



**INSTITUTIONAL ASSESSMENT AND ACCREDITATION  
(Effective from July 2017)**

**Accreditation - (Cycle - 2)**

**PEER TEAM REPORT ON  
INSTITUTIONAL ACCREDITATION OF  
SREE VIDYANIKETHAN ENGINEERING COLLEGE (AUTONOMOUS)  
TIRUPATI  
Andhra Pradesh  
517102**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL  
An Autonomous Institution of the University Grants Commission  
P.O. Box No. 1075, Nagarbhavi, Bengaluru - 560 072, INDIA**

**Section I: GENERAL INFORMATION**

1.Name & Address of the institution:	SREE VIDYANIKETHAN ENGINEERING COLLEGE (AUTONOMOUS) TIRUPATI Andhra Pradesh 517102	
2.Year of Establishment	1996	
3.Current Academic Activities at the Institution(Numbers):		
Faculties/Schools:		
Departments/Centres:	10	
Programmes/Course offered:	19	
Permanent Faculty Members:	401	
Permanent Support Staff:	197	
Students:	5648	
4.Three major features in the institutional Context (Asperceived by the Peer Team):	<ol style="list-style-type: none"> <li>1. The institute is autonomous institute funded under TEQIP II.</li> <li>2. The institute has achieved UGC-Colleges with Potential for Excellence" Status under CPE Scheme by UGC, New Delhi in 2016.</li> <li>3. AICTE-CII Survey for Industry-Linked Technical Institutes has awarded the Institution with highest grade - "Platinum Status" for having depth of industry linkages across six parameters – Governance, Curriculum, Faculty, Infrastructure, Services and Placements.</li> </ol>	
5.Dates of visit of the Peer Team (A detailed visit schedule may be included as Annexure):	From : 24-09-2018 To : 25-09-2018	
6.Composition of Peer Team which undertook the on site visit:		
	<b>Name</b>	<b>Designation &amp; Organisation Name</b>
Chairperson	DR. PROF. (DR.) PROBIR KUMAR BOSE	Former Director, NSHM Knowledge Campus Durgapur
Member Co-ordinator:	DR. RAJANISH KAMAT	Professor, Shivaji University
Member:	DR. DR. PRADIP KUMAR DAS	Professor, Veer Surendra Sai university of Technology
NAAC Co - ordinator:	DR. GANESH HEGDE	

## Section II: CRITERION WISE ANALYSIS

Observations (Strengths and/or Weaknesses) on each qualitative metrics of the key Indicator under the respective criterion (This will be a qualitative analysis of descriptive nature aimed at critical analysis presenting strength and weakness of HEI under each criteria)

Criterion1 - Curricular Aspects (Key Indicator and Qualitative Metrics(QIM) in Criterion1)	
1.1	Curriculum Design and Development
1.1.1 QIM	Curricula developed /adopted have relevance to the local/ national / regional/global developmental needs with learning objectives including program outcomes, program specific outcomes and course outcomes of all the program offered by the Institution
1.2	Academic Flexibility
1.3	Curriculum Enrichment
1.3.1 QIM	Institution integrates cross cutting issues relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics into the Curriculum
1.4	Feedback System

### Qualitative analysis of Criterion 1

With the autonomous status besides the College for Potential of Excellence Standing, SVEC, has designed a curriculum with comprehensive range of programs and disciplines including doctoral programs in three departments. The process of curriculum design is in place and needs strengthening from time to time with due inputs from the stakeholders. SVEC practices outcome based learning.

The Choice Based Credit System (CBCS) is in place with the appropriate incorporation of the credits in line with the AICTE norms along with the well balanced provision of core, elective and open elective and interdisciplinary electives even in the disciplines of humanities and sciences. Students are opting advanced courses through MOOC which is introduced as mandatory component of the curriculum. The concept of 'Gap Year' is incorporated in the academic regulation to encourage the students to go for industrial internship.

The cross cutting and emerging issues are fittingly dealt with in the curriculum with apt balance of domain knowledge of engineering disciplines blended with coverage related to environment, values and ethics. The environment related issues are pertinently covered in the form of studies on natural resources ecosystems, biodiversity, pollution and control, social issues with practical coverage based on the field studies. The subjects like professional ethics is a mandatory course with an objective to inculcate the value system, ideals and virtues, responsibilities and rights, global issues which will make the students socially responsible. Few value added courses such as Computational Thinking and Problem solving skills in order to sharpen the domain Skills are added. There is enough visibility with regards to gender equity amongst staff and students. SVEC has signed MoUs with institutes of national repute and organizations. An android based mobile app has been designed for IQAC feedback on curriculum.

