



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**SRIDEVI WOMEN'S ENGINEERING COLLEGE**

NEAR NEW WIPRO, GOPANPALLY, VATTINAGULAPALLY

500075

[www.swec.ac.in](http://www.swec.ac.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**(Draft)**

# 1. EXECUTIVE SUMMARY

---

## 1.1 INTRODUCTION

With the changing modern trends in technology globally in the field of education, Sridevi Women's Engineering College is established in 2001 by eminent persons who are working in the field of Health and Education to train and Empower Women Professionals with global skills in branches CSE, ECE, EEE, IT and MBA.

The primary objective of the society is to facilitate Women Empowerment by enhancing their technical competency and Intellectual Capabilities with value-based education.

Four UG programs CSE, ECE, EEE and IT were accredited by NBA in 2018, reaccredited by NBA in 2020 & NAAC accredited in the year 2020. The flourishing Green Campus of SWEC is around 25 acres with a constructed area of more than 259705sft. SWEC is approved by AICTE and JNTUH for all its courses.

SWEC is a self-financing institute with 187 well qualified and dedicated faculties in various proficiencies like Professors, Associate Professors and Assistant Professors out of which 24 are Ph.D. qualified and 25 are registered for Ph.D.

The institute is developed with excellent infrastructural facilities, very good Library with more than 43,461 books, 72 International and National Journals, 9950 e-journals, well-organised playgrounds uninterrupted power supply, Wi-Fi net connectivity, Auditorium, Reprographic facilities, Hygienic Canteens, etc. more than 478 students are placed in various organizations during the academic year 2020-21 and around 2053 are placed in last 5 years.

### **Vision**

### **Vision**

To attract the finest talent by creating an atmosphere conducive to learning and to train and empower female professionals with global skills thereby assigning their legitimate place of honour in the society.

### **Mission**

### **Mission**

- To create a center for excellence in engineering by imparting knowledge and skills.
- To facilitate women empowerment by enhancing their technical competency and intellectual
- To create a conducive work environment with an equally competent and experienced team that derives strength from each other.

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

#### Institutional Strength

- Committed, Qualified & Experienced Faculty
- NBA Accredited
- NAAC Accredited
- Committed Management
- Existing policy attracts top quality faculty
- Excellent students admission record
- Good placements
- Enriched learning
- Good student and faculty ratio
- Good percentage of number of graduated students
- Creativity in designing in-house process/methodology for learning, complex issues and student's interaction
- Outcome Based Education
- Excellent infrastructure
- Research & Publications
- R&D-DST Project and TEQIP-III.
- Industry Institute Interaction.
- Brand name and most preferred women's institution.
- Talented students with good technical competency
- Retention of employees
- Excellent internships
- Disciplined and positive campus
- Personal Counselling
- Inculcating social responsibility in the society in students(NSS/NCC)
- Focus on indigenous values, cultures, languages & professional ethics
- Women Empowerment

### Institutional Weakness

#### Institutional Weakness

- Limited number of R&D funded projects
- Limited QIP for faculty

### Institutional Opportunity

#### Institutional Opportunity

- Positive students feedback regarding the mixed methods approach to teaching and learning process
- Strengthening collaboration with industry in research, consultancy, training & internships.

- Enhanced community engagement
- Public relations as a key trust
- Growth in the industry and economy
- Public- private partnership in projects
- Innovative IT management hubs

### **Institutional Challenge**

### **Institutional Challenge**

- Local Government Policy of Scholarship
- Global dynamic policies
- Research & application oriented development
- Academic Flexibility
- Mushrooming of Engineering Colleges

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Sridevi Women's Engineering College is affiliated to JNTU, Hyderabad and adheres to the curriculum as defined by the university. The delivery of the curriculum is well planned for various programs offered by the Institute as per the almanac provided by the affiliating university JNTUH. All the programs imparted by the institution have migrated to CBCS system in the academic year 2016-17 as per the affiliating university curriculum. CBCS gives the students an opportunity to choose from different types of electives namely professional core electives(intra-disciplinary courses), open electives which are inter-disciplinary according to their learning needs, interests and aptitude to enhance the learning experience and to meet the expectation of the industry. Faculty are deputed for faculty development programs, refresher courses, academic/administrative programs conducted by the Institute as well as offered by the other universities and Institutions for their holistic development. Certified training programs are conducted for students to enhance their technical skills.

Departments help students to get industry internships during summer and winter, conduct guest lectures based on latest technologies and organize industrial visits to expose them to the real-world industry environment. Additionally, various certificate courses are conducted by the departments and student professional bodies to enhance academic flexibility and have good participation. The training and placement cell of the Institute in collaboration with few companies organizes programs such as Campus Recruitment Training (CRT) and Soft skills/Communication skill programs to meet the global dynamic employment market needs. The curriculum is enriched by conducting several courses and activities to make the students aware of gender issues, human values, environment and professional ethics with internal and external resources. Feedback on curriculum is taken from all the stakeholders like parents, students, industry, and employer on a regular basis, to ensure all aspirations are met.

### **Teaching-learning and Evaluation**

## Teaching- Learning and Evaluation

- Students get enrolled as per state Government and Affiliating University Guidelines.
- Average Enrolment Percentage: **91.5**
- Average Percentage of seats filled as per reservation Policy is: **99.83**
- Teachers and Students of all Programmes are made well aware of PO, PSO, CO, BTL.
- Institution implements innovative Teaching-learning Practices with interactive techniques, for facilitating slow learners by Collaborative learning process, clarifying doubts, remedial classes/makeup classes, motivational classes, study material, etc. to support the slow learners. Each Mentor is allocated 15-20 students, to the advice in academics and stress-related counselling. The SFR and student mentor ratio is as per AICTE norms.
- Interactive Instructional techniques like Innovative Thinking \Critical assessment through mock interviews focused group discussions, debates, projects \presentations, internships, certification courses and application of ICT resources are also constructively implemented.
- Faculty are encouraged to use ICT tools for effective teaching and also to utilize e-resources to enrich teaching-learning methods.
- To achieve teaching objectives, the teachers adapt different instructional tools like the use of smart classrooms; conduct of workshops, guest lectures, video lectures, Industrial visits, Project-based learning, NPTEL for Effective Teaching Learning.
- Good Student to teacher ratio. The quality of teachers with rich experience is continuously monitored.
- The number of Ph.D. holders is good. Few of our teachers are recipients of state/national level awards / honors.
- The institution maintains transparency in all like CVV, Project assessments as per JNTUH university norms.
- A mechanism to deal with examination-related grievances with time-bound and efficiency is also implemented.
- Program outcomes and course outcomes are attained as per internal and external assessment.
- The institution evaluates the attainment of CO, PO, and PSO.
- Vision, Mission, PEO, PO, PSO, and CO are published in various sources and are disseminated among various stakeholders.

## Research, Innovations and Extension

This criterion depicts about the policies, practices, and outcomes of the institution, with reference to research and consultancy along with serving the community through extension activities like NSS, NCC which is also the social responsibility of the institute is the major aspect of this criterion.

The process of promoting research culture among faculty and students is ensured by facilitating participation in research and related activities by providing resources and other facilities.

Required infrastructure in terms of space, equipment, and supporting facilities are available on the campus for improvising research to further. The institution collaborates with other R&D agencies/universities/research bodies by sharing research facilities for collaborative research. The institution provides support in terms of financial, academic and human resources required as and when timely administrative decisions are taken to encourage faculty to submit project proposals in R&D for mobilizing financial research. The faculty are empowered to take up research activities and engage in interdisciplinary and interdepartmental research

activities for resource sharing.

The quality research outcome is beneficial for the discipline/ society/ industry/ region and the nation. Surmounting in research expertise along with the utility of available resources by attending workshops/conferences and publishing the same in proficient journals. Partaking of knowledge especially theoretical and practical investigations of research through various media enhances the quality of teaching and learning and also as Guest Lectures within the nation and abroad.

Learning activities have a visible element for developing sensitivity factors towards community issues, gender disparities, social inequality, etc. and in imposing values and commitment to society.

There are formal agreement/ MOUs between the institution and other organizations for training/student exchange/faculty exchange/ research for resource sharing etc. Nourishment of various government sectors in inculcating pragmatic knowledge in terms of internships.

### **Infrastructure and Learning Resources**

Sridevi Women's Engineering college is located at heart of the city near IT-Hub encompassing a sprawling area of 25 acres with a built-up area of about 2,27,609 Sft with three blocks and one Hostel block with a built-up area of about 32,096 sft.

The physical facilities comprise of 45 classrooms, 52 laboratories, 6 seminar halls, Auditorium, R&D Centre, computer center and a well-established training and placement department with a provision for usage of Information and Communications Technology (ICT), ample space for outdoor & indoor sports activities with GYM, health care center facilities and Hostel accommodation. Budget Allocation for infrastructure augmentation during last five years 2055 lakhs. The well-stocked central library comprises of 43,461 books with digital facility & department libraries. The Central Library is using commercial software NEWGEN LIB for automation of Library Services.

Institute has a very strong IT infrastructure and with regular updates, IT facilities in terms of hardware and software as per need. The college possesses 1314 computers with the latest configuration and required software's to meet the IT needs of the faculty and students. The internet connectivity with 120 Mbps capacity along with the Wi-fi facility is made available in the college. All the departments are allocated the required funds to meet their infrastructural and recurring and non-recurring expenditure.

The college has contributed separate committees exclusively to maintain the infrastructure and maintenance of the campus. The institute has appointed external agencies for housekeeping and security of the campus. Emergency exits and firefighting system are provided to counter situations like a fire hazard and natural calamities.

### **Student Support and Progression**

Sridevi Women's Engineering College is one of the premier institutes in Hyderabad. The delivery of the curriculum is well planned for various programs offered by the institute as per the almanac provided by the affiliating university JNTU Hyderabad. The institution adopts many innovative and interactive teaching and learning practices for slow learners to improve the performance of the students.

Students are facilitated with indoor and outdoor sports infrastructure along with financial aid. Students are encouraged to take part in extra co-curricular activities. Students are utilizing the scholarship schemes, sponsored by state and central governments. The college has established career guidance and counselling cell, EDC and Training and Placement cell for guiding the students to have a bright career with job opportunities through campus placements.

The institution conducts CRT classes for students to meet global economic employment needs. The college has constituted various committees like Grievance and Redressal Committee, Library Committee, AntiRagging Committee, Social responsibility cell, Women empowerment cell, Student welfare cell, Faculty development cell, Sports committee and IQAC of the college.

The faculty and students are nominated as members of various committees for the smooth conduction of various activities. The guidance for competitive exams at state and national level is provided by the institute. The institution conducts many programmes every year like Prathiyogitha a sport meet at college level, Vidyouth a technical fest, Maithri college Annual day. The Alumni association contributes significantly to the development of the institution. The suggestions offered by the alumni in its meetings carry more importance and weightage in college and student developmental activities.

### **Governance, Leadership and Management**

SWEC is distinctively different from other Women's Engineering colleges across Telangana state as it is rich in facilities, spacious and beautiful campus. Governance is the key activity that connects among the management, staff, students, and Community. The vision & mission statements along with institutional ethics of the institute are in line with the Society policies. The administration is carried out with various committees and bodies in framing and implementation of the policies with the active participation of Principal, HoDs, and faculty.

The college follows JNTUH curriculum, offering Engineering courses and MBA with a focus on Value-Based Education by strengthening the learning process of the curriculum through reinforcing with value-added courses in association with NPTEL and Entrepreneurship Network.

The college is specific about meeting statutory requirements of AICET, JNTUH, and NBA. All Departments organize Parent-Teacher meeting frequently in association with Class Counsellors and Attendance Committee as per the JNTUH calendar. The annual audit is conducted and tax returns are filed every year.

SWEC constituted IQAC on 4th June 2012 with the objective of development and application of quality benchmarks for various academic and administrative activities of the institute through channelizing efforts and procedures towards academic excellence in the fields of Engineering and Management. SWEC has various committees well controlled by IQAC and Governing Body.

According to the directions of IQAC, placements are increased with an improvement in training programs. Faculties are given financial support for conferences and publications. Faculty published huge number of papers in national & international conferences, journals, and membership in professional bodies.

Strengths of the college include dynamic and experienced staff, excellent infrastructure and good placements. Self-financing is a challenge for strengthening collaborations with industry and research institutes. The management has designed a Performance Appraisal System that includes academic performance and other roles

& responsibilities suitable for self-appraisal and also by the management, for monetary benefits.

SWEC is a perfect destination for women to attain value-based socialistic and holistic education which is the need of the hour for contemporary society.

### **Institutional Values and Best Practices**

#### **Institutional Values and Best Practices**

- In pursuance, a healthy society in Institution, Gender equity programs are conducted regularly.
- Institution shows Gender Sensitivity by providing facilities like sports room, fitness room, and security.
- The institution organizes gender sensitization programs to create awareness about gender issues within the student community.
- Gender sensitization programs are conducted to educate a girl child about development, through women development cell.
- Energy conservation through solar energy, use of LED
- Rainwater harvesting pit is installed to reduce the usage of a well and bore waters from tanks.
- The run-off rainwater from the terrace of the college building is channelized to Rose Garden in the campus
- Solid-waste, food waste and e-waste management
- The waste in the campus is disposed of in an eco-friendly manner without polluting the environment
- The approach of the institution towards greenery & eco-friendly campus
- Friendly campus for physically challenged students
- Conducted events for Local Community development.
- Courses on human values/ethics/environment consciousness
- Implementation of Innovative ideas in the institution for finishing school concept.
- The institution organizes events on Truth, Righteous Conduct, Love, Non-Violence, and peace including a celebration of national days.

#### **Best Practices**

- Sridevi Society of Women Engineers Club (SSWEC) helps to empower women to reach their pinnacle in careers as engineers, leaders, athletes NCC and NSS.
- SWEC Makers Space helps to expose the students to the latest trends and technologies adopted in industries.
- Value addition to the core courses.
- Improving the quality of student projects and placement openings.
- Comprehension courses for enhancing employability
- Companies visit for campus recruitment

#### **Institutional Distinctiveness**

- Emphasis has been laid on entrepreneurship development by establishing an Entrepreneurship



Development Cell.

