



SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

**SRI VENKATESA PERUMAL COLLEGE OF
ENGINEERING AND TECHNOLOGY**

**CHINNARAJA KUPPAM, K N ROAD, PUTTUR-517583
517583**

<http://svpcet.org>

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Sri Venkatesa Perumal College of Engineering & Technology (SVP CET) was established in 2001 under the auspices of Tamilian Educational Academy (TEA). The College is run under the Chairmanship of 'Bharat Jyothi' Sri Ravuri Venkataswamy garu a seasoned educationist, political activist and philanthropist. Also, it is ably guided and mentored by Sri Ravuri V Balaji garu, Vice Chairman of TEA an able administrator, tech savvy and futuristic with a strong desire to provide quality education and shaping the minds of the young students for a brilliant career. The Institution is situated at RVS Nagar, K N Road, Chinnaraj Kuppan, Puttur, Tirupati District, Andhra Pradesh. The institute is 22 kms from Tirupati airport and are well connected by rail and road. The campus is serene and congenial with peaceful environment which spread over a sprawling area of 26.75 acres and surrounded by green and scenic hillocks. Thus, the location is congenial for learning. The campus is endowed with trees, lawns and landscapes that add ambience to the environment. SVP CET has been approved by AICTE and Temporary affiliated to JNTUA, Ananthapuramu. The institution was started with 3 B. Tech programs with an intake of 180 students and currently, the Institution offers 12 programs with a total intake of 1030. The Institution has grown in leaps and bounds since its inception and achieved many benchmarks. The Institution received accreditation from NBA for the first time for 3 UG programs in 2013. The Institution was accredited by NAAC in 2013 in the first cycle with 'A' grade. Autonomous status was granted to the Institution by UGC in 2018, and the implementation of autonomy started in 2018. Recently in 2022, Two of UG programs were accredited by NBA for three years.. The Institution offers professional education in engineering, technology and management with high quality curriculum and modern infrastructure facilities. Qualified and competent teachers are available to teach, train and mentor the students towards well rounded development

Vision

To emerge as a Center of Excellence for Learning and Reseach in the domains of Engineering, Technology, Computing and Management

Mission

Mission No.	Mission Statements
M1	To provide congenial academic ambience with state-of-art resources for learning and research
M2	Ignite the students to aquire self-reliance in the latest technologies
M3	Unleash and encourage the innate potential and creativity of students
M4	Inculcate confidence to face and experience new challenges
M5	Foster enterprising spirit among students work collaboratively with technical Institutes/Universities/Industries of National and

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Passion of the promoters
- Participative management
- Networking with agencies, institutions and people
- Institutional Vision and Leadership is good

Institutional Weakness

- Institution is located in the rural area.
- Rural students have average english language skills as majority of them are first generation literates.
- Depending more on IT industry for placements than the Core industry placements.
- Lack of near by industries for real time exposure to the students.
- Consultancy still in emerging stage.
- Lack of entrepreneurs in technology based start-ups.

Institutional Opportunity

- Building a new academic paradigm with novel and enriched curriculum relevant to industry and research with lot of flexibility
- Recruiting a talent pool of teachers with exceptional teaching talents or research aptitude
- Making Research as one of the important growth verticals of the institution
- Creating an ecosystem for student and faculty innovation for generating intellectual property
- Generating revenue through consultancy and technical services

Institutional Challenge

- Rising Demands by students and parents for a greater return on investment
- Local and regional competition
- Changing policies of the state government
- High levels of benchmarking and ranking systems
- Non-availability of quality teachers
- Over reliance on Tuition fee
- Declining Revenue as a severe financial risk

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The college got autonomy in the year 2018. Since its autonomy, the UG, PG, MBA, and MCA curriculum has been subjected to four revisions. Before revising the curriculum, due care is taken to implement AICTE and APSCHE guidelines, having studied different university syllabus and feedback for the different stakeholders viz. Students, Alumni, Faculty, and Employer. After brainstorming at the Board of Studies on various curricular aspects, a draft version of the syllabus is prepared for final approval in Academic Council. AICTE model curriculum is the basis for all the curricula revised from 2018. Choice Based Credit System is the framework of the curriculum by adopting suggested breakup of credits for the categories mentioned in the AICTE model curriculum. All the curricula developed during five years got MOOC courses offered by NPTEL as mandatory to promote independent learning. Virtual labs and open electives are introduced in all revised curricula from 2018 onwards for better laboratory and interdisciplinary learning, respectively.

The curriculum developed during 2020 is based on APSCHE recommendation and got credited skilled[1]based courses and internships. In the same curriculum, Minor and Honour Degrees are introduced to benefit bright students. The curriculum covers the GATE syllabus and has a proper blend of courses under Skill, Employability and Entrepreneurship categories. Chief Minister's Skill Excellence Center, some other agencies with which the institute got MoU to provide students with better skills and employability. Every department is taking due care to conduct numerous value-added courses for training students industry-ready.

Teaching-learning and Evaluation

Sri Venkatesa Perumal College of Engineering & Technology , entice a huge student community from in and around the state of Andhra Pradesh. It offers 07 UG and 5 PG programs. Admissions are done through the State-level entrance exams. Few number of seats set aside for reserved categories is filled as per the Government's GO.

The key aspect of teaching learning process in Sri Venkatesa Perumal College of Engineering & Technology is the ability of its faculty to spark enthusiasm, kindle passion, and generate curiosity to learn among the students. Highly qualified and experienced faculty with expertise in various technologies supports the Teaching-learning Process and Evaluation. Students are encouraged to participate in various co-curricular and extracurricular activities at the department and institutional levels. Students are allotted slots in timetable for Library, Mentoring, and Association activities. More than 90% of the faculty employ ICT tools and student-centric methodologies to make Teaching Learning more impressive. The institution adheres strictly to the academic calendar and ensures that all the faculty implements it as part of the course schedule.

Students' learning levels are regularly assessed. Based on the performance in the Mid - 1 test, they are split into two categories: Students who score more than or equal to 60% of Mid -1 marks are identified as Advanced Learners, and students who score less than 60% of Mid-1 marks are identified as Slow Learners. Advanced Learners are encouraged to participate in activities such as project-based learning, and online certification courses, whilst Slow Learners are given remedial classes to improve their learning skills. An autonomous examination cell maintains transparency in its procedures by monitoring the conduct of assessments and evaluations in a methodical manner . IT integration and reforms in examination procedures brought a significant change in student registrations for examination, evaluation, results processing, and result release. Process manual and annual reports are published in website. Institute implements Outcome based education and in line to this, departments compute CO, PO, and PSO attainment and review the levels of attainment on a regular basis and appropriate action is taken.

Research, Innovations and Extension

The institution has made a clear research policy which has been instrumental in guiding and monitoring research at SVP CET. Efforts of the members of faculty and support from the institution are evident from number of granted patents and research papers published in renowned peer-reviewed journals. The publications of faculty members as research papers were cited by global research community and it is reflected in the citation index. SVP CET has been promoting the research by providing seed money to carry out research in emerging areas.

The institution has formed Research Adviser Committee and an Industry Institute Interaction Committee for promoting and directing Research and Consultancy. The members of faculty get to share the generated revenue according to defined consultancy policy. SVP CET promotes research among its faculty members by offering financial incentives for taking membership with reputed professional chapters. In addition, the members of faculty are motivated and financially rewarded for taking part in international and national conferences. Institution has a research policy and incentives are given to the faculty as per the guidelines in the policy for publishing papers in indexed journals.

The institution makes every effort to inculcate entrepreneurial skills among the students. Institution Innovation Cell at the institution has been providing guidance to budding entrepreneurs. The institution encourages and ensures holistic development of the students by motivating them to take part in numerous extension activities conducted by the institution and through departmental technical associations.

Infrastructure and Learning Resources

The institution is endowed with ICT enabled classrooms, seminar halls, well equipped laboratories, sports facilities and infrastructure spread over 26.75 acres with a total built-up area of 34820 Sq. M with lush lawns, beautiful landscape, aesthetic architecture and eco-friendly environment. The institution has well furnished, ventilated and illuminated classrooms.

The instructional facilities include classrooms, tutorial rooms, laboratories, Seminar halls and Auditoria with proper ventilation, acoustics and ICT enabled. The Administrative facilities include Principal office, HoD Self Study Report of SRI VENKATESA PERUMAL COLLEGE OF ENGINEERING & TECHNOLOGY rooms,

Faculty rooms, spacious Examination Control Office, Placement Office with Interview panel rooms, and Security office. The library is automated with DB Solutions Library Management Software. Library at SVP CET has Text books, reference books, journals and special reports. In addition, digital library with computer systems and online learning resources is also available. The institution allocates budget every year for various learning resources. The institution has a committed team to look after various IT infrastructure.

The institution has a well-defined IT policy in place for the effective utilization of the IT infrastructure. Classrooms and laboratories are provided with Power Generators and other required safety facilities. CCTV surveillance system has been in place to strengthen the safety and security aspects at the institution. The institution provides various infrastructure facilities for sports and cultural events. All the facilities at the institution are well maintained through a systematic process and with the help of well-defined Infrastructure maintenance policy

Student Support and Progression

Sri Venkatesa Perumal College of Engineering & Technology has a well-established student support system for financial support, capability enhancement, progression, and alumni interaction. The majority of students enrolled in the institution come under the state government fee reimbursement scheme, in which the government is paying the students' total tuition fee. In addition, the Institute annually provides scholarships to deserving and excellent academic performers who are not covered under government fee reimbursement scheme. The Institute has a sophisticated structure to assist students with skill development, grooming, higher education career guidance, competitive tests, placements, and entrepreneurship.

Internal faculty looks after the student mentor system and special classes for competitive exams like GATE, IELTS, GRE etc. Experts from outside organisations regularly assist the placement and training department as part of the curriculum. Grievances of students are addressed in person, and concerns are resolved following a comprehensive discussion by the grievances cell. Students are taught the benefits of yoga and meditation in maintaining excellent health and keeping their bodies active and fit. The National Service Scheme (NSS) and other groups run regular social service programmes.

The placement cell maintains close relations with the industry HRs and assists students in finding suitable placements. Academic consultants guide the students to pursue higher education overseas. Students are motivated to become entrepreneurs by industry personnel who advise them of the numerous options and incubation's opportunities. The Institute gives equal importance to sports and cultural activities. Students compete in sports and cultural activities with several institutions to represent the university. The Institute has an extensive alumni network that spans the globe, and alumni meets are held regularly. The alumni are the representatives of BOS, IQAC meetings, and they are involved in motivational guest lectures, curriculum creation. Alumni also support the development of the institution financially and guide their juniors.

Governance, Leadership and Management

Governance, Leadership and Management are essential benchmarks to measure the institute's growth. The Institute focuses to emerge as one of the premier institutions through excellence in education and research. A well-structured governance is established to run an effective system for the growth and development of the institute and enhancing its outcomes. The governance observes students' ability of innovative thinking and enhances their creativity towards research in education. It also inculcates professional ethics is an integral part

of education through which societal development of the nation is fulfilled. As a part of governance, Teaching and non-teaching staffs are facilitated many welfare measures. This objective promotes inclusiveness and participatory management style of functioning. As an integral part of the governance, the management delegated power to the Principal and academic heads, faculties and staffs for smooth running of the institutional activities and prove their leadership skill. The decentralization also helps the decision making with proper authority and financial power.

The Institute has organized many professional improvement training and development programme for the professional development of its employees. The Internal Quality Assurance Cell (IQAC) is established in the institution to maintain and enhance quality of education. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institution. The quality assurance processes, with regard to academics, administrative, are the integral part of the institutional policy. IQAC fosters a number of activities to make everyone aware of the quality assurance strategies and processes. Thus, Governance, Leadership and Management and are highly shown a significant impact on Institute achievements.

Institutional Values and Best Practices

Sri Venkatesa Perumal College of Engineering & Technology maintains a well-balanced gender equity not only in terms of number of job opportunities given to women but also their representation in the institution. The institution has substantial number of girl students and women employees. Various strategic steps are taken from time to time to bring sensitivity on the gender related issues and provide an equal opportunity for all the genders. Women's Cell (Internal Complaints Committee) was established to maintain safety and security of the women faculty and girl students. This cell addresses women protection, inequalities and any form of sexual harassment issues faced by women and girl students on the campus.

The institution has taken various steps to minimize, recycle and reuse different types of waste generated by the institution. Natural water resources are effectively utilized by keeping in place rain water harvesting pits at various important locations on campus. The institution has implemented various green practices and promoted and improved eco-friendly environment on the campus. Various audits such as energy, green, and environment are conducted for the institution. Sri Venkatesa Perumal College of Engineering & Technology has also received appreciation for its well-maintained lush greenery and adopting various green initiatives on campus. The institution regularly celebrates birth/death anniversaries of the great Indian personalities and national festivals every year. The institution has been maintaining transparency in all the activities like financial, academic, administrative and auxiliary functions.

