|-----------------|---------------|----------|---------|---------|-----------------|---------------|-----------------|---------------|----------|---------|---------|---------|---------|---------|-------|-------|--------|------|-------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 15 | 15 | 16 | 14 | 16 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10 | 10 | 12 | 06 | 11 | | | | | | | | | | | | | | | | | |
| 3.5.1 | <p><i>Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.</i></p> <p>Answer before DVV Verification : 30 Answer After DVV Verification :28</p> | | | | | | | | | | | | | | | | | | | | |
| 4.1.2 | <p><i>Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years</i></p> <p>4.1.2.1. Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="306 1375 1046 1550"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>102.2488 375</td> <td>125.7749 5</td> <td>184.2439 875</td> <td>103.6212 9</td> <td>88.62129</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="306 1630 1046 1765"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10.22</td> <td>10.99</td> <td>184.24</td> <td>9.07</td> <td>69.51</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 102.2488 375 | 125.7749 5 | 184.2439 875 | 103.6212 9 | 88.62129 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 10.22 | 10.99 | 184.24 | 9.07 | 69.51 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 102.2488 375 | 125.7749 5 | 184.2439 875 | 103.6212 9 | 88.62129 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 10.22 | 10.99 | 184.24 | 9.07 | 69.51 | | | | | | | | | | | | | | | | | |
| 4.3.2 | <p>Student – Computer ratio (Data for the latest completed academic year)</p> <p>4.3.2.1. Number of computers available for students usage during the latest completed academic year:</p> <p>Answer before DVV Verification : 268 Answer after DVV Verification: 220</p> | | | | | | | | | | | | | | | | | | | | |

| 4.4.1 | <p>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</p> <p>4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 427 1046 602"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>139.2414 4</td> <td>236.4314 648</td> <td>190.6833 44</td> <td>292.8919 65</td> <td>178.7003 52</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 680 1046 815"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>63.96</td> <td>93.93</td> <td>103.96</td> <td>113.82</td> <td>104.82</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 139.2414 4 | 236.4314 648 | 190.6833 44 | 292.8919 65 | 178.7003 52 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 63.96 | 93.93 | 103.96 | 113.82 | 104.82 |
|---------------|--|----------------|----------------|----------------|---------|---------|---------------|-----------------|----------------|----------------|----------------|---------|---------|---------|---------|---------|-------|-------|--------|--------|--------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 139.2414 4 | 236.4314 648 | 190.6833 44 | 292.8919 65 | 178.7003 52 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 63.96 | 93.93 | 103.96 | 113.82 | 104.82 | | | | | | | | | | | | | | | | | |
| 5.1.1 | <p>Percentage of students benefited by scholarships and freeships provided by the institution, government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>5.1.1.1. Number of students benefited by scholarships and freeships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1173 1046 1308"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>914</td> <td>715</td> <td>621</td> <td>585</td> <td>586</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 1386 1046 1520"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>793</td> <td>754</td> <td>730</td> <td>585</td> <td>587</td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 914 | 715 | 621 | 585 | 586 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 793 | 754 | 730 | 585 | 587 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 914 | 715 | 621 | 585 | 586 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 793 | 754 | 730 | 585 | 587 | | | | | | | | | | | | | | | | | |
| 5.2.1 | <p>Percentage of placement of outgoing students and students progressing to higher education during the last five years</p> <p>5.2.1.1. Number of outgoing students placed and / or progressed to higher education year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="304 1800 1046 1935"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>225</td> <td>148</td> <td>139</td> <td>206</td> <td>147</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1" data-bbox="304 2013 1046 2092"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 225 | 148 | 139 | 206 | 147 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 225 | 148 | 139 | 206 | 147 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|-----|-----|-----|-----|-----|
| 225 | 148 | 139 | 206 | 113 |
|-----|-----|-----|-----|-----|

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 262 | 260 | 267 | 364 | 249 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 235 | 222 | 249 | 315 | 172 |

Remark : Input edited with reference to metric 2.6.3

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 16 | 15 | 18 | 19 | 20 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 04 | 01 | 02 | 06 | 00 |

Remark : Inter-collegiate award will not be considered, hence input edited accordingly.

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

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

Answer before DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 33 | 21 | 39 | 38 | 42 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| | | | | |

| | | | | |
|----|----|----|----|----|
| 25 | 19 | 22 | 21 | 19 |
|----|----|----|----|----|

Remark : Events cannot be split into activities it will consider as only one, input is edited accordingly.

6.2.2 ***Institution implements e-governance in its operations***

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 50 | 50 | 41 | 39 |

Answer After DVV Verification :

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 58 | 50 | 56 | 45 | 48 |

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

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| | | | | |

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

Answer before DVV Verification:

| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
|---------|---------|---------|---------|---------|
| 24 | 24 | 24 | 24 | 24 |

Answer After DVV Verification :

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 48 | 48 | 48 | 48 | 48 |

| | |
|-------|--|
| 6.5.2 | <p>Quality assurance initiatives of the institution include:</p> <ol style="list-style-type: none"> 1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented 2. Academic and Administrative Audit (AAA) and follow-up action taken 3. Collaborative quality initiatives with other institution(s) 4. Participation in NIRF and other recognized rankings 5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc. <p>Answer before DVV Verification : A. Any 4 or more of the above Answer After DVV Verification: A. Any 4 or more of the above</p> |
| 7.1.3 | <p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above</p> |

2.Extended Profile Deviations

| ID | Extended Questions | | | | | | | | | | | | | | | | | | | | |
|---------|---|---------|---------|---------|---------|---------|------|-----|-----|-----|-----|---------|---------|---------|---------|---------|-------|-----|-----|-----|-----|
| 1.1 | <p>Number of students year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>1149</td> <td>886</td> <td>958</td> <td>940</td> <td>924</td> </tr> </table> <p>Answer After DVV Verification:</p> <table border="1"> <tr> <td>2021-22</td> <td>2020-21</td> <td>2019-20</td> <td>2018-19</td> <td>2017-18</td> </tr> <tr> <td>01149</td> <td>886</td> <td>958</td> <td>940</td> <td>924</td> </tr> </table> | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 1149 | 886 | 958 | 940 | 924 | 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | 01149 | 886 | 958 | 940 | 924 |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 1149 | 886 | 958 | 940 | 924 | | | | | | | | | | | | | | | | | |
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 | | | | | | | | | | | | | | | | | |
| 01149 | 886 | 958 | 940 | 924 | | | | | | | | | | | | | | | | | |
| 2.1 | <p>Number of teaching staff / full time teachers during the last five years (Without repeat count):</p> <p>Answer before DVV Verification : 91 Answer after DVV Verification : 68</p> | | | | | | | | | | | | | | | | | | | | |
| 2.2 | <p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> | | | | | | | | | | | | | | | | | | | | |

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 63 | 51 | 50 | 41 | 39 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 063 | 54 | 55 | 51 | 39 |

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

Answer before DVV Verification:

| | | | | |
|-----------|-----------|-----------|-----------|-----------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 241.49028 | 362.20641 | 317.77667 | 403.35327 | 267.32164 |

Answer After DVV Verification:

| | | | | |
|---------|---------|---------|---------|---------|
| 2021-22 | 2020-21 | 2019-20 | 2018-19 | 2017-18 |
| 241.49 | 362.20 | 317.77 | 403.35 | 267.32 |