- Students give feedback about the faculty at the end of each session or semester.
- Bus facility is provided for staff and students. College buses and exclusive RTC buses are available from various locations of Secunderabad and Hyderabad.
- Various personality development programs and health check-up camps are conducted under women's development committee.
- Institute provides career development services to students with respect to Employability, Higher Education, opportunities for growth.

NAAC

## 2. PROFILE

### 2.1 BASIC INFORMATION

| Name and Address of the College |  |
|---------------------------------|--|
| Name                            | SRIDEVI WOMEN'S ENGINEERING COLLEGE                |
| Address                         | Near New Wipro, Gopanpally, Vattinagulapally       |
| City                            | Hyderabad  |
| State                           | Telangana  |
| Pin                             | 500075   |
| Website                         | <a href="http://www.swec.ac.in">www.swec.ac.in</a> |

| Contacts for Communication |                        |                         |            |     |                                |
|----------------------------|------------------------|-------------------------|------------|-----|--------------------------------|
| Designation                | Name                   | Telephone with STD Code | Mobile     | Fax | Email                          |
| Principal                  | B.l.malleswar<br>i     | 040-9885189917          | 9949117733 | -   | srideviengg@rediff<br>mail.com |
| IQAC / CIQA<br>coordinator | E.krishnaveni<br>Reddy | -                       | 9701798883 | -   | naacswec2019@g<br>mail.com     |

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

| Type of Institution |           |
|---------------------|-----------|
| By Gender           | For Women |
| By Shift            | Regular   |

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

| Establishment Details                |            |
|--------------------------------------|------------|
| Date of establishment of the college | 19-07-2001 |

**University to which the college is affiliated/ or which governs the college (if it is a constituent college)**

| State     | University name                           | Document                      |
|-----------|---|-------------------------------|
| Telangana | Jawaharlal Nehru Technological University | <a href="#">View Document</a> |

**Details of UGC recognition**

| Under Section | Date       | View Document                 |
|---------------|------------|-------------------------------|
| 2f of UGC     | 31-05-2019 | <a href="#">View Document</a> |
| 12B of UGC    |            |                               |

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

| Statutory Regulatory Authority | Recognition/Approval details Institution/Department programme | Day, Month and year (dd-mm-yyyy) | Validity in months | Remarks   |
|--------------------------------|---|----------------------------------|--------------------|---|
| AICTE                          | <a href="#">View Document</a>                                 | 02-07-2021                       | 12                 | Every Year Extension of Approval is given by AICTE through online application |

**Details of autonomy**

|  |    |
|--|----|
| Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges? | No |
|--|----|

**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 |

| <b>Location and Area of Campus</b> |  |                  |                             |                                 |
|------------------------------------|--|------------------|-----------------------------|---------------------------------|
| <b>Campus Type</b>                 | <b>Address</b>                               | <b>Location*</b> | <b>Campus Area in Acres</b> | <b>Built up Area in sq.mts.</b> |
| Main campus area                   | Near New Wipro, Gopanpally, Vattinagulapally | Urban            | 25                          | 259705                          |

## 2.2 ACADEMIC INFORMATION

| <b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b> |   |                           |                            |                              |                            |                                |
|---|---|---------------------------|----------------------------|------------------------------|----------------------------|--------------------------------|
| <b>Programme Level</b>  | <b>Name of Programme/Course</b>                 | <b>Duration in Months</b> | <b>Entry Qualification</b> | <b>Medium of Instruction</b> | <b>Sanctioned Strength</b> | <b>No.of Students Admitted</b> |
| UG  | BTech,Computer Science And Engineering          | 48                        | Intermediate               | English                      | 240                        | 232                            |
| UG  | BTech,Electronics And Communication Engineering | 48                        | Intermediate               | English                      | 240                        | 189                            |
| UG  | BTech,Electrical And Electronics Engineering    | 48                        | Intermediate               | English                      | 60                         | 13                             |
| UG  | BTech,Information Technology                    | 48                        | Intermediate               | English                      | 120                        | 83                             |
| PG  | MBA,Master Of Business Administration           | 24                        | Under Graduation           | English                      | 60                         | 45                             |

### Position Details of Faculty & Staff in the College

| <b>Teaching Faculty</b>   |                  |        |        |       |                            |        |        |       |                            |        |        |       |
|---|------------------|--------|--------|-------|----------------------------|--------|--------|-------|----------------------------|--------|--------|-------|
|   | <b>Professor</b> |        |        |       | <b>Associate Professor</b> |        |        |       | <b>Assistant Professor</b> |        |        |       |
|   | Male             | Female | Others | Total | Male                       | Female | Others | Total | Male                       | Female | Others | Total |
| Sanctioned by the UGC /University State Government              | 22               |        |        |       | 39                         |        |        |       | 129                        |        |        |       |
| Recruited   | 16               | 6      | 0      | 22    | 14                         | 25     | 0      | 39    | 22                         | 107    | 0      | 129   |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |
| Sanctioned by the Management/Society or Other Authorized Bodies | 22               |        |        |       | 39                         |        |        |       | 129                        |        |        |       |
| Recruited   | 16               | 6      | 0      | 22    | 14                         | 25     | 0      | 39    | 22                         | 107    | 0      | 129   |
| Yet to Recruit  | 0                |        |        |       | 0                          |        |        |       | 0                          |        |        |       |

| <b>Non-Teaching Staff</b>                                       |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 87           |
| Recruited   | 50          | 37            | 0             | 87           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 87           |
| Recruited   | 50          | 37            | 0             | 87           |
| Yet to Recruit  |             |               |               | 0            |

| <b>Technical Staff</b>  |             |               |               |              |
|---|-------------|---------------|---------------|--------------|
|   | <b>Male</b> | <b>Female</b> | <b>Others</b> | <b>Total</b> |
| Sanctioned by the UGC /University State Government              |             |               |               | 0            |
| Recruited   | 23          | 14            | 0             | 37           |
| Yet to Recruit  |             |               |               | 0            |
| Sanctioned by the Management/Society or Other Authorized Bodies |             |               |               | 37           |
| Recruited   | 23          | 14            | 0             | 37           |
| Yet to Recruit  |             |               |               | 0            |

**Qualification Details of the Teaching Staff**

| <b>Permanent Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| Ph.D.                        | 16               | 6      | 0      | 0                          | 2      | 0      | 0                          | 0      | 0      | 24           |
| M.Phil.                      | 0                | 0      | 0      | 0                          | 0      | 0      | 0                          | 0      | 0      | 0            |
| PG                           | 0                | 0      | 0      | 14                         | 23     | 0      | 22                         | 107    | 0      | 166          |

| <b>Temporary Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

| <b>Part Time Teachers</b>    |                  |        |        |                            |        |        |                            |        |        |              |
|------------------------------|------------------|--------|--------|----------------------------|--------|--------|----------------------------|--------|--------|--------------|
| <b>Highest Qualification</b> | <b>Professor</b> |        |        | <b>Associate Professor</b> |        |        | <b>Assistant Professor</b> |        |        | <b>Total</b> |
|                              | Male             | Female | Others | Male                       | Female | Others | Male                       | Female | Others |              |
| D.sc/D.Litt.                 | 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            |

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

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

| Programme |        | From the State<br>Where College<br>is Located | From Other<br>States of India | NRI Students | Foreign<br>Students | Total |
|-----------|--------|---|-------------------------------|--------------|---------------------|-------|
| PG        | Male   | 0   | 0                             | 0            | 0                   | 0     |
|           | Female | 45  | 1                             | 0            | 0                   | 46    |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |
| UG        | Male   | 0   | 0                             | 0            | 0                   | 0     |
|           | Female | 517   | 32                            | 0            | 0                   | 549   |
|           | Others | 0   | 0                             | 0            | 0                   | 0     |

**Provide the Following Details of Students admitted to the College During the last four Academic Years**

| Programme |        | Year 1 | Year 2 | Year 3 | Year 4 |
|-----------|--------|--------|--------|--------|--------|
| SC        | Male   | 0      | 0      | 0      | 0      |
|           | Female | 45     | 43     | 52     | 62     |
|           | Others | 0      | 0      | 0      | 0      |
| ST        | Male   | 0      | 0      | 0      | 0      |
|           | Female | 12     | 9      | 12     | 11     |
|           | Others | 0      | 0      | 0      | 0      |
| OBC       | Male   | 0      | 0      | 0      | 0      |
|           | Female | 252    | 291    | 289    | 303    |
|           | Others | 0      | 0      | 0      | 0      |
| General   | Male   | 0      | 0      | 0      | 0      |
|           | Female | 253    | 277    | 316    | 284    |
|           | Others | 0      | 0      | 0      | 0      |
| Others    | Male   | 0      | 0      | 0      | 0      |
|           | Female | 0      | 0      | 0      | 0      |
|           | Others | 0      | 0      | 0      | 0      |
| Total     |        | 562    | 620    | 669    | 660    |

**Institutional preparedness for NEP**



|   |   |
|---|---|
| 1. Multidisciplinary/interdisciplinary: | <p>1. Vision of the Institute To attract the finest talent by creating an atmosphere conducive to learning and to train and empower female professionals with global skills thereby assigning their legitimate place of honour in the society. Mission of the Institute i. To create a center for excellence in engineering and Management by imparting knowledge and skills. ii. To facilitate women empowerment by enhancing their competent and intellectual capabilities. iii. To create conducive work environment with an equally competent and experienced team that derives strength from each other. 2. As per JNTUH University, humanities and science is part of the curriculum. 3. Credit Based System is followed based on the structure defined by the JNTUH University. 4. Institution/department encourages students to do the mini &amp; major projects in their interested areas that help the society. 5. we empower women to reach their pinnacle in careers as engineers so as to expand the image of the engineering and technology profession.</p> |
| 2. Academic bank of credits (ABC):      | <p>Sridevi Women's Engineering College is affiliated to JNTUH University, Hyderabad, we follow the choice based credit system defined by the University. CBCS was implemented from the academic year 2016-17 including Professional &amp; Open elective in the curriculum to facilitate the multidisciplinary approach for engineering problem solving. The students are given the choice to select the open &amp; Professional elective subject in association with NPTEL (MOOCS) courses with minimum of 8 weeks course that reflects in the credit based system. Faculty is encouraged to design their own curricular and pedagogical approaches to a subject that is inline with the university structure. The assessment structure is defined by the University. The pedagogical approaches followed by the faculty are Group Discussions, QUIZ, Role Play, Case Studies, Assignments, Interactive Seminars, Workshops, Guest Lectures, Conferences and Working Models/Demos.</p>  |
| 3. Skill development:                   | <p>To strengthen the technical skills and soft skills of the students the Institute concentrates on the quality standards and conducts periodic reviews to update the academic programs. The Institute imparts career guidance and provides quality placement</p>   |

|  |  |
|--|--|
|  | <p>opportunities to the students that is inline with the industry requirements. It also encourages Entrepreneurship. Along with the core subjects, students are taught life sciences &amp; humanities subjects like Environmental Sciences, Gender Sensitization &amp; Professional Ethics.</p>  |
| 4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): | <p>Sridevi Women's Engineering College is affiliated to JNTUH University and we follow university rules. There are no guidelines currently from the University to follow bilingual mode however some faculty follow it t as and when required to improve the understanding &amp; enhance the student learning.</p>   |
| 5. Focus on Outcome based education (OBE):   | <p>The institute implemented OBE in 2014 and follow it religiously. We also strictly follow the NBA define PO's for out programs. Care is taken to follow Blooms Taxonomy in framing the internal question papers. The CO's &amp; PSO's are defined by the Institute Program wise. The institution follows OBE guidelines and defines the course plan formulated by CAC.</p>   |
| 6. Distance education/online education:  | <p>Sridevi Women's Engineering College(SWEC) is a private institute affiliate to JNTUH University and therefore we cannot offer distance education/ online education/ courses on our own. Our faculty made a swift transition from classroom to online teaching and effectively used platforms like Google Meet, Google Classroom, ZOOM, CISCO WEBEX &amp; YouTube during the pandemic and continue to do so for blended learning purpose.</p> |

## Extended Profile

---

### 1 Program

#### 1.1

**Number of courses offered by the Institution across all programs during the last five years**

| 2020-21                              | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|--------------------------------------|---------|-------------------------------|---------|---------|
| 255                                  | 246     | 246                           | 254     | 237     |
| File Description                     |         | Document                      |         |         |
| Institutional data prescribed format |         | <a href="#">View Document</a> |         |         |

#### 1.2

**Number of programs offered year-wise for last five years**

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

### 2 Students

#### 2.1

**Number of students year-wise during last five years**

| 2020-21                                 | 2019-20 | 2018-19                       | 2017-18 | 2016-17 |
|---|---------|-------------------------------|---------|---------|
| 2300                                    | 2290    | 2177                          | 2296    | 2261    |
| File Description                        |         | Document                      |         |         |
| Institutional data in prescribed format |         | <a href="#">View Document</a> |         |         |

#### 2.2

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 360     | 360     | 330     | 330     | 348     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 2.3

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 499     | 470     | 410     | 515     | 493     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 3 Teachers

### 3.1

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 187     | 193     | 197     | 223     | 222     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

### 3.2

#### Number of sanctioned posts year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 132     | 131     | 129     | 170     | 188     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |

## 4 Institution

### 4.1

#### Total number of classrooms and seminar halls

**Response: 48**

**4.2**

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 505.06  | 538.52  | 970.22  | 754.88  | 589.54  |

**4.3**

**Number of Computers**

**Response: 1314**

NAAC

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curricular Planning and Implementation

**1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process**

**Response:**

SWEC follows Outcome-Based Education (OBE) system with well-defined Vision, Mission, PEOs, PSOs, and COs for each program. Feedback is taken from various stakeholders regarding curriculum and

the analysis is being done by the respective department. Based on the feedback analysis the Department

advisory committee (DAC) will recommend an action plan for curricular and co-curricular activities. For effective course content delivery, the following process is implemented The subjects are allotted to faculty based on their preference and expertise.