Best practices have been implemented by the institution to bring more quality. The institution has imparted life skills to students almost throughout the duration of the study for shaping and preparing the students to pursue better career during and after their studies. Teaching skills of the faculty members are enhanced from time to time through Intensive Teaching Workshops. All the students, faculty and staff are made aware of the conduct through conduction of periodic programs. In addition, the institution has been consistently placing students that too from a very modest and rural background. Sri Venkatesa Perumal College of Engineering & Technology has shown its distinctiveness in placing students and attracting students from various countries of the world.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SRI VENKATESA PERUMAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	CHINNARAJA KUPPAM,K N ROAD,PUTTUR-517583
City	PUTTUR
State	Andhra Pradesh
Pin	517583
Website	http://svpcet.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	T SUNIL KUMAR REDDY	08577-260022	9390505457	-	principal@svpcet.org
IQAC / CIQA coordinator	D Nagaraju	-	6303659052	-	raj2dasari@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of Establishment, Prior to the Grant of 'Autonomy'	19-07-2001
Date of grant of 'Autonomy' to the College by UGC	10-07-2018

University to which the college is affiliated

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	06-07-2011	View Document
12B of UGC	06-07-2011	View Document

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

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

Recognitions

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

Location and Area of Campus

Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	CHINNARAJA KUPPAM,K N ROAD,PUTTUR-517583	Semi-urban	26.75	34820

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,Engineering And Technology	48	Intermediate or Equivalent	English	90	90
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	30	2
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	60	60
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	180	180
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	180	180
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	60	5
UG	BTech,Engineering And Technology	48	Intermediate or Equivalent	English	60	33
PG	Mtech,Engineering And Technology	24	B.Tech or Equivalent	English	28	0
PG	Mtech,Engineering And Technology	24	B.Tech or Equivalent	English	24	0
PG	MCA,Engineering And Technology	24	UG Degree or Equivalent	English	120	0
PG	MBA,Engineering And	24	UG Degree or Equivalent	English	180	0

	Technology					
PG	Mtech,Engineering And Technology	24	B.Tech or Equivalent	English	18	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	19				37				110			
Recruited	18	1	0	19	30	7	0	37	62	48	0	110
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	19				37				110			
Recruited	18	1	0	19	30	7	0	37	62	48	0	110
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				62
Recruited	35	27	0	62
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				62
Recruited	35	27	0	62
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				16
Recruited	14	2	0	16
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				16
Recruited	14	2	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	18	1	0	1	0	0	0	0	0	20
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	29	7	0	62	48	0	146
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	Others	Total
		8	2	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	413	0	0	0	413
	Female	186	0	0	0	186
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	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	49	17	17	20
	Female	33	12	4	8
	Others	0	0	0	0
ST	Male	5	1	7	0
	Female	6	2	1	0
	Others	0	0	0	0
OBC	Male	256	146	88	99
	Female	135	61	34	56
	Others	0	0	0	0
General	Male	140	130	98	84
	Female	75	64	53	56
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		699	433	302	323

2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Engineering And Technology	View Document

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>SVPCET offers multidisciplinary education for students interested in practicing around a focused concentration by combining or involving several academic disciplines. It aims to improve the overall development of human beings -intellectual, aesthetic, social, physical, emotional, and moral in an integrated manner. Our institute has the flexibility to frame curriculum and syllabus to meet the multidisciplinary/Interdisciplinary approach requirements. The institute offers credit-based courses and projects in the areas of environmental education and value-based education. The students who are desirous of pursuing their special interest areas other than the chosen discipline of Engineering may opt for additional courses in minor specialization groups offered by a department other than their parent department. The institute included minor programs in the regular curriculum for the students, and students can opt for the same at the beginning of the 4th semester. The institute also offers Interdisciplinary in core engineering courses that provide students with a strong foundation, evolving technology necessitates new methods and approaches to progress, prosperity, and the inculcation of problem-solving techniques. The institute included an honors program in the regular curriculum for the students. They can select the additional and advanced courses from their parent branch in which they are pursuing the degree and get an honors degree. A student shall register for the Honors program at the beginning of the 4th semester. Honors degree must be completed simultaneously with a major degree program.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>The institute is taking initiatives to deposit the student earned credits for all the programmes offered in the academic bank credit(ABC) to promote student centricity in higher education across the country through learner-friendly practices and a more interdisciplinary approach to higher education. The institute has registered in the NAD portal for depositing students' academic records as per the</p>

	<p>government directions, through this mechanism, students will get benefited for pursuing higher studies that require a credible, authentic and convenient mechanism for access, retrieval and validation of such academic awards. Academic records maintained in paper form are susceptible to hazards such as spoilage and forgery. Students often face difficulties in obtaining copies of their certificates/mark sheets whenever they are lost or destroyed. Maintaining academic awards in a digital depository would enable educational institutions, students, and employers online access/retrieval/verification of digitized academic awards and eliminate fraudulent practices such as forging certificates and mark sheets.</p>
<p>3. Skill development:</p>	<p>The institute incorporated skill based credit courses along with the regular courses in the curriculum as per the guidelines given by AICTE and APSICHE. Students can also opt for skill courses from the other domain apart from regular ones. The student shall be given an option to choose either the skill courses offered by the college or choose a certificate course offered by industries/Professional bodies/APSSDC or any other accredited bodies. Apart from these, the institute offers skill development programmes through APSSDC, Microsoft, Intel, and Virtusa companies, and they established various skill centers to enrich students' skills. Students shall undergo mandatory summer internships for a minimum of six weeks duration at the end of the second and third year of the Programme. There shall also be a mandatory full internship in the final semester of the Programme along with the project work. All these initiatives reflect an increase in placement percentage and packages.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>The promotion of Indian languages is only possible if they are utilized regularly and for teaching and learning purposes. Our institute organizes the events and competitions like essay writing, elocution competitions in the regional languages prizes are distributed for top-performing students. The ability to communicate in Indian languages will be considered part of the qualification criteria for job openings. The institute offering "Essence of Indian Traditional Knowledge" and "Sanskrit for Technical Knowledge" courses to upgrade the knowledge of students about Indian tradition and culture. Based on</p>

	<p>the AICTE initiatives, few of our faculty given consent to translate technical subjects into the regional languages and the proposals have been submitted to the AICTE for the approval. The institute also offers Massive Open Online Course (MOOC) as a mandatory course in our curriculum to train and skill students in a digital learning platform. Video lectures, books, animations, quizzes, simulation construction, and other activities are used to cover different courses. Technical query resolution forum and peer discussion forum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>For implementation of OBE, the initial phase is to design the curriculum, particularly the types of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations. In the next phase, the Course Outcomes (COs) for every course are mapped with the Program Outcomes (POs) of the NBA and the Program Specific Outcomes (PSOs) of the program. Effective implementation of this Outcome-Based Education (OBE) ensures that our graduating engineers have all the 12 POs defined by the NBA and hence can compete on a global platform and have expected global attributes. Specific to every program, three Program Educational Objectives (PEOs) are measured through the stakeholder's feedback. The institute keenly observes the attainment of POs and PSOs for the respective programs related to the Vision and Mission of the departments.</p>
<p>6. Distance education/online education:</p>	<p>As online education has gained importance in these pandemic days, new trends have taken their way in education to inculcate advanced learning techniques. As a result, the knowledge and performance of the students will enhance. For a long time, it is being observed that the inculcation of technology through digital presentations has dominated because of the facility of the Internet which reshaped the current trend of education. The e-learning is vast and unlimited, all the time and places where the learning path and pace is determined by the learner. During the pandemic period, the institute faculty has successfully delivered lectures on the online platform, conducted online tests and essentially delivered lab courses through various virtual lab platforms provided by the Ministry of Higher Education Government of India. The seminar and</p>

project work evaluations were also conducted in the virtual environment. The online platform is extensively used to conduct webinars and lectures during the lockdown. Ever since its autonomy, the institute has made sincere efforts to include selflearning by introducing MOOC courses as mandatory offered by NPTEL under the SWAYAM umbrella. One virtual lab is introduced in every regulation from 2018 onwards to promote self-learning and inquisitiveness in students. In the regulation effective from 2020, apart from the graduation program, the student can also get honors degree in a specialized domain by crediting courses in NPTEL. In line with the developments in Learning Management Systems (LMS), the college intends to encourage the students to do online courses in MOOCs, offered internationally. The main intention to introduce MOOCs is to obtain enough exposure through online tutorials, self-learning at one's own pace, attempt quizzes, discuss with professors from various universities, and finally obtain a certificate of completion for the course from the MOOCs providers.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes, An Electoral Literacy Club is a platform to engage students through interesting activities and hands-on experience to sensitize them on their electoral rights and familiarise them with the electoral process of registration and voting.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Yes, students' co-ordinator and co-ordinating faculty members are appointed by the College and the ELCs are functional. And yes, ELCs are representative in Character.
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender,	The Institute conducts a number of activities to create sensitization of students and employees by conducting constitutional activities like constitutional day, youth day, voter's awareness program, legal awareness program and voter's registration drive for adopting the values, rights, duties and responsibilities of citizens. The constitutional day on 26th November has been conducted every year and a pledge is taken by all students and staff members. The college has an

<p>commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Electoral Literacy Club (ELC) in which the institute conducts voter awareness programs. The Institute conducts a special speech on the importance of the value of casting the vote and how it helps in protecting the constitutional obligations under the ELC. The success of democracy depends upon strong legislation by electing right person for right place to give importance to constitutional values protecting social justice of the citizens in this connection SVEEP (Systematic Voters' Education and Electoral Participation) program was organized in our Institute to create awareness about the value of vote among the students.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>The ELC takes initiatives that are socially relevant to electoral related issues especially awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes. 1. To help the target audience understand the value of their vote to ensure that they exercise their suffrage right in a confident, comfortable and ethical manner 2. To develop a culture of electoral participation and maximize the informed and ethical voting and follow the principle 'Every vote counts' and 'No Voter to be Left Behind'.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, mock parliaments, elocution, essay writing and other programmes which create an awareness regarding electoral procedures.</p>

Extended Profile

1 Students

1.1

Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1742	1379	1361	1626	1710
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
354	376	439	564	406
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format (data		View Document		

2 Teachers

2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	158	174	197	208
File Description		Document		
Provide Links for any other relevant document		View Document		
Institutional data in the prescribed format		View Document		
Certified list of full time teachers		View Document		

2.2

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

Response: 336

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

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
364.30	414.67	252.85	261.69	319.18
File Description		Document		
Provide Links for any other relevant document		View Document		
Other Upload Files				
1		View Document		

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curriculum Design and Development

1.1.1

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

Response:

The primary objective of the institute is to create techno-managerial cadres who can engage effectively the emerging globalism and contribute to national development. The institute carefully designs courses keeping in mind the needs of the nation and the region. The institute has meticulously drawn the graduate attributes and designed the Program Educational Objectives (PEO). Keeping the PEOs as a base, the Program Outcomes (PO) and Program Specific Outcomes (PSO) are charted out. The objective is always to create a technical knowledge storehouse needed for Science and Technology enabled development. The innovative curricular design architecture by amalgamating teaching, research and outreach activities have led the institution to the present level of College with Potential for Excellence.

Curricula of all the programs developed and adopted at SVP CET covers multiple facets of providing engineering knowledge, desirable attributes, professional ethics and relevant technical and nontechnical skills. Along with these skills, it also encapsulates societal aspirations. To promote higher order thinking through analyzing, evaluating concepts, processes, procedures and principles in education the course outcomes are designed in line with the revised Bloom's Taxonomy.

Through these attributes, specific needs with appropriate consideration for public health and safety, societal and environmental considerations, legal and cultural issues are met, providing sustainable solutions to the society and the overall development. The courses are developed to meet the stated PEOs, POs, PSOs of the program.

Structured committees at the department level (BOS) and at the institute level (Academic Council) with domain experts from reputed organizations/industry formulate the syllabi for all the disciplines'. Student feedback through course end survey is considered for the updations during the revisions to the curricula.

The institute autonomy provides Academic Flexibility to introduce new courses for overall development and up gradation to the current industry needs. The choice-based credit system adopted in the institute has given scope to the students to learn cross domain subjects/technologies and take up inter-disciplinary projectwork for the development of rounded personality.

Apart from the technical courses related to each of the specific programs, few courses having social relevance that help in achieving the objectives like awareness of societal needs and problems and also in line with various initiatives Government of India, courses related to upcoming areas in the field of cyber space are listed below.

Courses in Curriculum	Linkage with Government of India's Initiatives
Environmental Studies	National River Conservation Plan
Ground Water Engineering	
Environmental Geo-Technology	National Afforestation Programme
Climate Change and Its Impact	
Energy Conservation and Management	
Environment and Agriculture	
Renewable Energy Sources	Ujjwal Bharat
Disaster Management and mitigation	National Disaster Management Plan
Professional Practice, Law and Ethics	National Anticorruption Strategy
Constitution of India	
Social Values & Ethics	
Business information technology systems	Startup India
Business Communication	
Enterprise Resource Planning	
Data Mining and Data Warehousing	Big Data Initiative
Big Data Analytics using R	
Artificial Intelligence	AI Initiative
Cyber Security	National Cyber Security Policy
	Cyber Swachhta Kendra

Students are encouraged to actively participate in the Institute-Funded Projects in the areas of agriculture, bio-medical, security as a part of their final thesis. This gives them the platform to work towards the solutions for the societal problems.