Criterion2 - Teaching-learning and Evaluation (Key Indicator and Qualitative Metrics(QIM) in Criterion2)	
2.1	Student Enrollment and Profile
2.2	Catering to Student Diversity
2.2.1 QIM	The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners
2.3	Teaching- Learning Process
2.3.1 QIM	Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences
2.3.4 QIM	Preparation and adherence to Academic Calendar and Teaching plans by the institution
2.4	Teacher Profile and Quality
2.5	Evaluation Process and Reforms
2.5.4 QIM	Positive impact of reforms on the examination procedures and processes including IT integration and continuous internal assessment on the examination management system
2.6	Student Performance and Learning Outcomes
2.6.1 QIM	Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students
2.6.2 QIM	Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution
2.7	Student Satisfaction Survey

#### Qualitative analysis of Criterion 2

SVEC addresses the most basic idea concerning the individualized learning and learners autonomy by conducting diagnostic tests which clearly entail their diversity. The demand ratio of the institute is appreciable as the average student enrolment is close to 90% in the past 5 years. The institution admitted foreign students testifying its quality and reach. Moreover the quality of intake is the best in the region which is evident from the cut-off marks. Induction program as per the AICTE norms is in place after the admission process with adherence to the reservation norms as prescribed by the Government of Andhra Pradesh is completed. Evaluation of teaching-learning is accomplished by obtaining feedback on teaching, conducting continuous formative assessment, monitoring the teaching plan through ERP, Course files are maintained along with Faculty Course Assessment Report (FCAR) to assess the learning outcomes of the students. Program outcomes and program specific outcomes are properly articulated and disseminated. Awareness amongst the faculty members regarding the CO and PO mapping needs to be spread. Program outcomes and program specific outcomes are assessed through direct methods – continuous evaluation and semester end examinations and also indirect methods - Student Exit, Alumni Employer Surveys. The mechanism of teacher mentors allotted per department, effectively perceives regular insight on student learning and other related issues. Special programs on personality development and goal setting are conducted for First year students. Diagnostic tests are conducted at the start of the course to understand the learner's diversity. Bridge courses are conducted for courses where there are the concepts of interdisciplinary and complexity is there. Remedial classes are conducted for slow learners whereas the advanced learners are encouraged to take up mini projects and literature collection on advanced areas. The advanced learners are also encouraged to participate in the national and international level hackathons. Lateral entry students are given extra classes to make up to the standards of the curriculum and regulations entering.

The teaching plans are aligned to Academic calendar and the implementation is monitored through a campus

ERP. Field trips in department of civil and mechanical and internships in industry for computer and electronic related branches are provided to the students for experiential learning. Teachers are using ICT tools and digital content such as IIT Bombay-Spoken Tutorials; NPTEL Video Lectures and IIT Madras –QEEE lectures for the benefit of the digital born learners. MOOCs are made as a mandatory part of the curriculum. A MOODLE cloud is used to monitor the transactions of advanced courses.

Teaching-learning quality is assured with the periodic faculty development programs in domain, pedagogy and research competence. There are 134 members of faculty with PhD and about 112 are pursuing PhD. The faculty retention rate is good. However there is a need to encourage the faculty members to avail Government of India schemes like QIP at institute of national repute.

Blooms taxonomy is implemented in designing Mid semester and semester end examinations. Continuous evaluation of curriculum is done through formative and summative assessment. Student evaluation is made transparent through provisions for revaluation, recounting and personal verification. Student examination system is completely automated with indigenously Built-in module in Campus ERP-NIVA. Examination question Papers are randomly picked and Generated electronically through the developed software - NIVA.