The concerned Faculty prepares Academic plan before the commencement of the class work Contents of Academic Plan include the following items:

Vision, Mission, PEOs, POs, and PSOs

Course Outcomes

Scope

Prerequisites

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

**1.1.2 The institution adheres to the academic calendar including for the conduct of CIE**

**Response:**

The course plan is formulated by the College Academic Advisory Committee(CAC), consisting of Head of the Institute and

Heads of all departments of the institution for effective delivery. Based on the academic calendar of the

university, all the departments prepare activity calendar/academic calendar of the department as per the schedule is given by the university along with other activities like Remedial Classes, Tutorial Classes,

Industrial Visits, Guest lectures, Workshops, faculty, and student development programs. The University revises curriculum every two years to meet the challenges of the industry and society. The revisions considered for the assessment period of over five years are R09, R13, R15, R16. And R18. Choice Based Credit System (CBCS) has been implemented from the academic year 2016-17 including Professional electives and Open elective courses in the curriculum to facilitate the multidisciplinary approach for engineering problem-solving. University has introduced the few courses like Environmental Sciences in II B.Tech I semester, Gender Sensitization in II B.Tech II semester, Professional Ethics in III B.Tech I semester, Disaster Management III B.Tech II semester to address crosscutting issues. Apart from this students are encouraged to take part in NSS/NCC, Sports, and Internships throughout their entire course of duration.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Upload Additional information   | <a href="#">View Document</a> |
| Link for Additional information | <a href="#">View Document</a> |

**1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**

1. Academic council/BoS of Affiliating university
2. Setting of question papers for UG/PG programs
3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses
4. Assessment /evaluation process of the affiliating University

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Institutional data in prescribed format  | <a href="#">View Document</a> |
| Details of participation of teachers in various bodies/activities provided as a response to the metric | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| Link for Additional information  | <a href="#">View Document</a> |

## 1.2 Academic Flexibility

**1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective**

**course system has been implemented****Response:** 100**1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.**

Response: 5

| <b>File Description</b>                            | <b>Document</b>               |
|--|-------------------------------|
| Minutes of relevant Academic Council/ BOS meetings | <a href="#">View Document</a> |
| Institutional data in prescribed format            | <a href="#">View Document</a> |
| Any additional information                         | <a href="#">View Document</a> |
| Link for Additional information                    | <a href="#">View Document</a> |

**1.2.2 Number of Add on /Certificate programs offered during the last five years****Response:** 120**1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.**

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 41      | 34      | 18      | 13      | 14      |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| List of Add on /Certificate programs                                    | <a href="#">View Document</a> |
| Brochure or any other document relating to Add on /Certificate programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link for Additional information   | <a href="#">View Document</a> |

**1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years****Response:** 100**1.2.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**



|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 2300    | 2290    | 2177    | 2296    | 2261    |

| File Description  | Document                      |
|---|-------------------------------|
| Details of the students enrolled in Subjects related to certificate/Add-on programs | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.3 Curriculum Enrichment

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

#### Response:

Institution integrates cross-cutting issues relevant to Environmental sustainability, Gender, Professional Ethics, Disaster Management and Human Values into the curriculum. The university itself includes these aspects of the curriculum through various courses.

**Environmental Studies:** This course is being introduced in II B.Tech I semester. The Engineering graduates will be able to understand, evaluate and develop technologies based on the environmental regulations and ecological principles. The course gives exposure to the students on ethical responsibilities and preservation of biodiversity. **Gender Sensitization Lab:** This course is being introduced in II B.Tech II semester. Students will have a better understanding of important issues related to gender in contemporary India. Students will be sensitized to basic dimensions of the biological, sociological, psychological and legal aspects of gender. This will be achieved through the discussion of materials derived from research, facts, everyday life, literature, and films. Students will attain a finer grasp of how gender discrimination works in our society and how to counter it. Students will acquire insight into the gendered division of labor and its relation to politics and economics. Men and women students and professionals will be better equipped to work and live together as equals. Students will develop a sense of appreciation of women in all walks of life including responding to gender violence. **Professional Ethics:** This course is being introduced in III B.Tech I semester. This course helps the students to appreciate the essential complements between 'Values' and 'Skills' to ensure sustained happiness among the core aspirations of all human beings. **Disaster Management:** This course is being introduced in III B.Tech II semester. In this course, the graduate understands the causes of hazards and vulnerability associated with the natural and social phenomenon and the course gives exposure for the students on ethical responsibility towards environmental disasters also Humanitarian Assistance before and after a disaster. This course develops an ability to use Technological innovations in Risk management of environmental issues.

| File Description  | Document                      |
|---|-------------------------------|
| Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum. | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

**Response:** 100

#### 1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 255     | 246     | 246     | 254     | 237     |

| File Description  | Document                      |
|---|-------------------------------|
| Programme / Curriculum/ Syllabus of the courses   | <a href="#">View Document</a> |
| MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship | <a href="#">View Document</a> |
| Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

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

**Response:** 98.43

#### 1.3.3.1 Number of students undertaking project work/field work / internships

**Response:** 2264

| File Description  | Document                      |
|---|-------------------------------|
| List of programmes and number of students undertaking project work/field work/ /internships | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 1.4 Feedback System

**1.4.1 Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni**

**Response:** A. All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Any additional information (Upload)  | <a href="#">View Document</a> |
| Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload) | <a href="#">View Document</a> |
| URL for stakeholder feedback report  | <a href="#">View Document</a> |

**1.4.2 Feedback process of the Institution may be classified as follows: Options:**

- 1.Feedback collected, analysed and action taken and feedback available on website
- 2.Feedback collected, analysed and action has been taken
- 3.Feedback collected and analysed
- 4.Feedback collected
5. Feedback not collected

**Response:** A. Feedback collected, analysed and action taken and feedback available on website

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| URL for feedback report           | <a href="#">View Document</a> |

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1 Average Enrolment percentage (Average of last five years)

**Response:** 91.5

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 562     | 620     | 669     | 660     | 640     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 720     | 720     | 660     | 660     | 696     |

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

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

**Response:** 99.83

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 309     | 343     | 353     | 376     | 338     |

| File Description  | Document                      |
|---|-------------------------------|
| Average percentage of seats filled against seats reserved | <a href="#">View Document</a> |
| Any additional information                                | <a href="#">View Document</a> |

## 2.2 Catering to Student Diversity

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

#### Response:

**Induction and immersion program:** The institution assesses the learning levels of the students and organizes special Programmes for advanced learners and slow learners.

JNTU Hyderabad admits first-year B.Tech students through TSEAMCET. We organize orientation program as per JNTUH schedule to help them understand the University curriculum and college overview. In this program, we conduct different events like pathways-to-success, awareness on anti-ragging, positive-attitude, and importance of communication skills, and many more activities, for a period of two weeks.

**Monitoring and mentoring:** Based on first-year students internal exam marks, regularity in the submission of assignments, students are categorized as slow and advanced learners. Mentoring system is one of the important practices followed in our college, where each student is monitored and mentored for individual growth.

#### **Slow Learners: Identification and measures taken to improve the performance of slow learners:**

- The slow and advanced learners are identified course wise based on their learning ability, performance in examinations and class tests.
- Remedial classes are conducted in areas where improvement is necessary.
- Team activities are conducted in the classroom to improve the understanding of the subject
- Peer learning is implemented in projects and teams are formed as a combination of slow and advanced learners
- Slow learners are provided additional study material and assignments.
- Important topics and previous year question papers are also discussed during the remedial classes.
- Frequent interaction in person or over phone are organized with the parents of the slow learners. The respective faculty members and the HOD discusses on their performance.
- Lateral entry students are also given special attention through bridge courses

#### **Advanced Learners: Identification and measures taken to improve the performance of Advanced Learners:**

- Advanced learners are identified through their performance in examinations, interaction in classroom and laboratory, their fundamental knowledge, concept understanding, and articulation abilities
- Mentors encourage students to participate at inter & intra institute events like seminars, workshops, paper presentation, poster presentation, technical quiz and internships.
- Students have accessibility for e-journals, digital libraries, internet access, and NPTEL videos.

- Advanced learners are encouraged by awarding them with Gold Medals and Merit certificate on the occasion of “Engineers Day” with the title “Young Engineers” at the department level in the institution.
- Students are encouraged to be members of professional bodies like CSI and ISTE under which various technical events are organized..
- Special cash awards are given to meritorious students.
- Our merit students received Gold Medals from JNTUH University for academic performance.

Our aim is to improve the academic performance of the students through mentoring and enhance their performance by giving them additional input in form of classes, assignments and notes and by rewarding better performance with additional support and awards.

| File Description                     | Document                      |
|--------------------------------------|-------------------------------|
| Upload any additional information    | <a href="#">View Document</a> |
| Past link for additional Information | <a href="#">View Document</a> |

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

**Response:** 12:1

| File Description           | Document                      |
|----------------------------|-------------------------------|
| Any additional information | <a href="#">View Document</a> |

## 2.3 Teaching- Learning Process

### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

**Response:**

Student-centric teaching and learning is one of the prime areas SWEC faculty focuses upon. The faculty promotes holistic development and skill building by adopting student centric methods like experiential, participative learning and problem-solving methodology. The teaching method varies from faculty to faculty and from course to course. SWEC faculty has acquainted themselves with modern teaching methodologies and pedagogies that enhance the student learning as opposed to the rote learning.

SWEC encourages methodologies which will be helpful for enhancing the learning experience of students in implementing and making students to adopt to Outcome Based Education.

#### **Experiential Learning:**

Students are tested on the concepts learnt in the theory subjects from time to time that helps in enhancing their knowledge and build confidence about the concepts learnt. The gap between institution and industry

expectation is partially bridged by teaching the students content beyond the syllabus.

Students are encouraged to use digital library, virtual labs and other online e- resources that would enhance their skills and subject knowledge. Students undergo internships during their semester breaks in industries to gain practical experience of the technology being used. Industrial visits and seminars by Industry resources give exposure to students about the practical aspects of their course.

### **Participative learning:**

The teaching learning process is made more interactive by student centric methods such as case study, debates, seminars, presentations etc. We also use role play, group discussion, collaborative project based learning methods to improve and accelerate the learning.

### **Problem solving methodologies:**

Hands on training programs, workshops and hackathon are some of the problem solving tools used for the effective learning through problem solving methodology.

Problem solving techniques such as problem identification, defining the goals, conducting brainstorming sessions, identifying alternative solutions, choosing the right approach, applying the right technique to achieve the solutions and evaluating the results is a methodology that students adopt.

Problem solving skill is one of the most important skills that we are keen on imparting as it prepares the students to face not only workforce issues but also real life situation with a solution finding approach.

| <b>File Description</b>           | <b>Document</b>               |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Link for additional information   | <a href="#">View Document</a> |

### **2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.**

#### **Response:**

The ICT enabled infrastructure plays an important role in the effective teaching learning process. Availability of quality audio-video systems and multimedia projectors in all classrooms facilitates the faculty member to carry out their teaching effectively. Use of power-point, Google spreadsheets, videos, and online databases in classrooms help the students to master subjects with greater clarity and application of the concepts.

ICT makes teaching more effective, interesting and creates information –rich learning environment. To ensure that students play an active role in the learning process faculty make use of Information and communication technologies (ICT) in the teaching learning process.

ICT enabled Teaching tools for the effective learning process that are implemented in SWEC are:

- **Google Classroom and Google Forms:** Faculty used Google classroom extensively to share notes, presentations and student assignments. The tests and objective exams were conducted using Google forms/classroom.
- **Group Discussions:** This involves discussion among a group of students to assess the application of various concepts to gain a better perspective on the merits & demerits of the concepts.
- **Quiz:** Faculty conducts quiz on the subject/topic covered to review and revise the previous class concepts or to test their knowledge on a particular topic.
- **Role Play:** For explaining complex systems, the faculty uses the role-play method where each sub-system is enacted by a particular student, to involve the students much better into the teaching- learning process.
- **Case Studies:** Teaching using case studies enable the students to apply what they have learned in the classroom to real-life situations.
- **Assignments:** Giving assignments to the students can provide an opportunity for them to apply critical thinking skills as well as help them to learn course content.
- **Interactive Seminars:** During their presentation skills' hours, each group in a class will prepare a recent research topic or technical facts and present.
- **Workshops/Guest Lectures/Seminars/Conferences:** Workshops, seminars and conferences are organized every year for gaining the knowledge and increase the research potential of the students and the faculty members.
- **Working Models/Demos:** Simple demo is given to illustrate the basic principles are displayed in the laboratories.
- **Project-Based Learning:** In order to learn the practical courses more effectively, the students are instructed to do mini/major projects as per JNTUH rules. This method is extensively used to provide empirical evidence of the theory learnt.
- **Blended Teaching:** Usage of Teaching aid Techniques such as video lectures, power-point presentations. Implementation of Active learning strategies such as Collaborative and individual learning activities.
- **Online Teaching:** Faculty made a swift transition from classroom to online teaching by using platforms like Google meet, Google class room, ZOOM, CISCO WEB-EX and You-Tube.



| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Provide link for webpage describing the ICT enabled tools for effective teaching-learning process | <a href="#">View Document</a> |

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

**Response:** 12:1

#### 2.3.3.1 Number of mentors

Response: 187

| File Description  | Document                      |
|---|-------------------------------|
| Upload year wise, number of students enrolled and full time teachers on roll. | <a href="#">View Document</a> |
| mentor/mentee ratio   | <a href="#">View Document</a> |
| Circulars pertaining to assigning mentors to mentees                          | <a href="#">View Document</a> |

## 2.4 Teacher Profile and Quality

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

**Response:** 138.19

| File Description  | Document                      |
|---|-------------------------------|
| Year wise full time teachers and sanctioned posts for 5years(Data Template) | <a href="#">View Document</a> |
| List of the faculty members authenticated by the Head of HEI                | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

**Response:** 18.22

#### 2.4.2.1 Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years

|         |         |         |         |         |
|---------|---------|---------|---------|---------|
| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
| 24      | 44      | 42      | 40      | 36      |

| File Description   | Document                      |
|--|-------------------------------|
| List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

**Response:** 4.35

#### 2.4.3.1 Total experience of full-time teachers

Response: 813

| File Description  | Document                      |
|---|-------------------------------|
| List of Teachers including their PAN, designation, dept and experience details(Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 2.5 Evaluation Process and Reforms

### 2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

**Response:**

Internal assessment is carried out to elicit the understanding of each topic by the students tests, quizzes, and assignments are conducted regularly to keep the evaluation confining to the syllabus prescribed by the JNTUH University. The evaluation of these examinations is done by faculty members. While preparing the question papers for mid-term examinations, the faculty give careful consideration of the syllabus prescribed and follow Bloom's taxonomy. Three sets of question papers are approved by respective head of the department. They are then sent to the exam branch through mail by the respective faculty. One hour before the examination commences the Principal selects one set of the question paper and informs the exam branch.