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

1.1.2

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

Response:

The SVP CET commitment to academic excellence is reflected in its proactive approach towards program development and refinement. The programs offered by the institution are meticulously designed with a strong emphasis on enhancing employability, fostering entrepreneurship, and facilitating skill development among our students.

One of the key strengths of SVPECT is continuous effort to stay updated with the ever-evolving demands of the contemporary job market and industry landscape. To ensure that our students are well-prepared to meet these challenges, we regularly review and revise our course syllabi. This process is driven by our dedication to aligning our curriculum with the latest industry trends, technological advancements, and global standards.

Our faculty members, who are experts in their respective fields, actively contribute to this curriculum enhancement process. They bring their industry experience and academic expertise to the table, enabling us to offer courses that not only meet but also exceed the expectations of students and potential employers.

SVP CET recognize that employability, entrepreneurship, and skill development are essential components of holistic education. Therefore, the institution takes pride in offering a diverse range of courses and programs that equip our students with not only academic knowledge but also practical skills, problem-solving abilities, and a strong entrepreneurial mindset.

Furthermore, SVP CET encourage students to actively participate in internships, workshops, seminars, and industry interactions to gain real-world exposure and enhance their employability. Institution focus on experiential learning ensures that our graduates are not only academically qualified but also industry-ready and capable of contributing meaningfully to the workforce or even pursuing entrepreneurial endeavors.

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

1.2 Academic Flexibility**1.2.1**

Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**Response:** 43.53**1.2.1.1 Number of new courses introduced during the last five years:**

Response: 528

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

Response: 1213

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

1.3 Curriculum Enrichment**1.3.1****Institution integrates cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability and other value framework enshrined in Sustainable Development Goals and National Education Policy – 2020 into the Curriculum****Response:**

Curriculum offered at the institute include courses that are diverse and cater to the cross cutting issues relevant to sustainable environment, gender equality, human values and professional ethics for addressing the economic, social and environmental challenges of globalisation. The students of SVP CET are moulded as responsible Engineers by creating awareness and addressing the societal and generic needs. Along with a standardized learning plan, the curriculum is enriched by including the courses like Disaster Management, Environmental Studies, Energy Auditing, etc. This enriches the knowledge base of the student and improves the self-actualization and belongingness to the society. A sample of courses offered to the students for enhancing the knowledge in the above aspects are listed below:

Issue	Regulation	Course Name and Code	Offered to
Human values Professional ethics	&R18	Technical English	I YEAR B.TECH

	(18HSBH01)	
R18	English Language and Communication Skills Lab	I YEAR B.TECH
	(18BSBH01)	
R20	Technical English	I YEAR B.TECH
	(18HSBH01)	
R18, R20	Constitution of India	II YEAR B.TECH
	(18MCBH03)	
R18	Essence of Indian Tradition Knowledge	II YEAR B.TECH
	(18MCBH04)	
R18,R20	Management Science	III YEAR B.TECH
	(18M00113)	
R18	Intellectual Property Rights	III YEAR B.TECH
	(18M00114)	
R18	Entrepreneurship	III YEAR B.TECH
	(18M00115)	
R20	Universal Human Values	II YEAR B.TECH
	(20MCBH03)	
R20	Economics for Engineers	III YEAR B.TECH
	(20HM115)	
R20	Human Resource Management	IV YEAR B.TECH
	(18M00415)	
R18	Research Methodology and IPR	I YEAR M.TECH
	(18MC0101)	
R18	English for Research Paper Writing	I YEAR M.TECH
	(18AC1101)	
Gender	R18	Essence of Indian Tradition Knowledge

Environment and Sustainability	R18,R20	(18MCBH04) Environmental Science	I YEAR B.TECH
	R18	(18MCBH02) Waste to Energy (18OE1006)	II YEAR M.TECH

Apart from the above, Institute offers and conducts various awareness workshops and seminars on Disaster Management from time to time. Few courses offered in the curriculum are developed to cater to the needs of security and sustainable environment like Green IT, Cyber Security, Big Data Analytics etc. Institute conducts seminars/guest lectures/awareness programmes inculcating human values and moral ethics into students. Few of them are listed below.

Blood donation

camp Tree plantation

Swachh Bharat

Motivation lectures

Save Trees

World Environment Day

Teachers Day

Professional Ethics for Engineers

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

1.3.2

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

Response: 119

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

1.3.3

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

Response: 100

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

Response: 15

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

Response: 15

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
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: 58.65

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

2022-23	2021-22	2020-21	2019-20	2018-19
699	433	302	323	410

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
910	666	682	672	765

File Description

Document

Provide the relevant information in institutional website as part of public disclosure

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 70.81

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

2022-23	2021-22	2020-21	2019-20	2018-19
387	262	225	228	293

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

2022-23	2021-22	2020-21	2019-20	2018-19
455	356	356	356	447

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

2.2 Catering to Student Diversity**2.2.1**

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

Response:

Students taking admission into the institute are from various academic backgrounds and with diverse

levels of knowledge and skills. Students cannot be accounted to a single category with the same understanding levels, and thus there is a need to categories them as Advanced learners and Slow learners.

For all the students from I year to IV year, performance in Mid-I examinations are considered for identifying Advanced and slow learners. Students who secure less than 60% of the marks obtained in Mid I examinations are identified as Slow learners and the remaining students are considered as Advanced learners. Slow and Advanced learners are identified for each subject separately by the respective subject teacher for all the semesters.

Activities for enhancing knowledge in Advanced learners:

Advanced learners are motivated to take part in activities that enhance the cognitive and Psychomotor skills of the students. They are:

- Made to submit solutions for challenging assignments in advanced topics and tutorials involving problem-solving methodologies.
- Suggested to complete advanced courses through SWAYAM/ NPTEL platforms.
- Encouraged to participate in technical events such as Hackathons, Paper Presentations, Project Expo, Seminars and Internships within and outside the campus.
- Given an opportunity to be office bearers of the student council and various professional societies so as to develop their communication, leadership & team-building skills.

Activities for improving academic performance of slow learners:

- Remedial classes are conducted by the subject teachers with a separate timetable to improve the academic performance.
- Tutorial classes are conducted covering the problems in basics of the subject and previous end question papers.
- One to one interaction between faculty and slow learner.
- Personal counseling through mentoring.
- Students from the rural background are trained in soft and communication skills.
- Inspirational talks by successful Alumni are conducted periodically.

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

2.2.2

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

Response: 10.82

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

2.3 Teaching- Learning Process

2.3.1

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

Response:

- The institution adopts practical approaches for enhancing learning experience and outcomes of the students such as

Experiential Learning:

- Through experiential learning, the students are given the flexibility of their own learning through practice with the mentorship of the teacher.
- While delivery of lectures the teachers are advised to give a balancing mix of content and process for experience
- The students are given enough time during the class to judge the concept and its relevance
- The concepts which are at the threshold and beyond the concepts in the syllabus are given as self learning topics to the students through the teaching plan. (Model teaching plan attached)
- The students can continuously interact on these self-learning topics with the course faculty during tutorial sessions and beyond the regular class work
- The laboratories associated with the theory course are designed in such a way that students experience the practical implications of the theoretical concepts studied.
- Seminars and technical association activities provide ample scope for the students to explore new paradigms in the domain and cross domain through self-learning
- Teaching some of the courses with models, simulation and prototypes shall contribute to students experience in learning

Participative Learning :

- The students of the institution are encouraged through participative learning by choosing up their own objectives among the program educational objectives, adapting to diverse learning styles,

undertaking team assignments and utilizing flexibility and autonomy.

- The participation of the student by giving feedback on teaching quality is considered as a useful input for quality for teaching-learning
- The student survey on program educational objectives, program outcomes and curriculum are helping the institution in curriculum development Courses in labs, seminar and project at the undergraduate level as a group work is designed to foster student peer and participative learning

Problem Solving Methodologies:

- The Institution strictly adheres to National Board of Accreditation graduate attributes while deigning the courses, which emphasizes that Problem Solving ability as an important attribute to the students. Hence the course content pertaining to almost all core, professional electives and a few of open electives is designed to develop the problem-solving skills among the students.
- The teachers are using ICT for delivering lectures and conducting laboratories. In classrooms, LCD projectors are fitted to enable effective teaching – learning.
- Teachers use ‘Microsoft Teams’ platform for delivering online lectures.
- Teachers use program specific IT tools for simulation and design such as AutoCAD, STAAD Pro, Geographic Information System, Camtasia, Visual Studio Live Share, Collabedit - Online Code Editor, MULTISIM, MODELSIM, MATLAB, TASM, PSIM, SKM, PSICE, OBS Studio, Canva, Industryconnect, Prezi, Spreadsheets, SPSS, RStudio (R Programming), Visual studio code, Thonny, Weka, LessonWriter, Easy Test Maker, Kinemaster and Apowersoft
- An ERP- Ion CUDOS is used for implementation of Outcome-Based Education

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.3.2

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

Response:

There is a difference in the academic environment of a school where students completed 10+2 education with that of a professional institute.

The goal of a professional institute is to train the student with professional skill, develop their overall personality and make them employable. Many students of the institute are from rural areas and with diverse socio-economic backgrounds. As they are from rural areas, the environment of the institute is entirely new to them. Hence they face many difficulties in the course of their stay in the institute. To

overcome this situation, the institute has implemented Mentor Mentee Program to guide students. Mentoring provides students emotional and instrumental support, guidance, encouragement and better environment in the institute. A mentor plays a vital role in nurturing students and has a positive impact on students' persistence and academic achievement. A mentee can approach his / her mentor for both educational and personal guidance. It is conducted to help the students to strengthen their varied capabilities and to build an interpersonal relationship between the faculties and students.

Mentoring mentee program at the Sri Venkatesa Perumal College of Engineering & Technology is a structured programme in which each faculty is assigned with the task of mentoring about 8-15 students. First year students will have mentors from first year departments, when they move on to subsequent years they will be detached from the preceding mentors and attached to succeeding faculty from that particular department.

The mentor will perform the following functions. The list, of course, cannot be exclusive. A mentor can always do more for the benefit of the students.

Responsibilities of a Mentor

- Meet the group of students at least twice a month.
- To maintain personal details of the students including their address, contact numbers, overall academic performance and progress. It will help the mentor in monitoring the academic growth of the students.
- Continuously monitor, counsel, guide, and motivate the students in all academic matters.
- Advise students regarding choice of electives, projects, summer training, etc.
- Contact parents/guardians if the situation demands e.g. academic irregularities, negative behavioral changes, and interpersonal relations, detrimental activities, etc.
- Advise students in their career development/professional guidance.
- Maintain contact with the students even after their graduation.
- Intimate HOD and suggest if any administrative action is called for.
- Maintain a detailed progressive record of the student.
- Professional Guidance – regarding professional goals, selection of career, higher education.
- Career Advancement
- Course work specific – regarding attendance and performance.

Responsibilities of a Mentee:

- Attend meeting regularly
- Fill personal information in the form at the time of joining the mentor- mentee system.
- Provide details of attendance, continuous assessment, examination, co-curricular, extra-curricular activities to the mentor whenever asked for.
- Repose confidence in the mentor and seek his/her advice whenever required.

The role of HOD:

- Meet all mentors of the department at least once a month to review the proper implementation of the system
- Advise mentors wherever necessary.
- Initiate administrative action on a student when necessary.

- Keep the head of the institute informed.

File Description	Document
Upload any additional information	View Document
List of Active mentors	View Document
Provide Link for Additional Information	View Document

2.3.3

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

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

Response:

The institution prepares Academic Calendar at the beginning of every academic year after extraneous discussions with heads of various departments to take the future course of action. The academic committee, along with the Principal, collectively approve the Academic Calendar and is delivered via a link on the institute's website to all department heads, faculty, and students, and is posted on the notice boards of all departments. The institution has an academic calendar for different programs like B.Tech, M.Tech, MBA and MCA. Academic Calendar gives general guidelines on the following:

- Academic schedule
- Beginning of the academic sessions
- Last working day of the semester
- Midterm examination schedules
- End term theory and Practical examination schedule
- Vacation schedule

This is made available on the college website to the students and faculty before the commencement of the academic year/classwork. Learner centric teaching and learning practices are implemented in the institute. Every faculty prepares a Lesson (teaching) plan one week before the commencement of classwork for every semester as a part of the Course file. The contents of the course file include:

1. Vision and Mission (Institute and department)
2. Syllabus Copy (Relevant regulation)
3. Course information sheet with CO-PO mapping
4. Lesson plan (Detailed unit wise lecture plan)
5. Handwritten Lecture notes (as per current regulation)

6. Question Bank
7. Bit Bank
8. Previous end exam and mid question papers
9. PPTs (soft copy)
10. Links to the video lectures
11. Assignment and tutorial questions

The lesson plan structure and Question banks are prepared mentioning Blooms Taxonomy levels so as to meet the needs of Outcome-Based Education prescribed by the National Board of Accreditation (NBA). The academic calendar is followed by each, and every faculty and the actions taken are recorded. Later Head of the department assess the performance of the faculty for the future course of action. The faculty are encouraged to cultivate an attitude towards teaching that includes encouraging good communication between teachers and learners; providing opportunities for active participation of learners; providing timely and appropriate response and constructive feedback to the learners; enhancing metacognitive strategies; encouraging collaborative teaching, and collaborative learning.