Criterion3 - Research, Innovations and Extension (Key Indicator and Qualitative Metrics(QIM) in Criterion3)	
3.1	Promotion of Research and Facilities
3.2	Resource Mobilization for Research
3.3	Innovation Ecosystem
3.3.1 QIM	Institution has created an eco system for innovations including Incubation centre and other initiatives for creation and transfer of knowledge
3.4	Research Publications and Awards
3.5	Consultancy
3.6	Extension Activities
3.6.1 QIM	Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years
3.7	Collaboration

### Qualitative analysis of Criterion 3

SVEC has established vibrant innovation ecosystem with the formulation of research advisory cell per department which is mentored by the eminent experts from the premier institutes like IITs, IISc, national laboratories and Industry. The efforts have taken visible shape in the form of National MEMS Design Centre in collaboration with NPMASS and IISc, Bangalore, Atmospheric Research Laboratory by DST, GoI. Faculty members have been successful in bagging grants-in-aid to the tune of Rs. 295.42 Lakhs from various funding agencies such as DST, UGC, INUP, ISRO, DBT for pursuing their Research activities during the reporting period. JNTUA recognised research centers in three departments viz. EEE, ECE and CSE exists for guiding the students for their research work leading to Ph.D. degree. As there are quite good number of Ph.D. holders, they should be encourage to guide more number of research scholars.

The research ecosystem of SVEC also encourages the students to acquire knowledge, skills and attitudes that would enable them to become self-reliant and adapt to changing needs of the society with the on campus Entrepreneurship Development Cell funded by AICTE under the ED Cell Scheme. Seed money of Rs.2.00 Crore has been earmarked for student ideas from ideation to graduation while the Entrepreneurship Awareness Camps under DST-NIMAT and Technology Entrepreneurship Program (TEP) in collaboration with Indian School of Business (ISB), Hyderabad have been organized. It is noteworthy that SVEC has been listed in top 20 Institutions supporting startups at national level in AICTE Start-up Summit 2017. In nutshell the innovation ecosystem has led to creation of pre-emptive research culture with initiatives such as collaboration with NanoSniff Industry and research organizations ISRO, University of Cape Town, IIT Madras, IIT Bombay, IIIT Tirupati, provision of seed money for minor research work, incentives for research projects and publications, IUCEE-EPICS Program @ Purdue University for training teachers in design thinking and Skill development among rural youth and students of rural schools through APSSDC -SEIMENS – tSDI and AICTE - PMKVY schemes.

SVEC has 134 faculty members with Ph. D which along with the policy of the management in promoting research has led to good number of state of art research laboratories and carved research culture further supplemented through state of art infrastructure in the form of Central Fabrication facility, Central Instrumentation Centre, Media Laboratory and Research Database meaningfully put to use through interaction

with researchers, research clusters, external funding and efforts in obtaining Intellectual property Rights.

SVEC has some of the finer research metrics that includes receipt of Rs. 295 lacs as research funding, investment of Rs. 750 lacs as development funds for research, 994 papers published in refereed journals in the past five years and about 35 teachers guiding 48 research scholars. Open house, design contests and hackathons are being conducted to promote student innovation and their success is evident from the visibility and achievements of the students at national and state level. Amongst them a noteworthy initiative is the kitchen automation promoted by the Trust for mass production of food. The entrepreneurship development cell is active and has facilitated three student start-ups.

SVEC has an active NSS unit which has undertaken good number of extension activities in the form of health camps, tree plantations and awareness programs on environmental and digital financial transactions as well as related to hygiene and cleanliness. The Institution actively engages itself in national missions like Swacch Bharat and National Water Conservation Mission. The technical associations attached to various departments are also involved in good number of extension activities.



Criterion4 - Infrastructure and Learning Resources (Key Indicator and Qualitative Metrics(QIM) in Criterion4)	
4.1	Physical Facilities
4.1.1 QIM	The institution has adequate facilities for teaching - learning. viz., classrooms, laboratories, computing equipment, etc
4.1.2 QIM	The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga centre etc., and cultural activities
4.2	Library as a Learning Resource
4.2.1 QIM	Library is automated using Integrated Library Management System (ILMS)
4.2.2 QIM	Collection of rare books, manuscripts, special reports or any other knowledge resource for library enrichment
4.3	IT Infrastructure
4.3.1 QIM	Institution frequently updates its IT facilities including Wi-Fi
4.4	Maintenance of Campus Infrastructure
4.4.2 QIM	There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

