

INSTITUTIONAL DISTINCTIVENESS

Empower students through knowledge, skills and social responsibility to achieve excellence

SVEC empowers its students in the pursuit of knowledge, skills and social responsibility, help students achieve excellence in various fields and to prepare them face the challenges in the real world. The institute has established its distinctive approach by modelling it in the form of service to the society, by establishing a Community for Rural development, Socially Relevant Project, allowing the students to organize events to develop their skills, multidisciplinary project development, funding for Start-up and encourage Entrepreneurship, Ethical and Human value development.

Activities taken up in the direction includes the following:

Student Technical Associations & Professional Bodies:

All the departments in SVEC have started Student Technical Associations, which are associated with prominent professional bodies. The activities envisaged under this includes skill-oriented programs and activities inclined towards service to the society. This includes activities relevant to rural area development around the institution. Activities range from surveying to Digital Literacy.

Student Clubs:

To develop multi-disciplinary skills among students, SVEC has established student clubs like App Development Club, Gaming Club, Robotic Club, Web Application Development Club and Idea Club. They strive to inculcate the attitude, orientation and skills essential for developing Socially relevant and feasible products.

Constitution of Dr.M.Mohan Babu start-up fund:

Management trust of SVEC has set up Dr. Mohan Babu Startup Fund to encourage young ideators and innovators. Anybody with ideas that have the potential to change the world or at least impact and influence life in a great way, is welcome to make a pitch. And if the panel members of the fund see potential in the idea, it is then funded by the initiative. The Dr. Mohan Babu Startup Fund was set up in 2016 with a reward base of Rs.1 crore.

Skill Development:

The Institution arranges skill enhancement programs to develop their skills for example – Personality enrichment, Employability skill development, Entrepreneurial development,

Language skill development etc. All the programs include skill-based courses in their curriculum based on the needs of the stakeholders. Skill development programs are offered to its students starting from the First year of their study. Skill development programs relevant to their program of study and placement specific training programs are offered for its students. Students are imparted with Industry specific placement training for better results in placements. These Hands-on training programs have resulted in substantial increase in placement percentage among its students. Top performing students are identified based on their performance in their training programs and Top-Gun Batch is formed, these students are further trained for recruitment with higher pay packages. Training programs on the core area of study are undertaken in all the departments as per the annual training plan. Training is also imparted in the advanced knowledge areas of study specific to the program, where students are imparted with skill-set in latest technologies. These training programs are offered by relevant domain experts from academia and Industry.

Centre for Rural Development:

The institution constituted Center for Rural Development with the following activities: Primary Education for villagers, Digital Literacy, Planning for proper Waste Disposal units and Healthcare in rural areas of the institution.

NSS Student Chapter:

NSS chapter facilitates students to take part in various government led community service activities & programs. The sole aim of the NSS chapter of SVEC is to provide hands on experience to young students in delivering community service.

Projects & Social Relevance:

Students at the UG and PG degree courses are encouraged to take up Internships in industries and pursue their projects which gives them hands on training in their field of interest. Socially relevant projects are also included as a curricular component to take students nearer to the problems faced in the society.

Grand Challenges Scholars program:

The American based National Academy of Engineering's 14 Grand Challenges for engineering calls for a new Engineering Education Paradigm. In this regard, the programme was endorsed by the National Academy of Engineering (NAE) in February 2009 also known as Grand Challenges Scholars Programme (GCSP). The GCSP is a combination of curricular, co-curricular, and extra-curricular activities aim at four cross-cutting themes such as Sustainability, Health, Security, and Joy of Living with 14 challenges. Across the globe, around 122 institutions are the members of this group. Sree Vidyanikethan Engineering College is the first representative from India, which submitted the complete proposal, got approval,

figured in GCSP's website and focusing on five core GCSP's components. Every year multi-disciplinary students form groups to propose new challenges and attempt to solve them.

Entrepreneurship Development Cell Activities:

ED Cell crucially works on generating the excitement in the young brains to produce innovation and thus laying the stones for entrepreneurship. In this activity, Young minds are motivated for start-ups and be a successful entrepreneur.

Institution Innovation Council:

In order to foster the culture of innovation among faculty and the students, Innovation Cell was established in the college. The Cell aims to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes. The Innovation cell also strives to create a vibrant local innovation ecosystem in the campus and also provides a forum for scouting Ideas and Pre-incubation of Ideas. Institution Innovation Council (IIC) has been established in Sree Vidyanikethan Engineering College by MHRD Innovation Cell (MIC), Ministry of HRD, Govt. of India to foster the culture of Innovation among Higher Education Institutions.

Apart from these activities, the required knowledge is quite well transferred through course curriculum and its components to its students. The above activities foster the involvement of students towards society and its issues, and enable them to transform into responsible Citizens of the nation. The positive outcomes are achieved by designing the curriculum to meet the global requirements and through teaching-learning methods blended with ethical values. The structured induction of the student into the curriculum enables to visualize the career opportunities and the approach towards achieving them.