File Description	Document
Upload any additional information	View Document
Provide Link for Additional Information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
161	158	174	197	208

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts).	View Document
Provide the relevant information in institutional website as part of public disclosure	View Document
Institutional data in the prescribed format (data template merged with 2.4.3 and 2.4.4)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2**Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 9.52**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 32

File Description	Document
List of faculty having Ph.D./D.Sc. / D.Litt./ L.L.D along with particulars of the degree awarding university, subject and the year of award per academic year.	View Document
Institutional data in the prescribed format (data template merged with 3.2.3 and 3.4.2)	View Document
Copies of Ph.D./D.Sc. / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.3**Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 6.2**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 998

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

2.4.4**Percentage of full time teachers working in the institution throughout during the last five years****Response:** 29.81**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 62

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms**2.5.1****Average number of days from the date of last semester-end/ year- end examination till the last date of declaration of results during the last five years****Response:** 19**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
25	21	10	18	21

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

2.5.2

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

Response: 0.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
02	04	2	3	3

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

2022-23	2021-22	2020-21	2019-20	2018-19
1637	1284	1281	1547	1586

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

2.5.3

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

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

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

Response:

Examination cell is a unique central division in the Institute that caters for the needs of all stakeholders. It strives to formulate and implement a credible and reliable evaluation system. It emphasizes a strict and flawless examination system maintaining uniformity and consistency in assessment and evaluation. The Institute has made efforts to implement several procedures to impact the examination system Positively.

The Academic calendar is released at the beginning of every academic year and is made available to the students through the college website. Handbook is given to the Students that consists of all academic rules and regulations, course structures and syllabi. The College has introduced skill courses and integrated courses that include both theory and practical components. Predefined rules and regulations carry assessment of all these courses. All the courses are stages viz—Continuous Internal Evaluation and Semester End Examination.

A student's performance in each semester shall be evaluated through internal evaluation and /or an external evaluation conducted semester wise. Performance evaluation in each course (theory/ practical) shall be based on a total of 100 marks. The relative weightage for internal evaluation and end semester examination shall be 40% and 60%, respectively. The total internal weightage for theory courses is 40 marks. For all theory courses, there shall be two mid-term tests in each semester. 80% weightage will be given for better performance among the two midterm examinations and 20 % for the other. The final mid-term marks will be the addition of these two. Integration of IT to evaluate this academic data makes the computation easier and more reliable. All the examinations are conducted under the supervision headed by the Controller of Examinations. The results are declared after the approval of the Results committee of the Institute

Improvement in the performance of students is achieved by framing significant reforms in Continuous Internal evaluation at the institute level. The reforms are as follows:

- Unit tests are conducted prior to sessional examinations.
- Remedial measures are taken by conducting tutorial classes to clarify doubts and re-explaining the critical topics.

- Students are encouraged to solve previous years University Exam question papers.
- The Institute regularly conducts group discussions, seminars and guest lectures.
- Poor performance due to frequent absenteeism is dealt with by making calls to the parents of such students. The Examination branch has brought the following reforms since UGC gave an Autonomous status in the year 2018.

•	•	Positive impact
Reform 1	Two sets of question papers are prepared for each subject by External faculty and Question paper setting as per BLOOMS Taxonomy.	<ul style="list-style-type: none"> • Confidentiality in the question paper selection • Chances of question paper leakage are prevented
Reform 2	OMR based answer script was introduced for ensuring strict confidentiality by avoiding manual coding in the examination and evaluation system.	The primary goal of this reform is to provide unbiased and uniform evaluation to all students in each course.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The syllabus of the courses is embedded with the list of course outcomes, program outcomes and program specific outcomes. The procedure adopted for articulating them is as follows.

Design of Course Structure

Need: Contemporary curriculum

Method: The composition of course structure with courses from knowledge areas identified from

- Contemporary Industry need & demand
- Relevant Professional Societies
- Inputs through surveys from stakeholders such as Alumni, Employer, Student and Industry expert

Articulation of Course Outcomes (COs)

Need-1: Articulation of Course Outcomes which are ‘SMART

(Specific, Measurable, Achievable, Realistic and Time bound)

Need-2: Creating scope for mapping Course Outcomes (CO) to multiple Program Outcomes (PO) and Program Specific Outcomes (PSO)

Method: Step-1: Identify the broad knowledge clusters/concepts/areas

Step-2: Establish/explore link between one identified knowledge clusters/concepts/areas and related concepts with Analysis (PO2), Design (PO3), Problem Solving (PO4), Tools and Techniques (PO5), Society (PO6), Environment (PO7), Ethics (PO8), Project Management and Finance (PO11)

Step -3: Create threads of course content by linking related and dependent course content

Step-4: For each thread use blooms verbs and articulate Course outcomes which is now a combined statement of multiple program outcomes (Automatically these types of articulated COs can be mapped with multiple POs)

Mapping of Course Outcomes (COs) to Multiple Program Outcomes (POs)

Since Programs Outcomes (POs) has to be adopted as prescribed by NBA and now Course Outcomes (COs) are articulated using Related Threads created by skimming the course content, the multiple mapping of course outcomes to program outcomes are very much possible

Articulation of Program Specific Outcomes (PSOs)

Need: Mapping of Course Outcomes (COs) to Multiple Program Specific Outcomes (PSOs)

Step-1: Identify the Specific competency area

Step-2: Explore knowledge and skills required for broad Program Education Objectives – 1. Progression to higher Studies; 2. Career Placement and 3. Entrepreneurship then identify the activities needed to be done to achieve them

Step-3: While articulating the Programs Specific Outcomes link the knowledge and skills required to attain the Program Educational Objectives with the activities needed to attain them

Method of dissemination:

The Program Outcomes, Program Specific Outcomes and Course Outcomes statements of all the programs of the Institution are placed on the College Website and in the respective Department URLs. These statements are also displayed in all other important points of the Institution for the benefit of the stakeholders.

For Students, they are communicated through display boards, Department notice boards, laboratories, syllabus books, progress reports, seminar halls and brochures. For Teachers, they are communicated through Display boards, syllabus books, faculty course files, Department presentations and other academic documents.

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

2.6.2

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

Response: 81.92

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

Response: 290

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

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response:

Criterion 3 - Research, Innovations and Extension

3.1 Promotion of Research and Facilities

3.1.1

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

Response:

The SVP CET's research facility and laboratories stands for its innovation and excellence, inculcating students and faculty towards technological advancements. This facility encompasses many distinctive domains in various departments of the institute namely Concrete technology laboratory, Transportation Engineering laboratory, Geotech laboratory, Fluid mechanics laboratory, Strength of materials laboratory, Environmental Engineering which focuses on solving complex environmental issues, such as wastewater treatment, air pollution control, and sustainable resource management. Through collaboration between the Concrete Technology Laboratory, Transportation Engineering Laboratory, Geotech Laboratory, Fluid Mechanics Laboratory, and Strength of Materials Laboratory, our Environmental Engineering Lab addresses multidisciplinary challenges and fosters innovative solutions for a greener and more resilient future.

The electrical engineering research laboratories cultivate a culture of inculcation among students and faculty with a strong emphasis in the area of Power Systems especially in the fault simulation and protective relays significantly contribute to the field's advancements and practical applications. This nurturing equips individuals with hands-on experience, enabling them to contribute significantly to the electrical engineering field's advancements.

The Embedded Systems Lab, Computer Laboratories and the Project Laboratories, each fostering a unique environment for learning, experimentation and collaboration. The Embedded Systems Lab is equipped with an array of advanced microcontrollers and its interfaces enable students to experiment on various parameters. This lab provides a nurturing ground for students to delve into the intricate world of embedded systems.

Furthermore, Microwave Lab and VLSI Lab are integral components of our advanced engineering facilities. The Microwave Lab specializes in high-frequency technologies, allowing students to explore the design and analysis of microwave components. Students delve into the intricacies of Very Large Scale Integration (VLSI) simulation, gaining knowledge in implementing designing integrated circuits that power modern electronics. These labs provide a platform for honing technical skills, fostering creativity, and preparing students to excel in the dynamic fields of microwave engineering and semiconductor technology.

Also, MATLAB tool serves as a versatile and indispensable resource for the students and faculty. This software provides a powerful, with its user-friendly interface and extensive libraries, MATLAB enables

efficient problem-solving across diverse disciplines, from signal processing and control systems to image processing and machine learning. Its capabilities empower users to transform complex concepts into practical solutions, making MATLAB an essential tool for this organization's innovation and exploration

In addition, the interested students and faculty avails the project laboratory facility to materialize their innovative ideas, conduct hands-on experiments. This dynamic space in the organization encourages not only domain specific collaboration but also interdisciplinary collaboration, enabling teams to work together on diverse projects that address pressing societal needs.

Collectively, these spaces are designed to empower students with hands-on experience, enabling them to bridge theoretical knowledge with practical implementation, and encouraging them to work together on innovative projects that address real-world challenges in our institute.

File Description	Document
Upload any additional information	View Document
Provide links as Additional Information	View Document

3.1.2

The institution provides seed money to its teachers for research

Response: 48.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
7.76	11.28	8.08	9.99	11.16

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

3.1.3

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

Response: 2.68

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

Response: 9

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

3.2 Resource Mobilization for Research**3.2.1**

Total Grants research funding received by the institution and its faculties through Government

and non-government sources such as industry, corporate houses, international bodies for research project, endowment research chairs during the last five years (INR in Lakhs)

Response: 50.55

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

3.2.2

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

Response: 0.41

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

Response: 139

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

3.2.3

Percentage of teachers recognised as research guides as in the latest completed academic year**Response:** 3.11**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 5

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

3.3 Innovation Ecosystem**3.3.1**

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

Response:

Sri Venkatesa Perumal College of Engineering and technology (SVP CET) as an organization prioritizes their faculty and students to cope up with the recent technologies by conducting various programs to enhance the scope of research, latest technological advancements in the form of organizing as well as attending seminars, webinars, conferences etc. These programs include workshops, innovation challenges, mentorship sessions, and industry-academia partnerships, all of which contribute to the cultivation of ideas into technological solutions.

As a part of research and innovation, SVP CET started an incubation and innovation center in the year 2017. Since its inception, this cell focuses on fostering innovation and entrepreneurship, with a goal to promote entrepreneurial endeavors within the local community, with SVP CET as central hub. The projects such as E- Progress (an ERP tools to monitor students' progress), E-Menu (android app for hotel industry), Mechanical Library (relevant information for Mechanical students), Online Food Catering.

Seminars, Guest lectures on Intellectual Property Rights (IPR) and Research Publication Ethics create awareness among the students and faculty about the protection of their innovative ideas and its legitimacy on one's research. Conducting such programs regularly inculcate students toward the advancements in research and development of a technology.

Research and Development Cell in SVP CET takes initiation of organizing such events. Moreover, responsible for the creation of IPR policy of the institution that outlines the college's stance on intellectual property and the rights and responsibilities of individuals and the institution. In addition, members of R&D cell took proactive participation in assisting faculty and students about their implementation of Innovation ideas, providing helpful knowledge related to filing patents, copyrights, and other relevant IPR documentation etc.

A budding Incubation center in the institution engages experienced mentors, guest lecture from entrepreneurs, and industry experts to guide startups and innovators through their entrepreneurial journey. This type of networking enhances the understanding on the working nature of venture capitalists and government agencies to provide funding and grants to startups with promising ideas.

Students and faculty can further benefit from the collaboration with Industries by signing MoUs. The Industry facilitates the transfer of technology and knowledge. Provide assistance in commercializing inventions, which may include market research, business plan development, and access to business development resources.

In the due time, the idea of incubation center can lead to the creation of successful startups that develop innovative products and services, generating employment and contributing to economic growth. More number of College-Industry collaborations with technology transfer efforts can lead to the dissemination of knowledge, contributing to advancements in various sectors. As a result, this kind of innovation ecosystem enhances the college's reputation, attracting students, faculty, and research funding.

The outcomes of these innovation programs by the Institute extend beyond the participation, it shapes institution's identity, changes the perspective of the students to develop a strong entrepreneurial mindset, contributing to economic growth, facilitation of transfer of technology from academia to the market and fostering a culture of continuous improvement and forward-thinking.