#### Qualitative analysis of Criterion 4

SVEC management is keen in creating good infrastructure which is decisive in creating conducive ambience for teaching-learning with spacious and refurbished buildings and well- ventilated classrooms, tutorial rooms, backup power supply and with availability of plush auditorium and conference halls. The built up area for the instruction, administration and amenities is meeting the AICTE norms. There are 84 classrooms with built in LCD, 107 classrooms connected by means of LAN and Wi-Fi while 9 seminar halls with ICT facilities. The ICT Enabled Classrooms, 5 Smart Classrooms with the latest interactive boards, curricular Laboratories, Research Centers and Labs, Seminar Halls are maintained well for Teaching, training and research. The management is proactive for ICT based paradigm in all the endeavours viz. Teaching-learning, evaluation and governance.

There is good sports facilities that includes Cricket, Football, Hockey, Basketball, Volleyball, Badminton, Lawn Tennis Table Tennis Gymnasium and Track and fields for athletics exists in the institute. The maintenance policy is well documented with good allocation and utilization of the budget for the said purpose. The Institution has employed technical staff for maintenance and also support staff for upkeep of lawns and open spaces. Hostel facilities for boys and girls are good but some infrastructural augmentation is required. Cafeteria, dispensary, Bank, swimming pool, Gymnasium facilities is also available on the campus. Sufficient infrastructure is created for Skill Development Centers.

Centrally air conditioned modern library with experienced and qualified staff serves as the scholarly hub of SVEC. Discussion and video lecture rooms fittingly heartens the readers to use the facility optimally. The library has been automated with open source library management software Koha. The library is equipped with 20,180 titles and 1,32,068 volumes. SVEC subscribes 2929 Online journals from IEEE, ASME, ASCE and digital content such as e books. The library has a rich heritage of rare and out of copyright books donated by



philanthropists. SWAYAM/ NPTEL lectures accessed through library repository are widely used by faculty and students. The access to the digital library resources has been made even from outside the campus through a student designed innovative project.

SVEC has internet connectivity with bandwidth of 435 MBPS with redundant, fault tolerant and load sharing features. Good number of servers are being employed for varying range of applications. However it's high time now for the institute to migrate the entire ICT infrastructure on the data centre platform. The Institution uses enterprise class antivirus package from Kaspersky for Servers, departmental and administration Computers. NAS and SAN storage systems are being used with the appropriate daily backup in place.

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Criterion5 - Student Support and Progression (Key Indicator and Qualitative Metrics(QIM) in Criterion5)	
5.1	Student Support
5.2	Student Progression
5.3	Student Participation and Activities
5.3.2 QIM	Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution
5.4	Alumni Engagement
5.4.1 QIM	The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

#### Qualitative analysis of Criterion 5

SVEC student societies exists in the form of technical associations. The student's participation in governance is ensured through the nomination of equal number of girls and boys from B. Tech, M. Tech, MCA and Ph. D programs in the Governing body wherein they deliberate on academic and student specific issues. Activities such as Guidance for competitive examinations; Career Counselling; Soft skill development; Remedial coaching; Language lab; Bridge courses; Yoga and Meditation; Personal Counselling are organized as per the suggestion of students.. There is also a provision to nominate a boy and a girl by the concerned Head of the Department to formally perceive student's notion regarding discipline, syllabus coverage, facilities and services and other academic issues which facilitates direct feedback. The impact of the students' nomination on the governing council has been apparent positively in terms of consistent pass percentage with very less number of drop outs, good campus placements and higher progression towards higher education in India and abroad. Some of the notable decisions taken by the technical associations and governing council pertinent to the holistic development of the students are guidance for competitive examinations, career counselling, soft skill development, remedial coaching, setting up of language lab, conduct of Bridge courses, Yoga and Meditation and Personal Counselling along with financially support for economically weaker students. Representation of students in other statutory bodies such a, discipline committee, anti ragging committee and other committees has created a affirmative atmosphere in the institute. Activities through professional societies such as ISTE, ISOI, IEEE, ACM, SAE India, Indian Welding Society, Indian Society of Heating, Refrigerating and Air Conditioning Engineers (ISHRAE) and American Society of Civil Engineers (ASCE) are conducted for skill development.