The selected set is then considered for the exam. This ensures that leaking of question paper does not take

place in any form. Once the examinations are conducted, the answer scripts of students are evaluated by faculty members. The teachers maintain impartiality and fairness. Once the papers have been evaluated, they are distributed back to the students by the teachers. The faculty is to discuss the entire length of the question paper and their subsequent correct answers in the following classes. This helps the students understand their mistakes and note down the improvements. Thus the students are allowed to assess their own work and any modifications to the marks are reflected. Suggestions are given to the students who need to improve and the ones who performed well are appreciated. The feedback on their performance helps the student to perform better next time. Finalized marks are verified by the teachers and students before displaying on the notice boards of respective departments.

### **Procedure of internal assessment:**

The above continuous assessment shall be carried out as per the procedure given below:

#### **Theory Courses**

Two mid exams are conducted that carry 25 marks each, in the semester as per the University norms. Ten marks for descriptive, ten marks for objective and five marks for assignments are allotted. The average marks of the two mid exams are taken as final marks.

#### **Practical Courses**

Every experiment is executed and evaluated based on the experiments prescribed by the university. There is an internal test in the semester. The criterion for internal assessment marks (25 marks) is based on the University guidelines.

#### **Project Work**

There are two kinds of projects namely mini-project and major-project. These projects are reviewed by an internal guide, project coordinator and head of the department. The marks for the industry oriented Mini project and major project are awarded by the head of the department, internal guide, and the external examiner. The major project is for 100 marks, and the mini project is for 50 marks. Along with this, comprehensive viva-voce is conducted for 100 marks and technical seminar/presentation is for 50 marks. Project marks are awarded based on concept creation, project report, attendance and problem-solving ability.

| <b>File Description</b>         | <b>Document</b>               |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

### **2.5.2 Mechanism to deal with internal/external examination related grievances is transparent, time-bound and efficient**

**Response:**

The institute has the redressal cell for grievances regarding examination grades. The cell consists of

Principal, Head of Departments (HODs), and Examinations In-charge. Students can approach the cell for any issues in the evaluation of their answer scripts. The cell conducts a meeting and to hear students concern and takes an appropriate decision which is binding. The college conducts two types of examinations, internal and external. External examinations are conducted by the University and the internal examinations are conducted by the college. As part of internal examinations, internal assignment and mid examinations are conducted.

**External Examination Grievances:**

In the event of a student is found using unfair means during external examinations, the following measures are adopted

- Firstly, the subject expert is called to verify whether the material carried is related to the subject and mentioned in the question paper.
- If the material has appeared in the question paper the Principal is notified about the incident.
- The Principal then communicates the necessary recommendations to the affiliating University.
- The University then replies based on the letter received. The punishment is then decided by the University and implemented by the college.

The redressal of grievances regarding evaluation in both internal assessment and university examination is through the following process.

**At Institute level:**

The teacher distributes evaluated answer scripts to students, and any clarifications or grievances are addressed by the teacher. The internal marks are then displayed on notice board. If any discrepancy is noticed, the concerned teacher will resolve the discrepancy, and the necessary corrections will be made. The Students who are absent for internal exams due to genuine reason can apply for the computer-based test (CBT) conducted by the university.

**At University level:**

Students can express grievances by applying for the following evaluation procedure:

**Re-counting& Re-evaluation:**

If the students are not satisfied with the marks awarded, they can apply for re-counting & re-evaluation separately within a week from the declaration of results through the examination branch at the institution. The results of re-counting re-evaluation will be announced as per the university norms.

**Challenge Evaluation:**

A student can apply for challenge evaluation within a week after the announcement of the results. This

evaluation process is carried out in the presence of student by two subject experts; one represents from the institution and other from the university. If the student wins the challenge university favours students with proper award of marks and the challenging evaluation fee is refunded to the students.

**Incorrect entries in the hall ticket and mark memo:** A student reports the incorrect entries either in the hall ticket or the marks memo through a letter. The college exam branch then represents the issue with the University until resolved.

| File Description                | Document                      |
|---------------------------------|-------------------------------|
| Any additional information      | <a href="#">View Document</a> |
| Link for additional information | <a href="#">View Document</a> |

## 2.6 Student Performance and Learning Outcomes

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

### Response:

Outcome Based Education (OBE) is implemented in our Institute since 2014 as OBE give emphasis on what is expected from the student when they finish their course. For UG Programs, 12 well defined Program Outcomes (POs) & for PG Programs 5 Program Outcomes (POs) of NBA are adopted. Minimum of 2 Program Specific Outcomes (PSOs) are defined for all programs of the institution. Course Outcomes (COs) are direct statements that describe the essential and enduring disciplinary knowledge and abilities that students should possess and the depth of learning that is expected upon completion of a course. While defining the COs care is taken to follow the blooms taxonomy. There are a minimum of 4 CO's defined for each course and a maximum of 6. Course Outcomes are defined for every course of all programs of the institution. Course Outcomes are defined by subject handling faculty and Subject experts and approved in Department Advisory Committee (DAC) reviews. The Course Outcomes are then mapped on to Program Outcomes (POs) and Program Specific Outcomes (PSOs). Course end Survey is taken from the students at the end of the course, which is useful in tuning the CO's further.

### Program Outcomes (PO's):

PO1: Engineering knowledge.

PO2: Problem analysis.

PO3: Design/development of solutions.

PO4: Conduct investigations of complex problems.

PO5: Modern tool usage.

PO6: The engineer and society.

PO7: Environment and sustainability.

PO8: Ethics.

PO9: Individual and team work.

PO10: Communication.

PO11: Project management and finance.

PO12: Life-long learning.

#### **Sample Program Specific Outcomes (PSOs) of CSE:**

**PSO1:** To possess competent skills and knowledge for innovations in computer science and engineering.

**PSO2:** An ability to involve the student in multidisciplinary environment for understanding the functionality of computer system effectively,

#### **Sample Course outcomes (CO's):**

**Course Name: Microwave Engineering**

**At the end of the course the student will be able to:**

|             |   |  |
|-------------|---|--|
| <b>CO1:</b> | Recollect the concepts of wave transmission through Waveguides and derive the field equations for TE, of propagation. |  |
| <b>CO2:</b> | Analyze the characteristics of cavity resonators, waveguide components and their applications.                        |  |
| <b>CO3:</b> | Analyze the characteristics of microwave tubes and compare them.  |  |
| <b>CO4:</b> | Explain the principal of operation of various microwave solid state devices.  |  |
| <b>CO5:</b> | Set up the microwave bench and use the bench for measuring microwave parameters                                       |  |

The Vision and Mission of the institution and departments, the POs, PSOs and COs are published at College website, Department page, HOD Chamber, Department Staff Rooms, Notice Boards of the department, Department Library, Department Laboratories, Department Corridor, Department Newsletter, Course Files and Survey forms.

| File Description  | Document                      |
|---|-------------------------------|
| Upload COs for all Programmes (exemplars from Glossary) | <a href="#">View Document</a> |
| Upload any additional information                       | <a href="#">View Document</a> |
| Past link for Additional information                    | <a href="#">View Document</a> |

### 2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

#### Response:

#### Attainment of Course Outcomes:

The process of attainment of COs, POs, and PSOs starts from writing appropriate COs for each course in the program. The course outcomes are written by the respective faculty member using action verbs of learning levels as suggested by revised Bloom's Taxonomy

Predefined PO's are collected. All the COs of every course is mapped with POs and PSOs. A correlation is established between COs and POs, PSOs on the scale of 1 to 3.

'1' indicates a low correlation

'2' indicates a medium correlation

'3' indicates high correlation

'-' indicates no correlation

A mapping matrix of COs-POs and COs-PSOs is prepared in this regard for all courses of each program. The attainments of COs have two components i.e., Direct and Indirect.

To achieve final CO attainment, 80% of direct attainment and 20% of indirect attainment is considered.

**a) Direct Attainment (80%):**

**1. Internal Examination:** This type of performance assessment is carried out during the examination sessions which will be held twice in a semester along with Assignment. Each and every internal examination is focused in achieving the course outcomes.

**2. Semester End Examination:** Semester End examination comprising entire syllabus of the course is a measure for assessing whether the entire COs are attained or not.

To obtain direct attainment 25% of internal examination and 75% of Semester end examination is considered.

**b) Indirect Attainment (20%):**

Course exit Survey of each course helps in accomplishment of Course Outcomes. The Feedback is collected from the students to assess the course outcomes at the end of the semester.

**Attainment of Program Outcomes and Program Specific Outcomes:**

The program outcomes are attained using the following generalized formulae

PO/PSO attainment = 80% of Direct attainment+ 20% of Indirect attainment

**a) Direct Attainment (80%):** The direct attainment of PO and PSO is evaluated by CO-PO/PSO mapping.

Direct PO/PSO attainment= (Average of COs of a PO) /3 \* final CO attainment for the course

**b) Indirect Attainment (20%):**

This method of attainment is based on Graduate Exit survey, Alumni survey, and Employer survey. These provide a sampling of what students know and/or can do and provide strong evidence of student satisfaction. Indirect attainment of PO/PSO is the average of all Surveys.

**1. Graduate Exit Survey:** Collect the feedback about the program from the final year students at the end of program.

**2. Alumni survey:** Collect the feedback about program satisfaction from the graduate after one year of their completion of graduation.

**3. Employer survey:** Collect feedback from the employers to obtain feedback on the quality of students.

Indirect PO/PSO attainment= Average of (Graduate Exit survey, Alumni survey, Employer survey)

The attainment levels of PO and PSO is in the scale of 1 to 3

1. Below 60% of attainment = Level 1



2. 60% or more but less than 70% of attainment = Level 2

3. 70% of attainment and above = Level 3

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional information | <a href="#">View Document</a> |

### 2.6.3 Average pass percentage of Students during last five years

**Response:** 91.15

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 499     | 470     | 410     | 515     | 493     |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 588     | 497     | 455     | 560     | 523     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template) | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |
| Paste link for the annual report   | <a href="#">View Document</a> |

## 2.7 Student Satisfaction Survey

### 2.7.1 Online student satisfaction survey regarding teaching learning process

**Response:**

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload database of all currently enrolled students (Data Template) | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |

NAAC

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

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

**Response:** 415.63

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 169.17  | 208     | 19.25   | 10.21   | 9       |

| File Description   | Document                      |
|--|-------------------------------|
| List of endowments / projects with details of grants                             | <a href="#">View Document</a> |
| e-copies of the grant award letters for sponsored research projects / endowments | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)**

**Response:** 12.83

**3.1.2.1 Number of teachers recognized as research guides**

**Response:** 24

| File Description                        | Document                      |
|---|-------------------------------|
| Institutional data in prescribed format | <a href="#">View Document</a> |
| Any additional information              | <a href="#">View Document</a> |

**3.1.3 Percentage of departments having Research projects funded by government and non government agencies during the last five years**

**Response:** 100

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

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

### 3.1.3.2 Number of departments offering academic programmes

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

| File Description                              | Document                      |
|---|-------------------------------|
| Supporting document from Funding Agency       | <a href="#">View Document</a> |
| List of research projects and funding details | <a href="#">View Document</a> |
| Any additional information                    | <a href="#">View Document</a> |
| Paste link to funding agency website          | <a href="#">View Document</a> |

## 3.2 Innovation Ecosystem

### 3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

#### Response:

INNOVATION, INCUBATION & ENTREPRENEURSHIP CENTER (IIEC)

#### Objectives:

- To create physical infrastructure and support systems necessary for incubation activities • To create a network of researchers, mentors and entrepreneurs.
- To select and incubate potential viable products
- To Conduct training programmes in the field of entrepreneurial skill development
- To Provide guidance and facilities to first time entrepreneurs during gestation
- To inculcate the spirit of innovation and enterprise among students.

#### Functions:

- To form a Technology Development group from enthusiastic passed out students and thereby motivating for self employment
- Tap possible entrepreneurs.
- Transfer technical knowledge and managerial expertise
- Develop new products from innovative ideas
- Make a prototype
- Study the marketability of products

- After entrepreneurs decides to invest offer necessary help in setting-up a startup

The goal of Innovation, Incubation& Entrepreneurship center at SWEC is to promote and support technology based creative talent among the graduated and graduating students.

SWEC incubation center is aimed at transformation of the students with vibrant ideas to developers of new products and ideas.