File Description	Document
Upload any additional information	View Document
Link for Any other additional information	View Document

3.4 Research Publications and Awards

3.4.1

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

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

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

Response: A. All of the above

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

3.4.2

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

Response: 1.6

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

Response: 8

File Description	Document
Ph.D. registration letters/Joining reports of candidates.	View Document
Letter from the university indicating name of the Ph.D. student with title of the doctoral study and the name of the guide.	View Document
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.2.3)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.4.3**Number of research papers published per teacher in the Journals as notified on UGC CARE list during the last five years****Response:** 0.24**3.4.3.1 Number of research papers in the Journals notified on UGC CARE list year wise during the last five years**

Response: 80

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

3.4.4**Number of books and chapters in edited volumes published per teacher during the last five years****Response:** 0.03

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

Response: 10

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

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

Response: 0

File Description	Document
Bibliometrics of the publications during the last five years	View Document
Any additional information	View Document

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

Response: 0

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	View Document
Any additional information	View Document

3.5 Consultancy

3.5.1**Revenue generated from consultancy and corporate training during the last five years****Response:** 54.02**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
10.68	15.86	7.58	9.52	10.38

File Description	Document
Letter from the corporate to whom training was imparted along with the fee paid.	View Document
Letter from the beneficiary of the consultancy along with details of the consultancy fee	View Document
Institutional data in the prescribed format (data template)	View Document
CA certified copy of statement of accounts as attested by head of the institution	View Document
Audited statements of accounts indicating the revenue generated through corporate training/consultancy.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.6 Extension Activities**3.6.1**

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

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

Response:

Sri Venkatesa Perumal College of Engineering and Technology (SVP CET) adjudicates that Extension

activities play a crucial role in sensitizing students to social issues and promoting their holistic development. These activities go beyond the boundaries of the classrooms, providing our students with opportunities to engage with real-world problems and develop a deeper understanding of societal challenges in and around Puttur region. Through active participation in extension activities, students gain practical experience, empathy, and a sense of responsibility towards their communities. Here, we present four case studies highlighting the impact of extension activities in sensitizing students and fostering holistic development.

Case Study 1: Community Health Awareness Program In this case study, students organized a community health awareness program in rural villages such as Surendra nagar, cherlopalli, Chinnaraja kuppam etc nearby puttur region. We conducted health camps, disseminated information on hygiene and sanitation, and organized sessions on preventive healthcare. Through their interactions with the villagers, students gained insights into the healthcare challenges faced by underserved communities. Students developed a sense of empathy, teamwork skills, and a sense of social responsibility towards improving the health and well-being of the community.

Case Study 2: Environmental Conservation Initiative In this case study, students initiated an environmental conservation project in collaboration with a local NGO. we organized tree planting drives at Puttur, Narayanavanam, Eesalapuram, KVB Puram, Karvetinagaram. Also we conducted awareness campaigns on waste management, and implemented recycling initiatives in the mentioned regions along with the sapling plantation. Through hands-on involvement in these activities, students learned about the importance of environmental sustainability and the consequences of pollution. SVP CET Students developed a deep appreciation for nature, problem-solving skills, and a commitment to preserving the environment for future generations.

Case Study 3: Skill Development Workshops In this case study, students conducted skill development workshops for underprivileged youth in and around Puttur region. SVP CET students taught basic computer skills, provided career guidance, and organized mock interviews to enhance employability in the rural schools of KVB Puram, Sadasivapuram. By empowering these youth with valuable skills, students not only contributed to their personal growth but also addressed the issue of unemployment and social inequality. This experience allowed students to develop leadership qualities, communication skills, and a sense of social inclusivity.

Case Study 4: Rural Development Project In this case study, students undertook a rural development project in a marginalized village. We collaborated with local communities to identify their needs and implemented sustainable solutions. Projects included setting up clean drinking water facilities, constructing sanitation facilities, and promoting agricultural practices in the areas of Chinnaraja kuppam, Eesalapuram, Cherlopalli etc. By this students understood the socio-economic challenges faced by rural communities and developed problem-solving abilities, project management skills, and a commitment to rural development.

In all of these case studies, extension activities played a transformative role in sensitizing students to social issues and promoting holistic development. Through the SVP CET students' active involvement, students gained practical skills, developed empathy, and became agents of positive change.

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

3.6.2

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

Response: 90

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

2022-23	2021-22	2020-21	2019-20	2018-19
22	25	12	16	15

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

3.7 Collaboration

3.7.1

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

Response: 53

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for

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

Response:

The Institution has established adequate and ambient infrastructure for the effective conduct of Teaching Learning process. The institution adheres to the norms specified by the approving agency AICTE with respect to instructional area. Classrooms, tutorial rooms, laboratories, computing centre, library and reading hall and seminar halls are provided as per the norms for UG and PG programs. The list of the infrastructure under instructional area available for Teaching-Learning for the latest assessment year 2022-2023 is attached.

The Institution has excellent facilities for games and sports. Physical education teacher along with sports coordinators of the department plan and conduct various sporting events on campus.

Sl. No.	Name of the Facility	Size
1	Cricket Ground	124675.00sf
2	Volleyball Court	61797.00sf
3	Basket Ball Court	30691.00sf
4	Shuttle Court	20564.58 sf
5	Indoor	2172 sf
6	Kabbadi court	10244sf
7	Kho-Kho court	10244sf

An exclusive facility is provided with a dedicated yoga teacher for training both the students and faculty. Practicing yoga helps to engineer a deep lasting personal transformation. Every year on June 21st, the International Day of Yoga is conducted where all the students and faculty proactively participate. Best performers are rewarded to encourage active and more participation.

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

4.1.2

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

Response: 43.33

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

2022-23	2021-22	2020-21	2019-20	2018-19
172.84	80.88	218.86	83.84	142.32

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	View Document
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

The library of the institution has Large collection of

- Reference books
- e – journals
- Open courseware Digital content
- NPTEL lectures
- CD/DVDs
- Copies of published theses in the domain.

For effective management, the Institution has automated the library with webpros - an integrated library automation package.

General Features: webpros includes modules for acquisitions, circulation, cataloging, serials management, authorities, flexible reporting, label printing, multi-format notices and offline circulation

Web-based Interfaces: webpros OPAC, circ, management and self-checkout interfaces are all based on standards-compliant World Wide Web technologies–XHTML, CSS and Javascript – making webpros a truly platform-independent solution.

Full text searching: Powerful searching, and an enhanced catalogue display that can use content from Amazon, Google, LibraryThing, Open Library, and Syndetics among others.

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

4.2.2

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

Response: 6.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.75	19.62	17.7	21.80	22.93

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

The campus Network Control Centre has been established at a cost of Rs.1.2 crores and maintained by the Department of CSE. The old network has been upgraded and replaced with 35 extreme switches, 25 wireless access points, a high resolution sonic firewall, WLAN controller, unified threat management system and 4 high end servers for Antivirus, FTP, Epicentre (Network Management Software) and DHCP. The present wired and wireless network infrastructure has been established with priority on reliability, performance and cost efficiency.

Dedicated leased line Internet facility with a bandwidth of 295 Mbps is available to cater to the academic & research needs in the Campus. The entire campus is Wi-Fi enabled. The activity in the institute is under video surveillance with 45 CC cameras. Digital Signages are placed at the major junctions in the institute that continuously displays information regarding any upcoming events, photographs of the completed events, campus news and awardee photographs. These systems will be continuously running during the working hours.

Video-conferencing and A-View facility is also available within the institute. The periodical updates and maintenance is done by the qualified in-house personnel.

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

4.3.2

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

Response: 3.62

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

Response: 481

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

4.3.3

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

Response:

SVPCET recognizes the pivotal role that technology and multimedia resources play in modern education. To this end, Institution have established a state-of-the-art Audio-Visual Centre that is equipped with cutting-edge technology, hardware, and software to facilitate the development of e-content. This center serves as a dynamic hub for various multimedia activities and initiatives, further enriching the educational experience for our students and faculty.

Here are some key features of our Audio-Visual Centre and related resources:

- 1. Audio-Visual Centre:** SVPCET has set up a dedicated Audio-Visual Centre that serves as the nerve center for multimedia and e-content development. This facility is equipped with the latest audio-visual equipment and resources.
- 2. Mixing Equipment:** To ensure high-quality audio output and production, SVPCET invested in

professional-grade mixing equipment. This enables us to create engaging and immersive audio content that enhances the learning experience.

3. Editing Facility: Video content often requires editing to ensure clarity and effectiveness. Institution has a fully-equipped editing facility where video and multimedia content can be edited and enhanced to meet educational objectives.

4. Media Studio: SVP CET media studio is a versatile space designed for recording lectures, demonstrations, and multimedia presentations. It provides an ideal environment for creating engaging e-content that supports our curriculum.

5. Lecture Capturing System (LCS): SVP CET implemented a comprehensive lecture capturing system that allows faculty and students to record and archive classroom lectures and presentations. This system promotes flexible learning, as students can access recorded lectures at their convenience.

6. Hardware and Software: institution has invested in the latest hardware and software tools necessary for content development, video production, and multimedia creation. This includes powerful computers, video cameras, audio equipment, and a wide range of multimedia software applications.

The establishment of these facilities and the availability of cutting-edge technology underline commitment to delivering high-quality education. These resources enable us to create engaging e-content that complements traditional teaching methods and enhances the learning experience for our students. The integration of multimedia and e-content development into our educational practices is a testament to institution's dedication to staying at the forefront of modern pedagogy.

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

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 33.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
135	112.97	96.19	84.31	109.82

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

4.4.2

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

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

Response:

Predefined procedures are available and executed within the Institute for the maintenance of its physical equipment. Standard Operating Procedures are available for maintaining and Utilizing physical, academic and support facilities as listed below:

1. SOP for General Maintenance: Engineering Cell, Security Wing
2. SOP for Stock Verification
3. SOP for maintenance of Computers and Networking
4. SOP for Electrical equipment maintenance
5. SOP for Mechanical maintenance
6. SOP for Civil maintenance Laboratories are well equipped and maintained regularly without disturbance to the academic schedules.

The in-house maintenance and repairs are addressed by the respective department computer operators who are qualified and trained.

- Library updates its books repository on a yearly basis as per the changes in the curricula. Inputs

from the student and faculty are collected in the prescribed format for books to be procured outside the syllabus. Library committee discusses and approves the procurement of these. The library committee meets once in three months to upgrade and procure any additional and general books both technical and non-technical. The equipment servicing are taken up as and when required under the supervision of the physical director.

- The playgrounds are made ready and kept up to the mark before the commencement of sports activity.
- The academic requirement of computers is taken care and additional Nos. are also procured to enable the usage for the research and the project work. Stipulated procedures are documented and executed for the maintenance of the systems.
- All the classrooms in the institute are ICT enabled. The devices are maintained on a regular basis. Exclusive personnel is recruited to constantly monitor and keep up the usage of the systems. Additional ICT equipment is procured and kept ready for the replacement while the damaged one is sent for repair. This will enable smooth classroom delivery without causing disturbance to the lecture.

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 66.97

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

2022-23	2021-22	2020-21	2019-20	2018-19
903	899	925	1139	1370

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

5.1.2

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

Response:

In an era of rapid technological advancement and evolving career landscapes, educational institutions play a pivotal role in shaping the future of their students. Providing comprehensive career counseling, e-counseling, and guidance for competitive examinations is vital to ensuring that students make informed

decisions about their academic and professional pursuits. Over the last five years, SVP CET has been committed to delivering exceptional support and resources in these areas.

1. Expanding Career Counseling Services:

One of the key initiatives undertaken by SVP CET has been the expansion of its career counseling services. A team of experienced and dedicated career counselors has been employed to provide personalized guidance to students. These counselors help students explore various career paths, understand their strengths and interests, and align their educational choices with their long-term goals. This service is accessible to students at all levels, from undergraduate to postgraduate.

2. Introduction of E-Counseling Platforms:

Recognizing the importance of technology-driven solutions, SVP CET has introduced e-counseling platforms to enhance accessibility and convenience. These platforms allow students to schedule online counseling sessions, access resources, and receive guidance remotely. Whether a student is on campus or studying from a different location, they can benefit from the institution's counseling services.

3. Workshops and Seminars:

To further empower students in making informed career decisions, SVP CET has organized a series of workshops and seminars over the past five years. These events cover a wide range of topics, including resume building, interview skills, networking, and industry trends. Experts from various fields are invited to share their insights, providing students with valuable real-world perspectives.

4. Assistance with Competitive Examinations:

For students aspiring to excel in competitive examinations, SVP CET has implemented targeted support programs. These programs include specialized coaching, mock tests, and access to study materials. The institution's faculty and mentors work closely with students to help them prepare effectively for competitive exams, such as entrance tests for graduate programs or government job examinations.

5. Alumni Networking:

Alumni of SVP ET have played an integral role in career counseling efforts. Alumni networks have been established to facilitate mentorship and networking opportunities for current students. Alumni often share their own career journeys, offer guidance, and provide valuable industry connections to help students kickstart their careers.