Realizing the importance of the Alumni relations for the advancement of the institution, SVEC has a registered and functional alumni association with chapters in Chennai, Bengaluru and Hyderabad connected virtually by means of a website and coordinated by the exclusively appointed Alumni Relations Officer. The institute has produced many successful alumni in different walks of the societal life out of which some are civil servants, entrepreneurs and leaders in industry. Moreover, the Alumni Relations Officer liaisons with the parent organization and circulates the details of events and other significant information to the alumni via e-mail lists or at meetings.

The present activities of the alumni association include newsletters, mail lists, directories, assistance in Alumni/Alumnae coordinator programming, contributing in assessing the short and long terms needs of the institute, capacity building by connecting like minded past students and helping in the placement of the students. The broad outcomes of the alumni association are visible in the form of expert lectures by alumni in the advanced domain areas, awareness workshops on industry specific skills, mentoring the students for industry internships and placements, providing feedback on program outcomes, program specific outcomes

and curriculum and active participation in Boards of Studies to facilitate useful insights into curriculum and student development.

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Criterion6 - Governance, Leadership and Management (Key Indicator and Qualitative Metrics(QIM) in Criterion6)	
6.1	Institutional Vision and Leadership
6.1.1 QIM	The governance of the institution is reflective of an effective leadership in tune with the vision and mission of the institution
6.1.2 QIM	The institution practices decentralization and participative management
6.2	Strategy Development and Deployment
6.2.1 QIM	Perspective/Strategic plan and Deployment documents are available in the institution
6.2.2 QIM	Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism
6.2.4 QIM	Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions
6.3	Faculty Empowerment Strategies
6.3.1 QIM	The institution has effective welfare measures for teaching and non-teaching staff
6.3.5 QIM	Institution has Performance Appraisal System for teaching and non-teaching staff
6.4	Financial Management and Resource Mobilization
6.4.1 QIM	Institution conducts internal and external financial audits regularly
6.4.3 QIM	Institutional strategies for mobilisation of funds and the optimal utilisation of resources
6.5	Internal Quality Assurance System
6.5.1 QIM	Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes
6.5.2 QIM	The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms
6.5.5 QIM	Incremental improvements made during the preceding five years ( <i>in case of first cycle</i> )  Post accreditation quality initiatives ( <i>second and subsequent cycles</i> )

#### Qualitative analysis of Criterion 6

SVEC management well perceived paradigm shift in engineering education. The organizational structure may be restructured to suit modern needs.

Departments formulate individual strategic plans and are integrated for making institutional strategic plan. And annual operating plan is prepared for implementation. Participatory management is being practiced with the teachers acting as the change agent through their nomination on various functional committees besides the ones on apex bodies. The institution is continuously endeavouring to mobilize funds from different funding agencies and seeking donations from philanthropists. Internal and external financial audits are effectively conducted. Effective administration is attained through statutory and other support committees. Committees such as discipline committee, Grievance Redressal, women protection cell, prevention of sexual harassment and anti-ragging are established for effective administration. Monitoring of the administration is done through e-governance in most of the areas with Campus ERP –NIVA.

Reputed scientists including a Padma Shri Awardee are on board to plan and administer the research and development activities of the institute. This has resulted in impressive outcome in the form of DST-FIST program, ISRO-RESPOND program, research projects from DST, DBT, AICTE, UGC, INUP to the tune of Rs. 2 crore, university recognized research centers, quantum leap in faculty publications, patenting and more number of faculty with doctoral degrees.

Faculty performance appraisal is made through an inclusive self appraisal system. Welfare measures adopted by the SVEC for teaching and non teaching staff include Group insurance scheme, incentives for achievement of high student pass percentages in courses, research publications, receiving research funding from external funding agencies, interest free loan facility and so on.

SVEC has a very active IQAC. However it needs strengthening. Under the realms of the IQAC the institution has progressively achieved many milestones such as extension of autonomy by UGC from 2016-17 to 2021-22, UGC-Colleges with Potential for Excellence" status under CPE Scheme by UGC, New Delhi in 2016, NIRF-2017 : Positioned in the Rank band of 151-200, 'A' Grade by Department of Higher Education, Andhra Pradesh in 2015, accreditation of B.Tech (6) & M.Tech (4) Programs by National Board of Accreditation (NBA) (2012-13 to 2017-18), 'PLATINUM' Category in AICTE-CII Survey 2017 and successful implementation of TEQIP-II project with Rs. 6 crore grants in aid. IQAC is also successful in capacity building of the faculty members and carving research culture which is evident from the achievements of teachers in upgrading their qualifications, more research publications, funding and other achievements such as DST FIST status, setting up National MEMS Design Centre, a fund of Rs.2.00 Crore for student idea incubation and listing in top 20 Institutions supporting startups at national level in AICTE Startup Summit 2017. SVEC has clearly shown incremental improvements in all the facets of academics, research and governance. The continuous quality improvement (CQI) is monitored through annual academic audits conducted by IQAC and Academic and Administrative Audit (AAA)