The IIEC in SWEC works with the main objective of promoting innovation by creating an environment where new products are developed based on pool of expertise available in the college. These products are developed further as marketable products. If an entrepreneur shows keen interest for any product the IIEC facilitates knowledge transfer so that the enterprise becomes self-sustainable eventually. IIEC facilitates interactions with industry and incubation in areas such as rural technologies, industrial solutions and so on. The IIEC at SWEC looks forward to the participation of students and its alumni who have vibrant ideas to get wide knowledge on technical assistance provided by governmental and non- governmental agencies. The purpose of the unit is to promote and support innovations across the spectrum of science and technology with application in any field. It works along with various technical clubs, societies and teams on the campus to strategically develop a healthy culture where skill is developed and ideas are generated. I-cell is a part of Centre for Innovation SWEC has an established IoT center working since the academic year 2014 -15. This also serves as the Industry Oriented lab where students learn the concepts and apply them. SWEC management is highly supportive of Academic Research activities. The institute provides funding for establishing and enhancing the state-of-the-art Infrastructure and Labs. Faculty and students are encouraged to file patents if the proposed idea has commercial viability. SWEC management also works with reputed industries to forge alliance to offer consultancy and advance training programs in the emerging fields which necessitates the faculty to take up Advance Research problems.

The following facilities are available at the Incubation centre.

- ARDUINO Boards
- DSP STARTER KITS
- FPGA KITS
- PentiumDual core
- Dell OptiPlex 320 Core 2 duo
- LCD Projector
- Online UPS system, Printer

#### *SOFTWARES*

- Matlab
- Mentor graphics
- Multisim
- Xilinx

- Labview
- Arduino
- Octave
- Keil
- MASM
- CC Studio

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 202

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 82      | 65      | 18      | 18      | 19      |

| File Description                               | Document                      |
|--|-------------------------------|
| Report of the event                            | <a href="#">View Document</a> |
| List of workshops/seminars during last 5 years | <a href="#">View Document</a> |
| Any additional information                     | <a href="#">View Document</a> |

### 3.3 Research Publications and Awards

#### 3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

**Response:** 1.04

##### 3.3.1.1 How many Ph.Ds registered per eligible teacher within last five years

Response: 25

##### 3.3.1.2 Number of teachers recognized as guides during the last five years

Response: 24

| File Description   | Document                      |
|--|-------------------------------|
| List of PhD scholars and their details like name of the guide , title of thesis, year of award etc | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |
| URL to the research page on HEI website  | <a href="#">View Document</a> |

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

Response: 1.2

#### 3.3.2.1 Number of research papers in the Journals notified on UGC website during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 50      | 60      | 36      | 56      | 43      |

| File Description   | Document                      |
|--|-------------------------------|
| List of research papers by title, author, department, name and year of publication | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Response: 0.24

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 16      | 9       | 6       | 9       | 9       |

| File Description  | Document                      |
|---|-------------------------------|
| List books and chapters edited volumes/ books published | <a href="#">View Document</a> |
| Any additional information                              | <a href="#">View Document</a> |

### 3.4 Extension Activities

#### 3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

##### Response:

Sridevi Women's Engineering College is emerging as one of the premier institutions of higher learning and play a vital role in fostering social responsibility among its students. The institute recognizes that the purpose of education is not just preparing the students to earn a livelihood but more so to make them good citizens and above all good human beings. Values of caring and sharing with the under privileged are one of the important elements to be inculcated through education. It is our collective responsibility to empower the underprivileged to become self-reliant so that they can live with respect and dignity.

Institution's Community Service Scheme provides the students an opportunity to understand the community; identify its needs and problems as well as the solutions in which they can be involved by assuming social and civic responsibilities.

The Institute makes the best possible efforts to bring about social and economic transformation of neighborhood community, so as to promote overall development and well-being of society.

The students are sensitized towards humanity so that they understand the problems of society and find out the solutions of issues like poverty, alcoholism, unemployment, female feticide etc. The students try to solve the local problems of communities through various activities of the departmental forums, associations, National Service Scheme (NSS) and National Cadet Core (NCC) units. In an attempt to reach the society, various departments of the Institute organize social, cultural and spiritual activities. Students are motivated to contribute to various social causes.

Faculty members and students are involved in organizing extension activities for the neighborhood community. Being conscious of its role in campus-community connection and well-being of its neighborhood, it has initiated a number of community development activities.

##### Extension Activities Organized

- Organized blood donation camps periodically. Also blood is donated by college students on life saving emergency calls.
- Faculty and students and the neighboring institute members were involved for raising funds in charity activities and emergency relief operations.
- Awareness campaigns on Environment and Sustainability were conducted. Issues like impact of plastics on environment and promoting green practices were discussed.
- Conducted Socio economic surveys, programs on adult education and reduction in school dropouts.



- Hygiene & Sanitation Program on “Stay Home Stay Safe”, was conducted during COVID-19 pandemic. Conducted awareness program on “Women Hygiene Management” for Vattinagullapally village.
- Carried out swachhbharat program in and around the college premises every year.

### Impact of Extension Activities on students and neighborhood community

Extension activities conducted by the institute always combine academic learning experience with a taste of the real life situations thereby making the students fuller, better and more understanding human beings. Increased participation of students in community activities and taking up technical projects relevant to social issues resulted in:

- Decreased use of plastics in the locality Increase in greenery in the surrounding areas due to plantation
- Increase in greenery in the surrounding areas due to plantation
- Rural school students empowered
- Social responsibility among students inculcated by cultural programs and by participation in extension activities.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 3.4.2 Number of awards and recognitions received for extension activities from government/ government recognised bodies during the last five years

**Response:** 195

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 64      | 85      | 18      | 18      | 10      |

| File Description   | Document                      |
|--|-------------------------------|
| Number of awards for extension activities in last 5 year | <a href="#">View Document</a> |
| e-copy of the award letters                              | <a href="#">View Document</a> |
| Any additional information                               | <a href="#">View Document</a> |

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

Response: 112

#### 3.4.3.1 Number of extension and outreached Programmes conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 40      | 40      | 13      | 10      | 9       |

| File Description   | Document                      |
|--|-------------------------------|
| Reports of the event organized   | <a href="#">View Document</a> |
| Number of extension and outreach Programmes conducted with industry, community etc for the last five years | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

### 3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 81.22

#### 3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 2729    | 2766    | 1210    | 1146    | 1383    |

| File Description  | Document                      |
|---|-------------------------------|
| Report of the event   | <a href="#">View Document</a> |
| Average percentage of students participating in extension activities with Govt or NGO etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 3.5 Collaboration

#### 3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

**Response:** 330

##### 3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 80      | 75      | 82      | 65      | 28      |

| File Description  | Document                      |
|---|-------------------------------|
| e-copies of related Document  | <a href="#">View Document</a> |
| Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

#### 3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

**Response:** 103

##### 3.5.2.1 Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 43      | 42      | 9       | 6       | 3       |

| <b>File Description</b>   | <b>Document</b>               |
|---|-------------------------------|
| e-Copies of the MoUs with institution/<br>industry/corporate houses   | <a href="#">View Document</a> |
| Details of functional MoUs with institutions of<br>national, international importance, other universities<br>etc during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

NAAC

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The institute, since its inception in 2001, has not compromised with infrastructural facilities be its physical buildings, machinery, equipment, software, books, and other learning resources. Thus, it has built up an impressive and state-of-art infrastructure with modern facilities and learning resources as per the prescribed norms of statutory bodies.

SWEC encompassing a sprawling area of 25 acres with a built-up area of about 2,59,705 Sft.

1. **A-BLOCK:** Main Building Ground + 2 Floors consisting of 1,14,120 Sft.

and Fluid Mechanics Lab consisting of 9,600 Sft.

2. **B-BLOCK:** Ground Floor + 2 Floors consisting of 71,991 Sft.

3. **C-BLOCK:** Ground Floor consisting of 31,898 Sft.

4. **HOSTEL-BLOCK:** Ground Floor consisting of 22,814 Sft and Canteen +

one Floor consisting of 9,282 Sft

The physical infrastructure has been planned and constructed as per AICTE norms. The carpet area of the amenities is more than the required area. The administrative carpet area is more than the required area.

All laboratories are fully equipped with the latest state-of-the-art technology and equipment. There are sophisticated IT facilities like 1314 Computers and 120 Mbps of Internet Bandwidth and 27 secured Wi-Fi connectivity access points.

The library with an area of 1500 SQM with a seating capacity of 200. The digital library is equipped with 20 PCs that are connected with Wi-Fi and LAN for fast and seamless access to the Internet for streaming NPTEL lectures and using e-Resources for the benefit of its users.

SWEC Campus hostel rooms are comfortably furnished and make for a good home away from home. The hostel is located within the college premises and it is exclusively for students.

| Facility                     | Description   | Total Number |
|------------------------------|---|--------------|
| Class/Tutorial Rooms UG & PG | Good acoustic conditioned, ergonomically designed classrooms with glass boards and LCD projection & internet facility |              |

|   |  |  |  |
|---|--|--|--|
| Class/Tutorial Rooms UG & PG  | Well equipped with green board   | 40+2                                     |  |
| Laboratories  | Well-equipped with multiple sets of apparatus  | 2+1                                      |  |
| Department Seminar Halls and  | Seating capacity 300 students with LCD projection and PA system and whiteboard                         | 52 (CSE-15, ECE-15, IT-7, EEE-06, S&H-8) |  |
| Smart Class Rooms   | Smart whiteboard with PA system and whiteboard having 100 seating capacity.                            | 6  |  |
| Auditorium  | Seating capacity 1500 students with LCD projection and PA system                                       | 2  |  |
| R & D Center  | Well equipped with 30 systems with internet  | 1  |  |
| Incubation Center   | Seating capacity 100 students with smart whiteboard and PA system and whiteboard                       | 1  |  |
| Computer center   | Well-equipped 30 Systems with internet   | 1  |  |
| Drawing Halls   | Well-equipped with drawing boards  | 2  |  |
| Central Library (Well-equipped with digital library facility) and Separate Department Libraries | Well-equipped with specified departmental books<br>Stack area reading and reference periodical section | 1+5                                      |  |
| HOD & Faculty Cabins  | Well-equipped with Required facilities.  | 6+16                                     |  |
| Stationary storeroom  | Equipped with required materials for the college   | 1  |  |
| First Aid/Sickroom  | Well-equipped with Medical materials   | 2  |  |
| Sports Room/Gym   | Well-equipped with GYM and sports facilities   | 1+1                                      |  |
| Girls waiting for Halls   | Equipped with required facilities  | 12                                       |  |
| Board Rooms/Meeting Halls   | Equipped with required facilities  | 2  |  |
| Canteen   | The canteen has a seating capacity of 500.   | 2  |  |
| Hostel and Warden Room  | Clean, comfortable, and spacious rooms   | 35+1                                     |  |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.**

**Response:**

Sports facilities have been established for various games inclusive of Cricket, Football, Basketball, Volleyball to ensure the focus of the institute in providing extra-curricular activities to the students.

**Sports:**

**Outdoor Sports Facilities:**

Basketball

Kabaddi

Throwball

Kho-Kho

Tennis

Volleyball

**Indoor Sports Facilities:**

Chess

Table Tennis

Carrom

**Gymnasium:**

Weight lifting

Dumbbell sets

Pull up bars

**YOGA:** The Institute regularly organizes yoga camps and special programs are organized on international yoga day i.e. on 21st June during every year.

### Co-Curricular Activities:

The college organizes events related to NSS and NCC. There are nearly 10 different clubs pertaining to various topics of interest ranging from Adventure to Health club to Robotics and others.

| S. No. | Sports/Indoor or Outdoor Games/Gym/Cultural Activities/Yoga | Number of Courts/Boards | Year of Establishment |
|--------|---|-------------------------|-----------------------|
| 1.     | Volleyball (alternatively used)                             | 4                       | 2010                  |
| 2.     | Basketball  | 1                       | 2010                  |
| 3.     | Throwball   | 1                       | 2010                  |
| 4      | Table Tennis  | 10 Boards               | 2014                  |
| 5      | Carrom  | 10 Boards               | 2014                  |
| 6      | Chess   | 8 Boards                | 2014                  |

### Numerous Activities:

Activities include Independence Day Celebration, Engineers Day, Teachers Day, Gandhi Jayanti, Vivekananda Jayanti – Youth week celebrations, student yearly fest, farewell to final year students, freshers welcome, reunion programs.

The regular cultural activities conducted are Cultural day, Traditional day, Founders Day, Annual day, Women's day.

During all these occasions, several competitions like Singing, Dancing, Instrumental, Rangoli, Floral arrangement, Mehendi, and sports are conducted and prizes are awarded.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 100



## 4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 48

| File Description  | Document                      |
|---|-------------------------------|
| Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template) | <a href="#">View Document</a> |
| Upload any additional information   | <a href="#">View Document</a> |
| Paste link for additional information   | <a href="#">View Document</a> |

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

Response: 48.68

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 160.50  | 86.00   | 607.70  | 486.62  | 404.15  |

| File Description   | Document                      |
|--|-------------------------------|
| Upload Details of budget allocation, excluding salary during the last five years (Data Template) | <a href="#">View Document</a> |
| Upload audited utilization statements  | <a href="#">View Document</a> |
| Upload any additional information  | <a href="#">View Document</a> |

## 4.2 Library as a Learning Resource

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

Response:

The SWEC Library has been in use since the inception of the college in the year 2001. The library has a collection of 43461 Volumes (Books) with 5877 Titles in all the disciplines (UG & PG) Courses, Project Reports, Books for competitive exams, Welfare Books, Literature, Dictionaries, Back Volumes of International & National Journals. In addition, that the library subscribed to online Journals – DELNET, J Gate, NDL, Printed Journals, Magazines, and Newspapers.

Name of the ILMS software - NEWGEN LIB

**Nature of automation (fully or partially) –Partially**

**Version – 3.1.5**

**Year of Automation-2015**

**The library assists faculty and students for various other activities such as:**

- Circulation Services
- Reference Services
- OPAC - (Online Public Access Catalog)
- New Arrivals
- Digital Library / E-Learning
- Journal / Periodical Section
- Reprography Services
- Books Reservation
- Welfare Books
- Career Guidance, Competitive Books
- Awareness Program
- CAS / SDI – Current Awareness Service / Selective Dissemination of Information.