6. Tracking and Continuous Improvement:

SVP CET understands the importance of measuring the impact of its career counseling and guidance programs. Feedback mechanisms have been put in place to gather input from students and alumni, allowing for continuous improvement and refinement of services.

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

5.1.3

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

- 1.Soft skills**
- 2.Language and communication skills**
- 3.Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)**
- 4.Awareness of trends in technology**

Response: A. All of the above

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

5.1.4

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

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

Response: A. All of the above

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

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: 81.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
247	341	373	442	342

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

5.2.2

Percentage of students qualifying in state/ national/ international level examinations out of the

graduated students during the last five years

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

Response: 5.1**5.2.2.1 Number of students qualifying in state/ national/ international level examinations (eg: NET/SLET/Civil Services/State government examinations etc.) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	22	27	16

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

5.3 Student Participation and Activities**5.3.1****Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years****Response:** 44**5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at University / state / national / international level events (award for a team event should be counted as one) year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
12	11	00	11	10

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

5.3.2

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

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

Response:

All the departments of the institutions have established student councils which are termed as technical associations. These student councils are run by the students and a teacher mentor is allotted to supervise the activities planned.

The following Technical Associations conduct various co-curricular, extension and extracurricular activities in their respective departments.

Department	Name of the Technical Association
CIVIL	VINIRMAN
EEE	ELECTRICAL TECHNICAL ASSOCIATION
MECH	MECHANICAL ENGINEERING TECHNICAL ASSOCIATION
ECE	SPACE
CSE	CSTA
MBA	MANAGEMENT MANTRA
MCA	MASTER UTSAV

These Technical Associations conducted activities such as

- Model Exhibitions
- Design Contests
- Aptitude Tests
- General & Technical Quizzes
- Group Discussions
- Code Debugging Contests
- Poster Presentations

- Mock Interviews
- Training Sessions in Communication Skills

Academic & Administrative bodies/committees of the institution:

The students are actively involved in various events organized by the Institution. Students representing all the departments form various committees. Some of the committees formed in the college are given below:

1. Department Advisory Board(DAB)
2. Institution Innovation Committee(IIC)
3. Internal Quality Assurance Committee(IQAC)
4. Anti Ragging Committee
5. Alumni Association
6. Cultural Committee
7. Sports Committee
8. National Service Scheme Unit(NSS)
9. Hostel Committee
10. Women's Empowerment Cell
11. Library Committee

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

5.3.3

The institution conducts / organizes following activities:

- 1. Sports competitions/events**
- 2. Cultural competitions/events**
- 3. Technical fest/Academic fest**

4. Any other events through Active clubs and forums**Response:** A. All four of the above

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

5.4 Alumni Engagement**5.4.1**

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

Response: 51.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.00	12.68	9.00	10.00	9.3

File Description	Document
List of alumnus/alumni with the amount contributed year-wise	View Document
Annual audited statements of accounts of the HEI highlighting the Alumni contribution duly certified by the Chartered Accountant/Finance Officer	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.4.2

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

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

Response:

The institution has a functional alumni association. The alumni enthusiasm and willingness to work and contribute time to the institution have resulted in development of the institution in many ways. The activities of alumni association meetings are monitored and coordinated by Alumni Relations Officer. Alumni relations officer designated as key point of contact shall work as liaison between the parent organization and alumni and would be responsible for circulating the details of events and other significant organization news to the alumni via e-mail lists or at meetings.

Alumni contributions can be in the following manner:

BOS members: Sri Venkatesa Perumal College of Engineering & Technology alumni are part of Board of Studies (BOS) to prepare the curriculum as Co-opted members.

DAB members: To prepare Departmental Vision, Mission, Program Education Objectives (PEO`s) and Programme Specific Outcomes (PSO`s), the alumni are actively participating to give their suggestions according to the current requirements.

Invited lectures/Workshops: Technology is constantly changing, and Industry is always eager to en-cash the fruits of the latest technology. The academic syllabus always endeavours to catch up with changes in Self Institutes try hard to fulfil the gap through value-added programs in the form of guest lectures. Alumni are ideal sources for this as they understand the culture of both society and the college.

Interaction with current students: Graduating engineers always welcome first-hand experiences in challenging real life. Present students will be keener to learn from their seniors, and these exchanges are always fruitful.

Jobs by Alumni/Referrals for jobs: Alumni help their juniors by providing information about job openings in the current markets also guided to place.

Financial support through alumni contribution: Sri Venkatesa Perumal College of Engineering & Technology , Alumni Association is financially contributed Rs 51.989 lakhs to college.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Governance of the Sri Venkatesa Perumal College of Engineering and Technology is a reflection of successful leadership in tune with the vision and mission of the institution as it includes all the stakeholders. The institution strongly believes in transparency, quality, participative leadership and delegation of power at various levels. Sri Venkatesa Perumal College of Engineering and Technology believes the culture of participative management in all academic and non-academic activities. To ensure the participative management and decentralization of governance institute follows committee system for implementation of all its decisions.

The college will have the following committees to ensure proper management of academic, financial and general administrative affairs.

The following are statutory bodies in the Autonomous College:

- (a) Governing Body
- (b) Academic Council
- (c) Board of Studies
- (d) Finance Committee

The college will, in addition, have other non statutory committees such as, Grievance Rederessal committee, Examination Committee, Admission Committee, Library Committee, Student Welfare Committee, Sexual Harassment Committee, Extra-Curricular Activities Committee and Academic Audit Committee.

VISION:

To emerge as a Center of Excellence for Learning and Reseach in the domains of Engineering, Technology, Computing and Management

MISSION:

Mission No.	Mission Statements
M1	To provide congenial academic ambience with state-

	of-art resources for learning and research
M2	Ignite the students to acquire self-reliance in the latest technologies
M3	Unleash and encourage the innate potential and creativity of students
M4	Inculcate confidence to face and experience new challenges
M5	Foster enterprising spirit among students work collaboratively with technical Institutes/Universities/Industries of National and International repute

Good Governance

- Vision, Mission and their articulation in every key position
- Academic and Administrative Calendar published
- Evaluation of Institute' s performance and benchmarking
- Institutional strategic goals setting
- Institutional Strategic development plan
- Monitoring and Implementing the Quality Management System
- Following organization structure ü Smooth Working of statutory committees
- Leadership development through decentralization

Leadership and participative management

- Decentralize the academic, administration and student related authorities & responsibilities
- Prescribe duties, responsibilities and accountability
- Establishment of functional committees

Short Term Goals (Annual Goals):

- To strengthen the teaching –learning process.
- To enable 60%-70% of Under Graduates to find immediate employment by imparting necessary skills & Knowledge.
- To motivate at least 30% - 40% of students towards higher education & research.
- To create entrepreneurial skills in at least 5% -10% of students.
- To modernize classrooms and laboratories
- To improve Industry Institute Interactions.

- To instil in young professionals a code of ethics on par with organizational expectations.

Long Term Goals:

- To emerge as the Center of excellence in Engineering and Technology
- To encourage Students to take part in national / International Conferences and publish their Research work
- To offer consultancy to local industries & give hands on experience in the relevant areas to all students.
- To produce emotionally balanced, socially responsible professionals with capacity for lateral thinking & adaptability to fact changing technologies.
- To develop professionals with global outlook, tempered with Indian values.
- To attain NBA Accreditation for all UG and PG programmes.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

SVPCET has its own process handbook which defines the code of conduct of all the institutional activities.

SVPCET QUALITY POLICY:

SVPCET is committed to provide value-based quality education maintaining pace with changing technology to produce competent and skilled professionals ready to accept global challenges.

SVPCET accepts the well-known notion of quality as conformance to prescribed standards. These standards shall be intimately related to the Graduate Attributes definition accepted by the SVPCET. It recognizes the need to prescribe standards for every aspect of its operations, taking care to ensure that

equity, access and excellence are taken into due consideration in this process.

Every activity of the SVP CET needs to undergo continuous improvement. This requires data collection, analysis and bench marking of each activity. The SVP CET shall carefully evolve such a system involving every stake-holder, in a participative manner. Towards this SVP CET shall follow SAFE (Standards, Assess, Feedback & Excel):

Setting standards by establishing a detailed on-line data collection system. The endeavour shall provide comprehensive support to all stakeholders and ensure that individual wise support is extended and augment the existing and future resources in this direction.

Assess by conducting annual audits of its activities and evolve benchmarks for each. The annual audits shall provide the essentials that need to be taken care of and also considered important which in turn can be benchmarked with institutes of repute and rise to the international standards. Improvisation adopted by SVP CET is communicated to all stake holders on basis of their feedback. Feedback is to be given to all stake holders about the results of quality efforts in each area of activity, every year. The SVP CET shall empower the IQAC to be a pillar of quality consciousness through the various quality activities. All the stake holders will be involved in the quality policy dissemination, absorption and control mechanisms that will be evolved at regular intervals.

Excel by providing awareness and training in quality concepts & system to all stake holders of the SVP CET. There shall be continuous training and development among the stake holders through the measures which can provide the much-needed impetus to the quality concepts and systems in vogue and also elicit responses on the benchmarking improvements from time to time.

ADMINISTRATIVE SET UP:

The key components of the organizational structure of the Institute are Management of SVP CET, Principal, HODs, Teaching, Non-teaching staff. Various committees with well-defined functions give academic and administrative leadership to the Institution.

SERVICE RULES AND REGULATIONS WITH PROCEDURES

Recruitment

- Recruitment is done before commencement of Academic Year, and payment will be made as per AICTE scale.
- Recommendations of the selection committee comprising of Chairman, Administrator, Principal/Designated Authority, and respective HOD will be placed before the SVP CET Governing council, along with details of sanctioned posts, for final approval.
- At the time of joining all appointees should submit original certificate, equivalence certificate. Every member of the staff shall agree to abide by all the conditions laid down by the Institution.

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

6.2.2

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

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

Response: A. All of the above

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

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Effective welfare measures

In our Institution, staff welfare is given foremost importance. In connection with this, existing welfare measures for teaching and non-teaching staff are itemized below:

- Appreciation with the 'Best Faculty Award' for their efforts on the occasion of foundation day of the trust.
- Appreciation of departmental faculty members by HOD for achieving outstanding results in their respective course.
- Institute organizes free health & eye check-up for its members.
- On duty leave and conveyance allowance are sanctioned to the teaching staff for attending FDP/Workshop/ Conferences/those who are pursuing M.Tech & Ph.D
- Faculty members are supported with medical allowance.
- Maternity benefits are given as per norms.
- Professional and life skills training through outdoor faculty orientation program. 8.Wi-Fi facility.
- Extending EPF schemes are implemented to all eligible members of teaching as well as non-teaching staff.
- Uniforms are provided for supporting staff free of cost.
- Faculty Development Programs (FDP) are conducted on a regular basis.
- All employees are insured under government insurance scheme.
- Employees are granted 15 days paid leave for those affected with COVID-19, on production of his/her COVID positive report.
- Transport facility is available for staff in concessional rate.

Faculty Performance Appraisal System

An effective performance management system plays a crucial role in managing the organisation in an efficient manner. Institute follows a well-defined and framed model of performance appraisal system namely API (Academic Performance Indicator) as per UGC guidelines.

In this scheme, the performances are classified into three categories

- Academic Activities (Weightage: 25/100)
- Research and Development (Weightage: 25/100)
- Professional Upgradation(Weightage: 25/100)
- Administrative Activities(Weightage: 25/100)

The salient features of the performance appraisal system are as follows:

- a) The performance of each faculty member is assessed according to the Annual Self-Assessment for the Faculty Performance Appraisal System (FPAS).
- b) Promotions are based on the FPAS proforma for UGC Career Advancement Scheme (CAS) that is based on the API score.
- c) The Institute undertakes a wide range of activities besides academics, for which faculty members are assigned additional duties and responsibilities. The Institute accords appropriate weightage for these contributions in their overall assessment.
- d) The faculty members are informed well in advance of their due promotion.

e) The FPAS proforma filled by the Faculty Member is checked and verified by the Heads of the Department, IQAC, followed by the Principal.

f) Faculty members whose promotions are recommended based on their API score are required to appear before the screening-cum-selection committee.

A few strategies are observed in appraising teaching staff's performance; these include technical contribution of individuals such as subject knowledge, awareness, productivity, quality, innovation, willingness to learn, diligence etc. Besides, they also assess the behavioural aspects like group behaviour, acceptability, punctuality etc.

Career Development/Progression

To facilitate career progression, we have established clear career pathway programs for both teaching and non-teaching staff. These programs outline the skills, qualifications, and experiences required for advancement within the institution. Staff members are provided with guidance and mentorship to help them navigate these pathways, ensuring that they have a clear roadmap for career growth.