Criterion7 - Institutional Values and Best Practices (Key Indicator and Qualitative Metrics(QIM) in Criterion7)	
7.1	Institutional Values and Social Responsibilities
7.1.2 QIM	Institution shows gender sensitivity in providing facilities such as a) Safety and Security b) Counselling c) Common Room
7.1.5 QIM	Waste Management steps including: • Solid waste management • Liquid waste management • E-waste management
7.1.6 QIM	Rain water harvesting structures and utilization in the campus
7.1.7 QIM	Green Practices • Students, staff using a) Bicycles b) Public Transport c) Pedestrian friendly roads • Plastic-free campus • Paperless office • Green landscaping with trees and plants
7.1.18 QIM	Institution organizes national festivals and birth / death anniversaries of the great Indian personalities
7.1.19 QIM	The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions
7.2	Best Practices
7.2.1 QIM	Describe at least two institutional best practices (as per NAAC Format)
7.3	Institutional Distinctiveness
7.3.1 QIM	Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Qualitative analysis of Criterion 7
<p>SVEC ensures gender equality through various initiatives. An active women cell is in place which undertakes the issues pertaining to girl students and women faculty of the institution. The said cell addresses the grievances and also undertakes counselling. A girl student per class and five girls in the institute are nominated for governing council and take active part in the deliberations. 33% seats have been reserved for the women. Among the faculty and staff in the Institution, about 45% are women which reflect gender balance. The campus is furnished with CC cameras to monitor the safety and security of all the inmates in general and ladies in specific</p> <p>The technical associations of all the departments conduct awareness and empowerment programs on gender issues. The institution celebrates the events such as international women's day and other days of significance. Transparency in academic, administrative and auxiliary functions is visible.</p>

The entire campus is well maintained with a rich collection of trees and plants that make the environment carbon dioxide free and to maintain inmate's good health. The campus is enriched with greenery of 40% of total area which includes landscapes with grass, bushes, trees and ornamental trees by maintaining biodiversity. The landscaping is made brilliantly to bring aesthetic sense and ambience to the campus. Both solid and liquid waste management practices are followed. An extended type of activated sludge process principle is provided in the working of these sewage treatment plants. The treated water is used for the gardening the lawns on campus. The institution organizes special events to commemorate the birth and death anniversaries of Indian luminaries besides some events of national importance. Rainwater harvesting pits are made for water recharge. Active Participation in AICTE Clean Campus Awards; AP Green Awards; Swachh Campus Rankings. SVEC performs green audit on annual basis.

SVEC has documented the following best practices.

Best Practice-1 To raise standards and to cope up with the challenges of the rapidly changing, technologically advanced and for preparing globally competent students, competitive curriculum for each program is developed. Nearly 80% of eligible Students are Securing placement and some are exploring opportunities in entrepreneurship.

Best Practice-2

Comprehensive Training need analysis is conducted in the organization to train faculty in Domain knowledge; Research competence and Pedagogical skills. Nearly 40 members of faculty upgraded their qualification from M. Tech to Ph. D and 121 members of faculty registered for Ph.D. There is an impact of enhanced student learning which reflects more number of gold medals from year to year basis received by the students.

Some of the salient features that makes SVEC distinctive are as follows:

Conferment of Autonomy in 2010-11 and Extension from 2016-17 to 2021-22 by UGC, New Delhi

Quality Accreditations

"UGC-Colleges with Potential for Excellence" Status under CPE Scheme by UGC, New Delhi in 2016

PLATINUM' Category in AICTE-CII Survey 2017

Strengthening Institutions to Improve Learning Outcomes and Employability of Graduates

Successful Research Outcome

Entrepreneurship Development Cell

Technology Entrepreneurship Program (TEP) in Collaboration with Indian School of Business (ISB),



Hyderabad.