To make the functioning of the library easy and effective, the college has automated the operations using NEWGEN LIB software. The central library was automated by the NEWGEN LIB 2.1.1 version software in 2015. The software consists of various modules on acquisition, cataloging, circulation, serials control, and Online Public Access to Cataloguing (OPAC), Web OPAC. The NEWGEN LIB software was upgraded to 3.1.5 version software in 2015. This new version enables the librarian to issue, renew books; maintain the database of books, journals, and periodicals to maintain the data of students and faculty. The staff helps the students to find the necessary titles. The books are indexed, categorized according to programs and subjects, and arranged alphabetically. The software contains details about the author's name, title, and publishing house. All books are having reference ID.

**Content Management System for e-Learning:**

The Library & Information Centre has a content Management system to facilitate e-learning CD/DVDs, NPTEL lessons, e-Books, and other self-learning resources that can be loaded on the dedicated server in the Digital library accessed through LAN.

**Participation in Resource sharing Networks / Consortia:**

Indian National Digital Library in Engineering Science and Technology,

Consortium – **INDEST**

Developing library Network – **DELNET, J-GATE, and NDL**

National Program on Technical Enhanced Learning – **NPTEL**

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for Additional Information | <a href="#">View Document</a> |

#### 4.2.2 The institution has subscription for the following e-resources

- 1.e-journals
- 2.e-ShodhSindhu
- 3.Shodhganga Membership
- 4.e-books
- 5.Databases
- 6.Remote access to e-resources

**Response:** A. Any 4 or more of the above

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template) | <a href="#">View Document</a> |

#### 4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

**Response:** 10.23

##### 4.2.3.1 Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 7.08    | 9.03    | 7.96    | 11.98   | 15.11   |

| File Description   | Document                      |
|--|-------------------------------|
| Details of annual expenditure for purchase of books/e-books and journals/e-journals during the last five years (Data Template) | <a href="#">View Document</a> |
| Audited statements of accounts   | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

**4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the last completed academic year****Response:** 18.17**4.2.4.1 Number of teachers and students using library per day over last one year**

Response: 452

| File Description                                  | Document                      |
|---|-------------------------------|
| Details of library usage by teachers and students | <a href="#">View Document</a> |
| Any additional information                        | <a href="#">View Document</a> |

**4.3 IT Infrastructure****4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

The Institute fulfills the norms specified by AICTE and affiliating university-Jawaharlal Nehru Technical University to provide IT facilities and update them from time to time. The Institute has the following IT facilities,

- 4 Servers
- 1314 Computers
- 27 Printers
- 10 Scanners
- LAN Facility
- Internet Facility
- Wi-Fi Facility
- Licensed Software

**1. Computers:**

The Institute has a total of **1314** computers with modest configuration to serve the purpose of students as well as faculty.

Currently, 200 systems have 4GB RAM and the remaining have 2GB and the process of making all systems with 4GB RAM is in progress.

Upgradation of displays from CRT to LCD has also been undertaken and currently, less than 20 systems have a CRT monitor.

**2. Networking and Internet:**

All systems on the campus are networked. Since 2015 networking standard used has been 'cat6 cabling' and a project has been undertaken to replace the old 'cat5' with 'cat6'. All the hubs/switches have been upgraded to fiber-connected Gig switches and the remaining switches 10/100 Mbps and rack-mounted.

The current Internet connectivity is 120mbps with a 1:1 connection ratio from block to block and also each lab has individual optical fiber connectivity has been provided.

### 3. WiFi:

WiFi connectivity was first introduced in 2007. In 2013 two college blocks had Wifi repeaters installed to improve connectivity. In 2015 all college blocks were given WiFi routers.

In the entire campus, the LAN connects all the computers with 10/100 Mbps speed capacity leased line provided.

- Wi-Fi connectivity is provided in the administrative and academic areas. Surplus Ethernet ports are provided all over the campus, for laptops/devices in need of internet connectivity.

### Upgradations in IT Facilities are mentioned below:

#### Wi-Fi Facility:

- **Name of the Internet Service Provider:** Pioneer Pvt. Ltd, Hyderabad.
- **Available Bandwidth:** 120 Mbps
- **Wi-Fi Availability:** Available in administrative and academic blocks
- **Internet access in labs, library, classrooms, and offices of all departments:** 1314 Nodes

### 4. Softwares:

The institute has all the requisite software as per the curriculum. From time to time the institute constantly upgrades the softwares. For example, the institute first purchased a Microsoft developer network academic alliance for the Computer Science department. This was upgraded with the purchase of a new license in 2016 with WINDOWS 10. Also, the MATLAB license was purchased in 2016 for the MATLAB lab.

#### Licensed Software's:

Microsoft Campus Agreement

MATLAB 8.2

MAD

WALDEN

#### Open Source Software:

Server Redhat Linux 7.0, Weka, pentaho

Eclipse, Lamp, GCC,

Linux, Ubuntu, Java, JDK7, star UML, Android studio, etc.,

**E-Learning Courses:** Institute caters to the needs of the faculty and the students by providing the access to e-learning content from NPTEL, Globarena, etc.

### 5. IOT:

The Internet of Things (IoT) is the network of physical objects or 'things' embedded with electronics, software, sensors, and connectivity to enable objects to exchange data.

### 5.R&D CELL:

#### Objectives:

- To create research awareness among the faculty members and students.
- To establish links with different industries, R&D organizations, which provide funding for research activities.

### 6. UPS:

All computer laboratories are having a UPS backup of 30 minutes.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 2:1

| File Description                  | Document                      |
|-----------------------------------|-------------------------------|
| Upload any additional information | <a href="#">View Document</a> |
| Student – computer ratio          | <a href="#">View Document</a> |

### 4.3.3 Bandwidth of internet connection in the Institution

**Response:** A. 250 MBPS

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional Information  | <a href="#">View Document</a> |
| Details of available bandwidth of internet connection in the Institution | <a href="#">View Document</a> |

#### 4.4 Maintenance of Campus Infrastructure

##### 4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

**Response:** 51.32

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 344.56  | 452.52  | 362.52  | 268.2   | 185.39  |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates) | <a href="#">View Document</a> |
| Audited statements of accounts  | <a href="#">View Document</a> |

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

**Response:**

The college has policies with regard to maintenance of the Physical, Academic, and Support facilities. As per the requirements from the Head of the Departments and the Concerned Section in-charges, budget is allocated for maintenance and upkeep of the facilities like building, furniture, equipment, computers, and laboratories.

**Physical:** It comprises classrooms, seminar hall, tutorial room, girls common room, sports room Gym, and NSS room. All these rooms are cleaned by daily wages women appointed by the Housekeeping Department of Organization and this activity is monitored by a departmental laboratory assistant.

**Academic:** It comprises of maintenance of laboratories, computers, Wi-Fi facilities, and libraries.

**Laboratory Equipment:**

The equipment and machinery in the laboratory/workshop are maintained by the lab in Incharge(s)/workshop In-Charge(s) with the advice of HOD. The register is maintained in each laboratory for recording the maintenance details of equipment. As per the requirement, minor repairs are carried out by the lab instructors or faculty members Major repairs for all laboratory equipment are outsourced by following the procedure as follows:

1. The service request is forwarded to the principal through Lab-in-Charge and HoD
2. After approval, a Quotation for service is called for and the recommended service provider is identified and forwarded to the principal.
3. After approval, the service is carried out in the presence of Lab-in-Charge.
4. After service, the work completion statement and bills are submitted to the accounts.

**Computers:**

All the computers and peripherals are checked by the laboratory in charge and laboratory assistant for any problems as and when required. Generally, Laboratory in charge and laboratory assistant ensure proper working of all equipment before the start of each semester. Any maintenance activity, if needed is carried out and necessary consumables are purchased.

**Wi-Fi facility:**

The maintenance of access points, routers, and controllers is performed by the technical support engineer of the institute.

**Library:**

The library is headed by a librarian and he is the premises superior for both U.G. and P.G. library. He is supported by the assistant librarian, supporting staff (Senior and junior clerks) for Journal and Reference sections. In addition to the above staff, junior safety Assistants, and attenders will help the students for searching and lending books in the library.

**Library Maintenance:**

Library maintenance involves continuous monitoring and verification of the stock, displaying of new material on the display racks, and arrangement of the books on the racks. Also, the book materials are cleaned at periodic intervals to reduce the damage caused by dust, insects and pest infestation, and moisture.

**Support:**

It comprises of maintenance of photocopy machine, sports complex, fire extinguisher, water purifiers, plumbing, electrical maintenance, and civil maintenance. The detailed maintenance procedure is elaborated as follows:



- The maintenance of the photocopy machine is looked after by exam branch the of the institute.
- Maintenance of furniture items and metal fixtures is carried out by Workshop.
- Maintenance of Water Purifiers is performed as a part of AMC.
- The maintenance of Water Coolers, Glass Fittings, and Plumbing are looked after by the Store In charge of the Institute.
- Electrical appliances replacement and maintenance are looked after by Institute Electrician and his team.
- An annual maintenance contract is signed by KOMARAN for Generator and UPS.
- General civil maintenance and upkeep of civil infrastructure are carried out by the Sridevi women's engineering building section.

### **Civil Maintenance:**

The civil maintenance is headed by the Teaching Faculty. He is in charge of four divisions, water, and sewage, building, carpentry, and Gardening. Each division is headed by a supervisor and is employed by respective skill workers.

### **Transport Facility:**

There are 18 buses, two staff vans, 4 cars & one Ambulance. The buses are plying covering all the routes for the use of staff and students. The two vans are exclusively utilized for HODs, Senior Professors, and Guest speakers. The Emergency Van (Ambulance) is available in the college 24\*7 hours for students and faculty at the time of emergency.

### **Vehicle Maintenance:**

Preventative maintenance is performed daily which includes fuel and fluid level checks.

Breakdown maintenance is carried out for worn-out components by sending for repair or replacement. Vehicle records with all maintenance tasks performed, vehicle miles, and emission control reports are maintained

### **Electrical Maintenance:**

The electrical maintenance section is headed by the HOD/EEE. A senior professor in the electrical department is supported by the electrical maintenance (Manager) of the campus with the support of an Electrical Engineer, Supervisor, and Electricians.

### **Sports Infrastructure Maintenance:**

- Indoor and outdoor sports infrastructure facilities are properly maintained by the markers throughout the year.
- Playfield and gym equipment are also maintained regularly.

**Security:** 24 hours security is arranged. The campus is covered under an electronic surveillance system.

### **Facilities**

**The General Maintenance Committee has the following facilities:**

1. Storeroom for spare parts.
2. Well-equipped Technician.
3. Quick response system to the Emergency fault / Maintenance.
4. Thirty-nine numbers Separate Housekeeping Staffs (Nine male and Thirty female) to maintain proper Clean and Hygiene ambiance inside the college.
5. There are Four numbers of gardeners to maintain the Greenery inside the college.
6. One authorized Electrician is available all the time for any electrical fault maintenance.

**Maintenance and utilization of the Infrastructure Facilities:**

The maintenance and upkeep of the infrastructure facilities are carried out with the support of the heads of the particular infrastructure department. The following is the organizational chart of the departments.

| Service Department | Number of Staff |
|--------------------|-----------------|
| Electrical Works   | 2               |
| Civil Works        | 10              |
| Transport          | 2               |
| Housekeeping Staff | 39              |
| Security           | 19              |

**Maintenance of sensitive equipment, Power, and Water supply:**

| Category                     | Capacity              | Total Number           | Maintena    |
|------------------------------|-----------------------|------------------------|-------------|
| Generator for constant Power | 125 KVA               | 2                      | Kirloskar M |
| RO plant for constant Water  | 1000 LPH              | 3                      | SAHARA      |
| UPS for Computers Back Up    | Available in each lab | 16(25 KVA-8<br>5KVA-8) | KOMA        |

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

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

Response: 55.64

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 1354    | 1302    | 1233    | 1214    | 1197    |

#### File Description

#### Document

upload self attested letter with the list of students sanctioned scholarship

[View Document](#)

Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)

[View Document](#)

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

Response: 23.51

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 98      | 75      | 863     | 791     | 812     |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Number of students benefited by scholarships and freships institution / non- government agencies in last 5 years (Date Template) | <a href="#">View Document</a> |

### 5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Details of capability building and skills enhancement initiatives (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |
| Link to Institutional website   | <a href="#">View Document</a> |

### 5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

**Response:** 20.54

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 478     | 431     | 411     | 519     | 489     |

| File Description  | Document                      |
|---|-------------------------------|
| Number of students benefited by guidance for competitive examinations and career counselling during the last five years | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.1.5 The Institution has a transparent mechanism for timely 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                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee | <a href="#">View Document</a> |
| Details of student grievances including sexual harassment and ragging cases  | <a href="#">View Document</a> |

## 5.2 Student Progression

### 5.2.1 Average percentage of placement of outgoing students during the last five years

**Response:** 86.44

#### 5.2.1.1 Number of outgoing students placed year - wise during the last five years.

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 478     | 436     | 382     | 353     | 404     |

| File Description  | Document                      |
|---|-------------------------------|
| Upload any additional information                                       | <a href="#">View Document</a> |
| Self attested list of students placed                                   | <a href="#">View Document</a> |
| Details of student placement during the last five years (Data Template) | <a href="#">View Document</a> |

### 5.2.2 Average percentage of students progressing to higher education during the last five years

**Response:** 43.49

**5.2.2.1 Number of outgoing student progression to higher education during last five years**

Response: 217

| File Description   | Document                      |
|--|-------------------------------|
| Upload supporting data for student/alumni                          | <a href="#">View Document</a> |
| Details of student progression to higher education (Data Template) | <a href="#">View Document</a> |
| Any additional information   | <a href="#">View Document</a> |

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

Response: 91.99

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 51      | 20      | 6       | 10      | 5       |

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 51      | 20      | 7       | 11      | 6       |

| File Description  | Document                      |
|---|-------------------------------|
| Upload supporting data for the same   | <a href="#">View Document</a> |
| Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template) | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

### 5.3 Student Participation and Activities

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

**Response:** 98

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 13      | 23      | 23      | 19      | 20      |

| File Description  | Document                      |
|---|-------------------------------|
| Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year | <a href="#">View Document</a> |
| e-copies of award letters and certificates  | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

**5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities following duly established processes and norms (student council, students representation on various bodies)**

**Response:**

The College administration body believes in giving an opportunity to the students in supporting the authorities and the faculty in running the affairs of the institution. For this, the college provides them with opportunities to participate in the various academic and administrative Committees.