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

6.3.2

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

Response: 54.45

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

2022-23	2021-22	2020-21	2019-20	2018-19
104	89	102	94	100

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

6.3.3

Percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDPs)/ Management Development Programmes (MDPs) during the last five years

Response: 65.14

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

2022-23	2021-22	2020-21	2019-20	2018-19
130	106	126	86	137

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

6.4 Financial Management and Resource Mobilization

6.4.1

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

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

Response:

Strategies for mobilization and optimal utilization of resources and funds:

SVPCET is a self-financing private Institute. It has a well-defined financial policy which ensures optimal utilization of finances for academic, administrative and research activities. The Institute is being run with self sufficient funds generated from tuition fees and other miscellaneous incomes. In case of activities like expansion and renovation of the building, the management always supports by providing required finance. Financial planning is done at the beginning of the academic year well in advance with efficient budgeting.

- Tuition Fees, Government and Non-Government Agencies.
- Tamilian Educational Academy.
- Additional funding sanctioned from various funding agencies for research and seminar proposals submitted by various departments.
- Funds received from the industries for consultancy work.

Budget Planning :

Heads of the departments would submit the budget requirements to the Principal, at the beginning of every financial year. Budget committee analyzes the requirement of each department and prepares a

Consolidated Budget and forwards it to the Management through the Principal for approval. The Management allocates the funds under various heads such as upgradation of library resources, computers, network facility, sports facilities, publication incentives, salary, placement, campus maintenance, extension activities, etc. based on the need.

The management also allots the funds for training the faculty (Rs.5000/- per faculty per year for enhancing their skills).

Utilization :

The administration and finance committee monitors and audits the budgets, utilization, expenses, accounts etc. They give recommendations for better handling of resources and effective mobilization of available funds. It ensures that the fund utilization is within the limit or allotted margin.

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

6.4.2

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

Response: 15.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.6	3.4	3.2	2.9	2.8

File Description	Document
Institutional data in the prescribed format (data template)	View Document
Copy of the sanction letters received from government/ non government bodies and philanthropists	View Document
Annual audited statements of accounts highlighting the grants received	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4.3

Institution regularly conducts internal and external financial audits regularly

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

Response:

Financial Audit :

The Finance team finally audits the documents every financial year. The audits are being carried out by an external auditor.

Internal Audit is being conducted on a continuous basis by the Finance Team members every month. The audit procedure is shown below.

1. Expenses
 - a. Vouchers, supporting bills and invoices are verified.
 - b. Approvals and authorization are verified with Instructions
 - c. Accountings of expenses according to the nature of the expenses are verified.
 - d. Actual expenditure is compared with the Budget allocated to evaluate the variation. e. Statutory deductions such as TDS are verified .
2. All the fees pay-in –slips are vouched with the Bank statements.
3. Surprise cash verification is conducted to verify the petty cash transactions.
4. Statements of Sundry Creditors ageing are verified.
5. Payroll statements along with the attendance registers are verified on monthly basis.
6. Fees receivable statements are verified with the books of account

External Audit is regularly conducted on an annual basis by the statutory auditors of the Trust. The Procedure is furnished below.

1. All the Expenses Vouchers and their supporting documents are verified..
2. Statements of financial year is verified to ensure the outstanding payables and receivables.
3. Original Fixed Assets Purchase Invoices are verified and physical verification of statements and payments are verified with the payroll reports provided by the HR Department
4. Salary statements and payments are verified with the payroll reports provided by the HR Department
5. Analytical procedures are followed to assess the overall correctness of the books of accounts
6. Financial statements are audited accordingly

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

6.5 Internal Quality Assurance System

6.5.1

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

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

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

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

Response:

Incremental improvements made for the preceding five years:

1. Adoption of new technology:
2. Tracing of projects and research carried out.
3. Infrastructure facilities.
4. Funded projects.
5. Organization and participation of Hackathon.
6. Analysis of faculty feedback:
7. Pedagogy: SVP CET implemented new teaching methods or pedagogical approaches to enhance the quality of education provided to students.
8. Conduction of sponsored conferences, workshops, seminar and faculty development programme. SVP CET gives more attention in organizing sponsored and funded events from various other organizations.
9. Student support: SVP CET expanded their student support services, such as tutoring, career counseling, or mental health services Mentor books for students counseling. Each student has a mentor and they will be monitored regularly.

year after year at various levels of management and makes sure that the system is well placed to have a better progress in the future

Quality Assurance Processes – Practice 1 - Establish systematic process in academics and administration

- At the beginning of every year, an academic calendar has been prepared and circulated to all stake holders.
- Meeting with stake holders are mentioned and conducted as per the schedule.
- Class and course committee meetings have been scheduled and conducted. The grievances and the comments given in the meeting have been addressed by IQAC.
- College day and Sports day are conducted as per the calendar plan. Holidays and special working days also mentioned.
- Counselling schedule have also been scheduled and the comments given in the reports also addressed by IQAC.
- Online feedback have also been scheduled periodically and collected in time.
- Based on the feedback from students, faculty members have been directed properly to overcome the issues.
- Periodic reviews and audits are conducted by the IQAC.
- Orientation programmes have organized every year for the young and newly joined faculty members to adapt themselves to the systematic process of the institution.
- Internal assessment tests are periodically conducted as specified in the academic calendar. Question paper and the answer scripts are audited periodically.
- Course end survey is conducted at the end of every course, to know about the satisfaction level of teaching learning process in each subject.

- By the end of every month, all faculty meeting is organized by the Principal to ensure the smooth run of all activities in each department.

Practice 2: Performance Enhancement classes (PEC):

- To help the students in clearing their arrears, special coaching classes have been conducted on Mondays (Weekly-off days) for selected subjects throughout the semester.
- Based on the arrears and nature of the subjects, PEC assigned faculties based on the expertise.
- A day comprises 7 periods with break. Problem based subjects (mathematics) are allocated with first 2 contact hours, remaining subjects (core) are allocated 3 contact hours. Additional teacher are also allocated for tutorial hours for analytical subjects.
- Apart from the arrear subjects, for regular subjects, based on the internal assessments marks, special coaching classes have conducted beyond regular working hours.
- As the outcome of the PEC classes, the results have been improved and the students are clearing their arrear papers.

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

6.5.2

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

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

Response:

The periodic review of teaching, learning, and operational methodologies is an important part of quality assurance. This involves examining the curriculum, teaching methods, assessment strategies, and other aspects of the learning process to identify areas for improvement.

1. Implementation of Pedagogical Initiatives and Various Instructional Methods.

Implementation of pedagogical initiatives and various instructional methods is a crucial aspect of improving the quality of education in an institution. Pedagogy refers to the study of teaching and learning processes and the methods used to facilitate effective learning.

1. Active learning: This involves creating opportunities for students to engage with the material actively, such as through group work, discussions, or hands-on activities.
2. Blended learning: This combines face-to-face instruction with online learning activities to create

a more flexible and personalized learning experience.

1. Flipped classroom: This involves reversing the traditional classroom model, where students watch lectures or complete readings outside of class and use class time for active learning activities.
2. Problem-based learning: This approach involves presenting students with real-world problems to solve, encouraging them to think critically and develop problem-solving skills.
3. Collaborative learning: This involves promoting teamwork and collaboration among students, encouraging them to learn from each other and share their knowledge and skills.

By implementing these and other pedagogical initiatives, our institution can create a more dynamic and engaging learning environment that supports student success and achievement.

2. Execution of mini projects, videos, online certification and encouraging bright/ weak students.

Execution of mini projects, videos, online certification, and encouraging both bright and weak students are some effective strategies for improving the quality of education in an institution.

1. Mini projects: Mini projects provide students with the opportunity to work on a project independently or in small groups, encouraging them to develop critical thinking, problem-solving, and teamwork skills. Mini-projects can be used across various subjects and disciplines, helping students to apply the concepts they have learned in the classroom to real-world problems.
2. Videos: Videos can be an effective tool for engaging students and enhancing their learning experience. Videos can be used to introduce new concepts or reinforce existing knowledge, and they can also be used to provide examples or demonstrations.
3. Online certification: Encouraging students to earn online certifications can provide them with an opportunity to develop new skills and knowledge outside of the classroom. Online certifications can also enhance their resumes and make them more competitive in the job market.

1. Encouraging bright students: Providing challenging tasks, additional reading materials, and mentorship opportunities to bright students can help them reach their full potential and excel in their academic and professional careers.
2. Supporting weak students: Providing additional support to weaker students can help them catch up with their peers and succeed academically. This can involve offering extra tutoring, providing additional resources or accommodations, and working with students to identify and address any underlying challenges or obstacles.

By implementing these strategies, our institution can create a more supportive and engaging learning

environment that promotes student success and achievement, regardless of their background or skill level.

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

6.5.3

Institution has adopted the following for Quality assurance:

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

Response: A. Any 5 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date	View Document
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:

Gender equality is one of the key challenges facing society today. The institute conducts regular gender equity promotion programs. Guest speakers from prominent field are invited to speak on the given topic which highlights the importance and contribution of women in the society.

The gender equity promotion programs organized by the institution are given below:

SVPCET has a strong ethical work culture that is based on inclusivity. It observes highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status. Its unique work culture, healthy traditions and ethos have led to enrolment of 52% women students and 36% women staff. Safety, security and well-being, along with gender equity and friendly working atmosphere are the issues of prime concern to SVPCET.

Annual gender sensitization action plan taken in SVPCET is as follows:

Gender sensitivity is an inherent value in the cultural ethos of the institute and its neighboring community, as is evident by the following facilities –

(a) Safety and Security

- Well-trained and vigilant women security guards stationed across the campus.
- Security checkpoints at all campus entries and exits.
- Extensive surveillance network with 24x7 monitored control rooms.
- Rotational duty by all faculty members for discipline and security.
- The Proctorial Committee includes male and female proctors at institute as well as faculty level.
- Night Patrols by local community including students and teachers.
- Summer Patrols by students.
- Strict implementation of Anti-Ragging, Anti-Smoking and Mobile Free Campus.

- Awareness campaigns on women safety and gender sensitivity through street plays, rallies and camps by NSS and NCC student volunteers.
- Separate hostels for men and women with dedicated wardens.
- The Institute is the preferred destination of parents for education of their female wards as evidenced by the Stakeholder Feedback.
- Eco-friendly crèche for wards of institute staff with dedicated staff and faculty supervisors.

(b) Counseling

- Formal and informal avenues for counseling male and female students and staff for academic and other issues/problems.
- Class and Proctorial Committees are available for counseling of both males and females Students.
- Grievance Redressal Committees for staff and students
- Gender sensitization camps in slums and rural areas of Agra district that include the following aspects:
 - Women’s rights
 - Human rights
 - Child rights
 - Gender justice
 - Gender equality
 - Gender sensitization workshops
 - Specific courses dedicated to gender issues.
 - Campaigns against female feticide.
 - Business Advisory Clinic provides free counseling to various MSMEs.
 - Faculty Placement Cells and Alumni Placement Assistance Cell
 - Others – Entrance Exam Counseling, Matrimonial Counseling, Orientation Programmes for Teachers and Students.
 - Medical Counseling, Moral Counseling, Career Counseling, Village Counseling, Vocation Counseling weekly through medical camps.

(c) Common Rooms:

In most of the Departments, common rooms have been allocated for men and women, which also facilitate meetings and discussions

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

7.1.2

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

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

Response: A. Any 4 or more of the above

File Description	Document
Permission document for connecting to the grid from the Government/ Electricity authority	View Document
Geo-tagged photographs of the facilities.	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response:

SVPCET key operations has very less impact on the environment as the University is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that less natural resources are consumed.

The college has segregated waste into three parts:

- 1.Solid Waste
- 2.Liquid Waste
- 3.Hazardous Lab Waste

Solid Waste:

The waste is generated by all sorts of routine activities carried out in the College that includes paper, plastics, glass, metals, foods, etc. The waste is segregated at each level and source. The administrative supervisor in each block ensures that the waste in each floor is collected at designated time intervals. The block safe workers in each floor collect, clean, segregate and compile the waste in the dustbins (Green and Blue) provided at each floor. The floor dustbins are emptied in movable containers/dustbins provided for each block and is taken to the dumping yard provided by the College.

The College has contacted an authorized vendor who collects the waste from the designated place, segregate them, recycles them and disposes them at the landfills authorized by the government.

Liquid Waste:

Liquid waste generated by the College are of two types:

- 1.Sewage waste
- 2.Laboratory, Laundry and cafeteria effluent waste

The above waste is treated through Sewage Treatment Plants (STPs) and Effluent Treatment Plants (ETPs) and the water is used for horticulture and flushing in toilets.

The Hazardous Lab & other Waste Disposal, a Standard Operating Procedure has been evolved for handling the hazardous waste disposal system. For disposal of hazardous waste, government approved agency collects these from the designated point earmarked as“Hazardous Waste Room.” Records are maintained both at the College level and Department Level for the compliance of the process.

E-Waste Management:

Flip flops, memory chips, motherboard, compact discs, cartridges etc generated by electronic equipments such as Computers, Radio,TV, Phones, Printers, Fax and Photocopy machines are recycled properly. Instead of buying a new machine buyback option is taken for technology

Up gradation. The e-waste generated from hardware which cannot be reused or recycled is being disposed off centrally through government authorized vendors.