The Indus Entrepreneurs (TiE) Amaravathi Chapter to Foster Entrepreneurship

Industry Linkages for Student Internships and Placements

Linkages with Corporate Bodies for Student and Faculty Development

Linkages with Academic Institutions/Bodies for Student and Faculty Development

Vibrant Training and Placement Activities

Aesthetic Green Sprawling Campus for Congenial Learning Environment

Safe and Secure Campus

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**Section III: OVERALL ANALYSIS** based on Institutional strengths, Weaknesses, Opportunities & Challenges (SWOC) (up to 500 words)

**Strength**

**Strengths**

- SVEC is an IT savvy institute. The academic and administrative process of the institution are automated.
- The Institution is exercising academic flexibility and freedom with robust curriculum and wide range of courses in the offering.
- Curriculum enrichment is very agile with engaged stakeholder participation.
- High rate of student admission in undergraduate programs with quality intake.
- The faculty core competencies are very much aligned to programs and a good number of PhD are available
- Evaluation of students is IT enabled to ensure transparency, accuracy and accountability
- The assessment process and rubrics of program outcomes and program specific outcomes are in place.
- Research culture is perceived through clusters and centers in specialized areas of engineering.
- Initiative for linkages with premiere institutions and Industry is in process.
- Exemplary infrastructure and maintained well with lot of green cover and eco friendly practices.
- Very modern library completely automated with Integrated Library Management System – KOHA.
- Campus is Wi-Fi enabled with information technology interventions implementing in most systems and practices
- Very strong alumni who are well placed in industry and some in Indian Civil Services and other government services
- Well devised perspective and strategic planning and continuous monitoring by Internal quality assurance cell
- Strong commitment to good governance and value systems
- 
- Consultancy to be improved.
- International linkages to be put in place.
- Complete autonomy in the context of curricular aspects to be exercised.
- Lack of QIP or any such programs.
- M.Tech program in core branches like Civil and Mechanical are lacking.

**Opportunities**

- Curriculum with greater scope for flexibility in credits and courses with small credits for skill and personality development.
- More number of individual research projects.
- Scope for increasing faculty diversity by recruiting teachers from other states of the country
- Attempts shall be made to seek funding for research and extension from private organizations and Industry
- Technology transfer and commercialization of research outcomes
- Endeavours for participation in ATAL Innovation Mission and Digital India initiatives
- Organizing more international conferences and workshops in thrust areas of the Institution
- Increase the alumni engagement for resource mobilization.
- Scope for exploiting the location advantage of Tirupati for expert interactions and industry

engagement.

**Challenges:**

- Coping up with decreasing interest in engineering education
- Addressing student varied choices of academic interest, parental aspirations and diversity
- Recruiting teachers with international experience in teaching and research
- Highly volatile recruitment strategies of Industry

**Section IV: Recommendations for Quality Enhancement of the Institution**

(Please limit to **ten major ones** and use telegraphic language) (It is not necessary to indicate all the ten bullets)

- Explore scope for becoming a Premiere Technical University.
- Develop Centers of excellence in specialized areas in sciences, engineering and technology in collaboration with Industry and premiere institutions.
- Set-up a dedicated Centre for Innovation and Entrepreneurship.
- Develop a regional center for extension and social responsibility.
- Teaching-Learning Process with technology interventions for holistic student learning experience may be enhanced further.
- Industry Linked Training Centre in vocational trades for skill development of rural youth for enhancing employability may be mooted.
- A state of art plagiarism detection software such as Turn-It-In or Ithenticate should be put in place.
- Outcome based learning practices to be reinforced.
- Organizational structures need to be revisited for inculcating the philosophy of delegation of powers.
- NBA accreditation of the remaining UG programs should be accomplished on a priority basis.

**I have gone through the observations of the Peer Team as mentioned in this report**

**Signature of the Head of the Institution**

**Seal of the Institution**

Sl.No	Name		Signature with date
1	DR. PROF. (DR.) PROBIR KUMAR BOSE	Chairperson	
2	DR. RAJANISH KAMAT	Member Co-ordinator	
3	DR. DR. PRADIP KUMAR DAS	Member	
4	DR. GANESH HEGDE	NAAC Co - ordinator	

Place

Date

NAAC