The college has constituted various committees and student representatives are appointed in the committees to carry out various academic and administrative activities.

This helps the students understand the functioning of a committee and bulds their leadership and administrative skills.

| Sr. No | Committee                      | Coordinator            |
|--------|--------------------------------|------------------------|
| 1      | Finance And Purchase Committee | Dr. K Radha Kishan Rao |

|    |  |                      |  |
|----|--|----------------------|--|
| 2  | Academic Advisory Committee                      | Dr. B.L.Malleswari   |  |
| 3  | Internal Quality Assurance Committee             | Dr. Siva Naga Reddy  |  |
| 4  | Research And Development                         | Dr. Jagadeesh S      |  |
| 5  | Career Guidance Training and Placement Committee | D Subramanyam        |  |
| 6  | Women Empowerment Committee                      | M.Kavita             |  |
| 7  | Entrepreneur Development Committee               | Dr. K. Mohan Ram     |  |
| 8  | Anti-Ragging Committee                           | Tulisi ram           |  |
| 9  | Library Advisory Committee                       | L. Rameshwar Rao     |  |
| 10 | Grievance Redressal Committee                    | E.Krishnaveni Reddy  |  |
| 11 | Minority OBC Cell                                | D Anil Kumar         |  |
| 12 | SC/ST Cell                                       | S.Ashok              |  |
| 13 | Internal Complaint Cell                          | Dr. Madhavi          |  |
| 14 | NSS & NCC Committee                              | G.Dora Babu          |  |
| 15 | Sports Committee                                 | Saibaba              |  |
| 16 | Hobbies Club                                     | Dr. Inderjeeth Singh |  |
| 17 | Alumni Committee                                 | S.Radhika            |  |
| 18 | Canteen Committee                                | B.Sudhakar           |  |
| 19 | Student Welfare Cell                             | P. Saritha           |  |
| 20 | Faculty Development Cell                         | Dr. Rama Subramanyam |  |
| 21 | Social Responsibility Cell                       | Sathya Sravani       |  |



NAAC

The following committees are formed and well-executed in this college since 2013.

The **Academic & Advisory Committee** focuses on academic quality and overall objectives of learning outcomes.

The **Alumni Committee** strengthens the relationship between the institute and alumni to keep a strong network for all-round development.

The **Anti-Ragging Committee** is always vigilant to keep the campus ragging free.

The **Finance and purchase Committee** analyses quotations provided by the various departments and provides recommendation for approval.

The **Grievance Redressal Committee** takes actions on the grievances expressed by the students.

The **Entrepreneurship Development Committee** encourages students to participate in various business related activities.

The **Internal quality assurance Committee** focuses on the performance of academic, administrative and research programs.

The **Library Advisory Committee** accounts the lists of books and submits the proposals for sanction of the fund.

The **Women Empowerment Committee** provides opportunities to promote the growth of individuals.

The **Career Guidance Training and placement Committee** ensures placements for students in reputed institutions.

The **Sexual harassment eradication Committee** works to ensure the safety of girls as per the guidelines of the Supreme Court.

The **Research and development cell** keeps the institute a step ahead in the technical and managerial pedagogies.

The **NSS&NCC Committee** organizes competitions & cultural activities in the college.

The **Sports Committee** organizes competitions in sports and games.

The **SC/ST Committee** works for the welfare of deserving students in the college.

The **Minority OBC Committee** evaluates the implementation of the policy and programs of the Government and UGC.

The **Hobbies club** functions to create a positive attitude.

|                                       |                               |
|---------------------------------------|-------------------------------|
| <b>File Description</b>               | <b>Document</b>               |
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 43.4

#### 5.3.3.1 Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 18      | 30      | 59      | 57      | 53      |

|   |                               |
|---|-------------------------------|
| <b>File Description</b>   | <b>Document</b>               |
| Upload any additional information   | <a href="#">View Document</a> |
| Report of the event   | <a href="#">View Document</a> |
| Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template) | <a href="#">View Document</a> |

## 5.4 Alumni Engagement

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

**Response:**

The college has a registered Alumni Association – SRIDEVI WOMEN’S ENGINEERING COLLEGE, bearing the registration number ‘1186 of 2010’ dated 26.10.2010 which will be administered by duly nominated alumni committee. The SWEC Alumni Association is an official unit of the Institute with the primary objective to strengthen alumni connections with their Alma Mater and to promote the establishment of alumni chapters at different geographical locations having an adequate congregation of alumni. One of the objectives of the association is to develop a mutually supportive relationship with alumni so as to encourage lifelong learning and continued growth of the alumni and at the same time

provide opportunities to alumni to contribute in their own way to their Alma mater.

Alumni students share their experiences with their juniors and give them an overview of the industry. They share placement opportunities during the Alumni meet.

The Goals are to:

1.Enhance employment and internship opportunities and help current students receive mentoring support from the Alumni.

2.Collaborate and support Technology Business Incubation.

3.Raise funds to support social causes such as Educational sponsor and Environmental awareness.

The alumni association is conducted regularly every year. The suggestions offered by the alumni during its meetings carry more importance and weightage in college for student 's developmental activities.

|                      |             |
|----------------------|-------------|
| Mrs.M. Kavitha       | Chairperson |
| Mrs. S. Radhika      | Convener    |
| Mrs.S. Satya Sravani | Treasurer   |
| Mrs.M. Ashwini       | Member      |
| S. Rajitha           | Member      |
| Krushita             | Member      |
| M. Vasavi            | Member      |
| Pooja                | Member      |
| Rohila Reddy,        | President   |
| Sujana Reddy         | President   |
| K. Lochana           | President   |
| Y. Jyoshana          | President   |

These meetings are generally being attended by more than 150 Alumni members every year, with special enthusiasm in all the batches. It was a great pleasure to know about the student's accomplishments in professional lives. Most of them were visiting their Alma Mater for the first time since their graduation, and naturally were thrilled to meet each other. Alumni members create awareness on employment opportunities and provide guidance to the prefinal and final year students. Alumni have been instrumental in aiding financially by contributing books to the library.

Alumni of all disciplines of SWEC have been visiting the institute every year but last academic year (2020-2021) Alumni meet has held through online mode. They guide the present undergraduate students in carving their careers in a better way. All the Departments of the Institute have appointed respective Alumni coordinators (faculty members) to encourage undergraduate students during alumni meet.

During the institute level Alumni meets, the Alumni Association have been giving suggestions for further development of student's preparedness for undertaking challenging tasks after graduation.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

#### 5.4.2 Alumni contribution during the last five years (INR in lakhs)

**Response:** A. ? 5 Lakhs

| File Description                    | Document                      |
|-------------------------------------|-------------------------------|
| Upload any additional information   | <a href="#">View Document</a> |
| Link for any additional information | <a href="#">View Document</a> |

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

##### Response:

Sridevi Women's Engineering College (SWEC) was established in the Academic year, 2001-2002 with the approval of AICTE, New Delhi, with the recognition of Govt. of A.P. under the affiliation of J.N.T.U., Hyderabad. And Accredited by NBA ( CSE, ECE, EEE and IT Departments ) and NAAC. SWEC is sponsored by Sridevi Educational Society, Hyderabad.

**Vision and Mission:** The Management conducted brain storming sessions involving all stakeholders and proposed a draft mission and vision statements for the institution.

##### Vision of the Institute

- To attract the finest talent by creating an atmosphere conducive to learning and to train and empower female professionals with global skills thereby assigning their legitimate place of honour in the society.

##### Mission of the Institute

- To create a centre for excellence in engineering and Management by imparting knowledge and skills.
- To facilitate women empowerment by enhancing their technical competency and intellectual capabilities.
- To create conducive work environment with an equally competent and experienced team that derives strength from each other.

The Vision and Mission of SWEC are ingrained into the Management, Principal and Administration, Faculty and Students through continual dissemination do that all the stake holders are on the same wavelength.

##### Perspective Plans

Perspective plans are prepared for a period of 18 years (2012-2030), starting from 2013, in tune with vision and mission of SWEC, which are given below.

##### The Salient Points are:

- To be recognized as one of the premier institutions offering high quality Engineering and Management Education for women.
- To attain for various recognitions and accreditations.
- To Strengthen the Programs by practicing the outcome-based education and updating the Value-added courses.

- To Enhance the Research and Development activities and become a centre of Excellence.
- To Stimulate the making of eminent entrepreneurs nationally and globally.
- To strengthen Industry-Institute Relationship and improve placements.

**Leadership in ensuring the champion organisational growth:** The college encourages leadership skills at various levels from to Principal to student.

- **Principal** is responsible for implementing the action plan through all the departments effectively to achieve the vision and mission of the college based on the recommendations of the Governing Council. The Principal plans and executes the various tasks after discussing with the Vice-Principal (VP) and Heads of Departments (HoDs).
- **HoDs** : Develop a well-planned academic calendar in tune with a university calendar for the programs in the beginning of the academic year to achieve the targets. They are responsible for planning and implementation of action plan in their department to achieve the targets set along with other responsibilities as coordinators at the college level.
- **Faculty**: In tune with the academic calendar, faculty organizes Induction programs, Orientation programs, conferences, FDPs, workshops, seminars, Guest lectures, industrial visits and professional society activities for both faculty and students.
- **Students**: Student committees are formed with one member from each section of each department and a meeting is convened to discuss and decide on the changes that need to be done. They organize national level technical seminars intra department technical, academic and extra-curricular activities and also participate in inter college activities.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

#### Response:

Governance is the key activity that connects between the management, faculty students and the community. The Governing Body of the Institution is a legal structure responsible for the overall functioning of the institute. Organization supports modern governance and proper administration carried out in a way that actively acknowledges diversity. Governing Body of the college meets annually in order to allocate budget in various heads and discuss various issues and aspects related to the development of the college and its academic standards.

#### Decentralization in Academics:

The Principal: Monitors the progress of all the academic activity

- Ensures right ambiance for the smooth functioning of all academic activities, intellectual growth, and research pursuits
- Represents the Management on the introduction of new courses and proposes for enhancement of strength in Depts.
- Proposals for faculty recruitments.
- Advice on up-gradation of existing infrastructure facilities.
- Takes care of students and faculty grievances.

**Head of the Department:** The departments function independently in scheduling and conducting curricular and co-curricular and training programs for the students and faculty.

- Responsible for the overall functioning of the department and infrastructural development.
- Conducts subject allotment based on the specialization and experience of the faculty members.
- Supervises the conduct of internal exams and students' performance.
- Takes care of students and faculty grievances in the Department.

**Department Advisory Board/ Committee (DAB/DAC):**

- DAC consists of the head of the department, program coordinators, and the representatives of key stakeholders.
- Develops and recommends new or revised OBE parameters.
- Reviews programs periodically.

**Class Coordinator**

- Interacts and maintains liaison with key stakeholders, students, faculty, and HoD.
- Oversees daily operations and coordinates activities of the program with interrelated activities of other programs, departments or staff to ensure optimum efficiency and compliance with appropriate policies, procedures, and specifications given by HOD.
- To inform HOD about the alternate arrangement for lectures and practicals when faculty is absent. Collect information regarding weaker students\* from the subject teachers and arrange remedial classes, counseling sessions with HOD.
- Informing the parents when the student is absent through bulk SMS.

**Delegation of Financial Powers**

Budget is allotted for programmes organized at the institutional level. Annual Budget for the respective department is prepared by the respective in-charges (lab procurement, infrastructure etc.) and forwarded to the Management for approval through Principal by HoDs. In addition, Principal and HoDs are given an imprest amount for any incidental expenditure.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |



## 6.2 Strategy Development and Deployment

### 6.2.1 The institutional Strategic / Perspective plan is effectively deployed

#### Response:

The college has a policy-making body comprising the Principal, HoDs and senior faculty of all the departments. It meets at least once in three months or as frequently as necessary, discusses the agenda prepared by the Principal. The Perspective Strategies and policies are drawn for every 5 years for the development of the college.

#### Teaching and Learning :

- Innovative teaching methodologies using Power point presentations, Video lectures, NPTEL, MOOCs and other online programming web platforms etc. are used to improve Teaching and Learning process
- Guest lectures and industrial visits are arranged to have an exposure on to corporate world.
- The students are encouraged and supported to participate in co\_curricular and extracurricular events organized by other colleges at State and National Level.
- Students are given opportunity to undergo in plant training and internships in industry so that they get an opportunity to solve real world problems.

#### Research and Development:

- Desirous Faculty members of all the departments CSE, ECE, EEE, IT, S&H and MBA are pursuing research in reputed universities.
- The college sponsors all facilities for presenting their papers in national and international conferences and to attend Seminars/ Workshops/FDP etc.
- E-journals motivates them by sponsoring funds to apply for Patents, R&D grants etc.
- The students are encouraged to develop and implement in-house projects and the consequent publications in approved journals and encouraged for certification of NPTEL and other courses.

#### Community Engagement:

The college embraces a very good culture in which the value systems and ethics are well

respected and it is instilled in students. As a part of this, the college plans for

- Visits for orphanages every year,
- Blood donation camps, clean and green programs through NSS.
- Celebration of all national & religious festivals.

#### Enhancement of infrastructure

**Continental** Infrastructure development is the major strategic agenda goal for the superior experience of the students. The campus of SWEC is spread over of 25 acres of land at Vattinagulapally, Hyderabad,

which is around 10 km of IT corridor of Hyderabad. The institution began with one block, now, it is functioning in three main blocks.