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

7.1.4

Water conservation facilities available in the Institution:

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

Response: A. Any 4 or more of the above

File Description	Document
Green audit reports on water conservation by recognised bodies	View Document
Geo-tagged photographs of the facilities	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.5**Green campus initiatives include**

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

Response:

Sri Venkatesa Perumal College of Engineering and Technology had pledged to actively coordinate cleanliness activities in the college and beyond the campus in accordance with the vision of Swachh Bharat Abhiyan. It commits to continue with this Programme.

The broad vision is as follows:

1. Generating mass awareness on cleanliness and hygiene amongst students and staff members by holding regular cleanliness drives. The idea is to motivate them to contribute in a proactive manner.
2. Activities under 'Swachh Bharat Abhiyan' will be a key component of all the community work being done by NSS and Green Warrior volunteers of the college.
3. Staff Members will be encouraged to participate in the cleanliness drive in the college campus.

4. Remove all kinds of waste material like broken furniture, unusable equipment etc.
5. Administer of the pledge by students and staff members to maintain cleanliness of the college campus and its surrounding areas on an annual basis.
6. Conduct workshops on the 3Rs: Reduce, reusing and recycling of waste.
7. Commit to manage waste and maintain clean campus especially during college events.

File Description	Document
Policy document on the green campus/plastic free campus	View Document
Geo-tagged photographs/videos of the facilities	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.6

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

The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

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

7.1.7

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

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

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

Response:

Policy for Disabled-Friendly, Barrier Free Environment

The Government of India formulated the national policy for persons with disabilities in February 2006 which deals with educational rehabilitation of persons with disabilities, therefore in view of this SVP CET has implemented these policies in the teaching and learning process. The SVP CET's policy recognizes that persons with disabilities are valuable human resource for the institution and seeks to create an environment that provides equal opportunities, protection of their rights and full participation in the academic environment.

The focus of the policy is on the following:

1. To ensure that the design of the building such as ramp/ lift should be according to the disabled persons.
2. To ensure the accessible, gender-sensitive, safe, usable and functional washroom facilities should be provided for disabled persons.
3. To ensure the proper text and pictogram signage such as tactile path, lights, display boards, signposts are necessary, located to be visible and touchable.
4. The use of signage of with raised outlines and bright colour contrast will be more evident to everyone and particularly helpful for persons with visual impairments.
5. Learners with disabilities need to be adequately and appropriately supported in and out of the classroom with the right resources and assistive technology, and with leadership, teaching staff and college communities that are responsive to their needs.
6. To ensure the accessibility of software tools and technology for the people with disabilities.
7. Provision for enquiry and information: Human assistance, reader, scribe, soft copies of reading material, screen reading

SVPCET provides barrier-free environment where people with disabilities can move about safely and freely and use the facilities within the built environment. The environment supports the independent functioning of individuals so that they can participate without assistance in everyday activities within the campus. Buildings / places / transportation systems are made barrier free.

RAMP

Ramp-Rails, an inclined plane, are built in addition to staircases in the campus. The ramps are carefully designed as per specifications to be used by the differently abled people.

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

7.1.8

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

Response:

Institution provides an inclusive environment for everyone with tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities. Different sports and cultural activities organized inside the college promote harmony towards each other.

Commemorative days like Women's day, Yoga day, Cancer day, AIIDS along with many regional festivals like Pongal and Dasara are celebrated in the college. This establishes positive interaction among people of different racial and cultural backgrounds. There are different grievance redressal cells in the

institute like Student grievance redressal cell, Women grievance redressal cell which deal with grievances without considering anyone's racial or cultural background.

Institute has code of ethics for students and a separate code of ethics for teachers and other employees which has to be followed by each one of them irrespective of their cultural, regional, linguistic, communal socioeconomic and other diversities.

For the patients also, the institute reaches out to community for providing better oral health care. Satellite centers have been established to provide patient care in rural areas. Jail camps are organized to provide dental treatment to jail inmates. Buses ply regularly from the college to get patients to the institute for the convenience of patients. School camps are also organized for oral screening of the kids so that preventive and interceptive dental treatment can be provided. Tobacco cessation cell has been established for the purpose of spreading awareness and providing necessary treatment and referrals wherever necessary to the needy. All these facilities to the patients are provided irrespective of their caste, creed, color, sex or socioeconomic background.

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

7.1.9

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

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

Response:

SVPCET 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.

The College ensures that the students participate very enthusiastically in all such activities. Since the last five years, the college has strived forward with great effort to increase the level of awareness and appropriate practices amongst the students with regard to the following areas:

1.National Identities and Symbols:

The College has always taken various direct and indirect 116 steps which promote the awareness about various National Identities and Symbols. The Indian Tri-colour stands tall at the main entrance of the College and in this way the College spreads the message of nation first policy. The College celebrates the Independence Day & Republic Day with great pomp and vigour.

Department of MBA organizes and celebrates the Constitution Day on an annual basis and thus contributes to the spreading of Constitutional values and ideals.

2.Fundamental Duties and Rights of Indian Citizens:

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

1. Academic programs like Seminar, Conferences, Expert talks, etc which have enriched the awareness about these aspects.
2. Various activities like poster making competition, etc.
3. Organizing Annual Competitions on various contemporary legal issues.
4. Organizing various forms of legal aid and legal awareness camps to impart awareness of such issues.

1. Constitutional Obligations:

SVPCET 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.

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

7.1.10

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

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

Response: A. All of the above

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

7.2 Best Practices

7.2.1

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

Response:

- 1. Title of the practice: Mentoring/ Counselling System**
- 2. Goal:** The Mentoring system assigns a faculty member to every student; the faculty plays the role of a personal mentor for the student in all matters. For the institute, the mentor is the first point of reference for all matters concerning any specific student. The mentor guides the student at every step of their stay at the institute to be successful at whatever the student takes up. The mentor personally ensures that the student is aware of all the resources available for the student during their course of study at the institute.
- 3. The context:** The mentoring system is relatively new in general to a student entering the institute. The students do take some time to familiarize and feel more comfortable with their mentors and most importantly develop confidence in them. The students meet their mentors to consult with them regarding courses to take and to guide them through the registration process. The students then meet their mentors after every internal assessment test to update them on their progress in performance. The mentor identifies students who may need extra attention to improve their

performance and schedules more interaction with them.

4. **The practice:** He/She is a personal mentor and counsellor for the duration of stay of student at the institute. A mentor represents a parent away from home for a student, and is the first point of reference for the activities of a student during the complete course of study at the institute. As soon as a student enters into the institute, a faculty member is assigned to take over the role of a mentor for the student. The mentor not only guides the student in academic matters but also any matter of concern for the student. The student seeks the advice of the mentor at every step of their course of study beginning from the registration for courses at the start of every semester. The students meet their mentor regularly. However, depending on students need the mentor conducts more meetings with their students and their parents. The mentor educates the student about the various course requirements, such as the mandated minimum and maximum course load every semester, and how to choose electives. The mentor helps the student channel their interests and energies effectively during the complete course of study at the institute. The students meet their mentors for various reasons; some students would like extra help with the material in a course and are shy to approach a new instructor assigned to the course, few might be facing problems adjusting to the new environment may be in the hostel or at other places around the institute, some others would like to know about their options of availing various resources at the institute and participating in various extra-curricular activities like joining a debate club at the institute, group students would like to know about their options for going through internships during the break or even the benefits of the same, few might want to do some minor project work or participate in various competitions in addition to their courses, some other might want to seek guidance after graduation and how to figure out where they would fit in better. At times the students might just need someone who can give them personal time and attention by listening to their struggles in transitioning from high school to a higher education environment and finally in becoming a constructive member of society.
5. **Evidence of success:** The most important evidence of success for the mentoring system is from the testimonials of the end-users. The students and their parents have been very happy with the mentoring system. Generally, for the complete duration of the course of study of a student any one faculty member has been effective in assuming the role of a mentor. The behaviour of the students on the campus in general has witnessed a tremendous improvement and the students are much happier and contended with their course of study at the institute after the implementation of the mentoring system. The pass percentage and the average academic performance of the students have also achieved greater heights with this practice. Some students have presented themselves as quite a challenge for their proctors, but they

figure out their priorities and start performing better after counselling sessions with their mentors. The students have been at most risk during their initial stages in the course of study. The transition from a high school environment to a higher education set-up proves to be too sudden for some students. The mentoring system has addressed the needs of the students and effectively nurtured many students during the duration of its implementation.

1. **Problems encountered and resources required:** Despite our best efforts in the effective implementation of the mentoring system, there are still a small percentage of students who discontinue their course of study at the institute. The percentage of dropouts did reduce after implementing the system, but still few cases remained unsolved. Some students have required a great deal of time and effort from their mentor but have shined after. However, the depression

that a small percentage of students went through was too critical for us to handle.

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:

Faculty and Student Involvement in Innovation and Research

SVPCET being a research and innovation driven institute, encourages students towards research and innovation practices. Apart from Doctorate & PG, UG students are also encouraged and given opportunity to get involved in research efforts. Non-teaching credit courses like B.Tech Major Projects and M.Tech Dissertation are made research driven and a number of scientific papers and patents have come out of this work as an outcome. Beside this, there is a credit course by name Research Methodology (2 credit Course) which is intended for Advanced Learners and for those students who have interest in research and innovation. Research Methodology course is a research driven course open to both UG and PG students. In this course, students are given a research problem on which they work for one to two semesters with the possibility of a publication, patent, design or technology. The student is required to present the body of work in an objective report and demonstration thereby enabling their critical thinking abilities in problem solving.

SVPCET ACCOMPLISHMENTS

1. Autonomous Institution, UGC, Govt. of India.
2. Accredited by NBA, AICTE, New Delhi.
3. Accredited by NAAC with 'B+' Grade, UGC, Govt. of India.
4. 2(f) & 12(B) Recognition, UGC, Govt. of India.
5. NSS Unit recognized by JNTUA, Anantapur.
6. Industry Institute Partnership Cell (IIPC)-EDC.
7. Springer : International Conferences
8. NASSCOM Nodal Center for NAC-Test Assessment
9. CM Skill Centre
10. Dassault System Centre

TECHNOLOGY INITIATIVES

1. Employment Enhancement Training Programme for Final Year students of Engineering/MBA
2. Motivational/Inspirational Lectures from Reputed Industry and Organizations.

3.Video Lectures from reputed International Universities for advanced courses to explore latest technologies

PROFESSIONAL SKILL DEVELOPMENT INITIATIVES

- 1.Robotics Training and its applications.
- 2.Soft Skills and Technological Skills Training for Employability.
- 3.Value Added Certification Training Programmes:
- 4.Microsoft Technology Training & Certification
- 5.JAVA Certification

TECHNOLOGY TRAINING AND CERTIFICATION

- 1.Machine Learning Training and Certification
- 2.Python Training and Certification
- 3.Service Now Training and Certification
- 4.PEGA Training and Certification
- 5.Career guidance and counseling for higher education in India and abroad.
- 6.JAVA Training and Certification
- 7.Big Data Analytics Training and Certification
- 8.CISCO Networking Training and Certification
- 9.CATIA/CAD Training and Certification
- 10.Certification course on 3D Printing

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

5. CONCLUSION

Additional Information :

Achievements

The College has accomplished remarkable growth in the past 23 years. Innovative practices/recognitions/awards/significant achievements of the Institution include

- Accreditation by NBA
- Accreditation by NAAC
- Institutional Autonomy by UGC
- Institute has got the status of 2(f) and 12 (B) of UGC act, 1956
- Better than 1: 15 Faculty student ratio on average for the last Five years
- Add-on courses to fill the gap in the curriculum
- Monitoring, Measuring and Managing different aspects of the institution on a pro-active basis to create a world-class learning environment.
- Periodic analysis of student feedback to assess their involvement and satisfaction levels in academic.
- Strong industry and academic partnership
- Fully Automated Library (First of its kind in the State of Andhra Pradesh) ,Digital Library with DELNET subscription.
- Research and Development Cell
- Training and Placement Cell
- Entrepreneurship Development Cell

Concluding Remarks :

Sri Venkatesa Perumal College of Engineering & Technology (SVP CET), Puttur, since 2001, have been committed to making education relevant, up-to-date and futuristic. We are committed and encourage everybody to "Dare to Dream and Strive to Achieve".

Sri Venkatesa Perumal College of Engineering & Technology is committed to impart futuristic, relevant and empowering education & training leading to various professional degrees and aim at transforming the novice students into global industry-ready professionals and ethical global citizens. The institutes encourage the staff to be up-to-date and relevant by engaging them in teaching, training and research so that they impart global quality education to the student community. The institutions firmly believe that Quality and Excellence are the hallmarks of Success. We firmly believe that there is no limit to what one can achieve if appropriately trained and hence take every necessary step to transform the young lads into global professionals.