The facilities enriched in last few years include:

- Spacious classrooms/ tutorial rooms,
- Well-equipped laboratories & computer facilities,
- Library with digital facilities
- Smart classrooms,
- Auditoriums
- Cafeteria
- sporting facilities with indoor and outdoor games,
- Halls for practicing cultural activities
- Hostel accommodation facilities
- On-campus training and placement.
- RO plant,
- Transport
- Solar power system, ,
- Medical facilities & Ambulance .

#### **Strategic Plan from 2016-2023:**

##### **Academics**

- To Improve quality standards and achieve accreditation status.
- To review and update the academic programs periodically.
- To enhance the placement opportunities to students by imparting soft skills and advanced technology training to students in line with the requirements of the industry.

##### **Physical Resources**

- Effective utilization and maintenance of infrastructure.
- Prioritize infrastructural augmentation and construct new blocks in advance as per the intake enhancements and new programs.

##### **Governance**

- Restructuring of administration through decentralization.
- Timely decisions makings in providing financial, academic and physical facilities.

| File Description                                       | Document                      |
|--|-------------------------------|
| Upload any additional information                      | <a href="#">View Document</a> |
| strategic Plan and deployment documents on the website | <a href="#">View Document</a> |
| Paste link for additional information                  | <a href="#">View Document</a> |

### 6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc.

#### Response:

#### Governing Body

The governing body drafts the policies of the college and reviews it periodically. The frequency of review is either once in three months or as necessary. The agenda is prepared by the Principal and is discussed by the body. They review the college academic performance every semester and formulate policies for the better performance. The annual budget for every financial year is prepared after reviewing the income and expenditure of the college and the decisions are duly recorded for future reference and review.

#### Administrative Set up:

**Principal** heads the administrative setup and is the key decision maker with regard to academic and administrative matters.

**Vice Principal** supports the Principal in various academic and administrative activities.

**Head of the Department:** All departments have their respective department offices headed by the respective head of department.

**Training & Placement officer** supports the training activities and the placements on & off-campus placements.

**Administrative officer** monitors financial transactions, and all the monetary transactions (both the receipts and payments) , which are processed through a nationalized bank.

**Selection Process:** The college has a well-structured selection process as per AICTE/JNTUH norms.

- The principal consolidates requirement of the faculty for all the departments in the college based on requisitions given by the departmental heads and submit the same to the management for approval.
- Advertisement is given in the college website and newspapers along with referrals for recruitment.
- A selection committee comprising of principal, HOD, External subject expert from reputed colleges along with JNTUH nominees is formed for the selection of the candidates.

**Recruitment Procedure and Promotional policies:**

The rules and policies regarding recruitment and promotion are as per AICTE and University norms. The AICTE pay scales are implemented.

**Service Rules:** Service rules, leave rules, policies and procedures for the institution are documented. They are made known to all newly recruited staff members through an induction program ( They are also available on SWEC Website ). They are modified as and when a necessity arises and circulated to all staff.

**Grievance Redressal Committee**

- The institute has a Grievance Redressal mechanism where the grievances of students, faculty and parents are eventually taken care by department HOD/referred to respective committees and further taken to the Principal Office. Its main objective is to provide an avenue for the aggrieved students to redress their individual grievances in order to have a healthy atmosphere among students, staff and management in the Institute.

| File Description                              | Document                      |
|---|-------------------------------|
| Upload any additional information             | <a href="#">View Document</a> |
| Link to Organogram of the Institution webpage | <a href="#">View Document</a> |
| Paste link for additional information         | <a href="#">View Document</a> |

**6.2.3 Implementation of e-governance in areas of operation**

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

**Response:** A. All of the above

| File Description  | Document                      |
|---|-------------------------------|
| Screen shots of user interfaces   | <a href="#">View Document</a> |
| ERP (Enterprise Resource Planning) Document   | <a href="#">View Document</a> |
| Details of implementation of e-governance in areas of operation, Administration etc | <a href="#">View Document</a> |
| Any additional information  | <a href="#">View Document</a> |

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

#### Response:

#### Faculty Development Measures:

- Funded FDPs are organized in campus.
- Every discipline has senior persons from industries & research organizations as full-time advisors.
- The college motivates all teaching and non-teaching staff to pursue career advancement programs and additional skill development trainings.
- Faculty are motivated to do PhD program. Some faculty are the research supervisors in various reputed universities.
- Faculty are given “On Duty” for attending workshops, conferences, examiner-ships.
- Facilitates faculty member to conduct industry sponsor training programs in the campus CapGemini, Accenture, Infosys, Microsoft, IBM and Genpact.
- The college encourages the faculty members to organize FDP’s Guest lectures Workshop’s and Conferences through sponsorship.
- Entrepreneur development cell is formed and faculty concerned are addressed as per the necessary schedule.

#### Awards / Incentives:

- Awarding good performers every year on special occasions like Teachers Day, College Day etc.
- Reimbursement of expenses towards travel by train/air and accommodation per day for attending various programs.
- Proportional monetary compensation for faculty engaged in research project and consultancy works
- based on the contractual value.

#### General Welfare Schemes:

- Group insurance is facilitated for the staff.
- Provident Fund is given for the eligible staff.
- Educational support is provided to teachers children.
- Increments are given based on performance appraisal system to all the employees.
- Based on the analysis of the students feedback faculty are facilitated in house FDP programs to improve their teaching skills.
- Promotions& Incentives are given to teaching faculty after the completion of their Ph.D.
- Faculty members are facilitated to get trained by industries on latest technological trends.
- Some of the faculty are having membership ISTE, IEEE, HMA, CMA etc and are encouraged to organize and participate in professional bodies events.
- Faculty members who achieved significant academic record are appreciated.
- Flexible working hours are permitted to the faculty for personal difficulties.
- Special leaves are given for wedding of employees
- Three months maternity leave is provided to all women employees.
- Special leaves are given on demise of family members of employees

- Transportation at concessional rate is provided to all the employees.
- Provident fund is paid as per the statutory rules to non-teaching employees.
- Grievance Redressal cell is formed & faculty concerned are addressed as per the necessary schedule.
- Summer vacation is given for the entire faculty based on the completion of service in the institution.
- The faculty are encouraged for indoor & outdoor games and GYM for their physical fitness at the scheduled time.
- Sabbatical leave is granted to faculty to undertake study or research or other academic pursuits solely for the objective of increasing their proficiency and usefulness.
- Women's Day Celebrations are organized. Prizes will be distributed to the winners for activities conducted on that day.

#### **Welfare Measures for Non-Teaching Staff:**

- Two sets of stitched Teri-cotton uniform with a pair of shoes and socks along with rain Coats are given every year to the supporting Staff.
- Educational support to their children.
- Free boarding/lodging in the campus for certain maintenance staff and food for drivers at a subsidized rate, Free Consultation are provided by the Doctor on campus.

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

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

**Response:** 52.19

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 139     | 129     | 67      | 120     | 71      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of teachers provided with financial support to attend conference, workshops etc during the last five years | <a href="#">View Document</a> |

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

**Response:** 54.6

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

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 45      | 37      | 67      | 81      | 43      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff | <a href="#">View Document</a> |

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

**Response:** 52.21

#### 6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

| 2020-21 | 2019-20 | 2018-19 | 2017-18 | 2016-17 |
|---------|---------|---------|---------|---------|
| 185     | 106     | 74      | 103     | 52      |

| File Description   | Document                      |
|--|-------------------------------|
| Upload any additional information  | <a href="#">View Document</a> |
| IQAC report summary  | <a href="#">View Document</a> |
| Details of teachers attending professional development programmes during the last five years | <a href="#">View Document</a> |

### 6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

#### Response:

The management has designed a Performance Appraisal System that covers that captures all the activities of the faculty suitable for self-appraisal and also by the management. The format of performance appraisal system after having deep discussions with Principal, HODs and faculty has finalized. The is classified into five parts. They include:

- **Academic Performance:** It includes the student's internal assessments performance, university examinations performance and the student's feedback on faculty.
- **Research/ Publications/Projects:** It gives weightage for publications in national journals, conferences/workshops organized, on-going sponsored projects completed, consultancy projects completed, and research guidance activities done. It also includes the weightage given for FDPs Refresher courses other training courses and membership in professional societies attended by the faculty.
- **Institutional Development and Academic Leadership:** it takes in to account the various responsibilities handled by the faculty in their department and college level activities.
- **Assessment of Staff by HODs,** It considers technical knowledge academic results teaching ability, problem solving skills, class room control, punctuality, regularity to work, communication skills, mentoring skills, Team Work, control of general disciple of students, contribution to placement activities, organizing the capacity of the events, commitment to the department and to the institution and general attitude.
- **Assessment of HODs by Principal:** It includes special lectures given awards/honour /recognitions received and their role in university/college bodies as panel members or as chairs.

This system helps the faculty to perform a self-evaluation in the current academic year and prepare plans and work accordingly in the forth coming academic year.

The parameters of Appraisal system of non-teaching staff include

- Catering to needs of students, staff.



- Maintenance and upkeep labs & equipment neat and clean.
- Looking after the campus environment.
- Carrying out other responsibilities assigned by the management
- Facilitating the requisites on time for examinations, special programs and all other activities carried out in the campus.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.4 Financial Management and Resource Mobilization

### 6.4.1 Institution conducts internal and external financial audits regularly

#### Response:

The Accounts Department consists of Chief Accounts Officer, Senior Accounts officer and Accountants. They are involved in the financial management of the institution. The Chief Accounts Officer is the overall in charge of the accounts functionality including student's fee payments liaison with auditors and banks. Senior Accounts officer gets the approval from the appropriate authorities and monitors the bills. The Accountants maintain accounts using Tally relating to the society reconciliation of bank accounts, reconciliation of inter branch accounts and loan accounts. A complete budget is prepared every year well before the academic year begins. Annual Budget for the respective department is prepared by the respective HoD in consultation with senior faculty. It comprises lab procurement, infrastructure, faculty development, student development, conference/symposium, maintenance, software, consumables, etc. and submitted to the Principal that in turn forwards to Governing body council for approval.

#### Internal Audit Mechanism:

SWEC carries out an internal financial audit regularly by certified chartered accountants. At the end of the year, there will be an internal audit by the faculty team supported by accounts department to consolidate the budget utilized and the report will be submitted to the Principal. The internal audit report submitted to the principal, the chairperson of IQAC. The internal audit report will be reviewed by the Chairperson and suggestions will be given to the Governing Body.

#### External Audit Mechanism:

The external audit is carried out by external chartered accountants every year. Provision of department budget is followed and the optimal utilization of funds and monitoring of the budget is done through an internal and external audit.

- SWEC maintains all the records of the accounts properly and submits them to the auditors at the

time of the audit.

- The annual audit is conducted every year by the certified Chartered Accountant and reports are made available. For the last five years, the external audit is conducted by BRR& Associates, Chartered Accounts.
- The auditor verifies the Income and Expenditure details of the college as per the Balance sheet and provisions stipulated by law.
- Income tax returns are filed based on the audited information every year.
- The audited report will be sent to the stakeholders of the institute

Details of internal audits conducted:

|    |                  |    |  |
|----|------------------|----|--|
| •  | Conducted by     | ◦  |  |
| 1. | BRR & Associates | ◦  |  |
| 1. | BRR & Associates | ◦  |  |
| 1. | BRR & Associates | ◦  |  |
| 1. | BRR & Associates | ◦  |  |
| 1. | BRR & Associates | 1. |  |

**The mechanism for settling audit objection:**

1. If there is any objection on any financial transaction the same is communicated to the management.
2. The management discusses the issue with the internal auditor and the finance dept. inviting their comments.
3. If necessary legal viewpoints are solicited and the correct stand is finalized.
4. The external auditors are made aware of the above stand and discussion shall continue until an amicable solution is found.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)**

**Response:** 0

6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year wise during

the last five years (INR in Lakhs)

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

| File Description   | Document                      |
|--|-------------------------------|
| Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years | <a href="#">View Document</a> |

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

#### Response:

#### Mobilization of Funds:

SWEC is a self-finance institution. The financial resources are mobilized through the tuition fee, corporate recruitment training Fee grants from funding agencies like AICET, JNTUH, funds generated through consultancies and from management.

The college has a mechanism to monitor the effective and efficient use of financial resources. These resources are monitored as per the budget proposal after being approved in the budget approval meeting .All purchases are made as per the specified proposals in regulations. Stock verification is done at the end of every year.

#### Annual budget preparations and approval process

- **Departmental Budget:** The senior faculty and the lab in-charges will identify the recurring and non-recurring expenditure of the department t. The HOD along with the senior faculty will prepare a detailed departmental annual budget for each financial year and is submitted to the principal.
- **Consolidation of Institution Budget:** The office consolidates all departmental budgets and other requirements at institutional level and is submitted to the management for the approval
- **Management Approval:** The management will critically evaluate and prioritize the items for funding based on the availability of funds.
- **Periodical Review:** Periodical reviews are carried out to monitor the utilization of the budget principal conducts review with the help of HOD& accounts officer and make sure that the funds are utilised effectively.

#### Utilization of funds:

The funds are utilized under various heads for the following purposes.

- **Laboratory:** updating the Laboratories with latest equipment as per the university regulations every year and maintaining Computers, UPS, Air conditioning and internet facility in all the labs.

- **Library:** Renewal of subscription of online journals and subscription for new journals and magazine and the procurement of new books as per the changes in the curriculum as per the university every year.
- **Training and placements:** Training classes are conducted to the students to fill the gap between academics and corporates and the placements.
- **Research:** Funds are allocated for Research and promotional activities such as for paper presentations, conferences and FDPs Etc.
- **Academic and Cultural Program events:** Funds are allocated to Vidhyut (Technical Fest), Srisamvidhan(management feat) Engineers day, Mitre(women's day), cultural activities during festivals etc.,
- **Sports:** Events conducted for the students and faculty separately every year at the college. Funds area also allocated for the students participations at inter college level and national level and also for the purchase and maintenance of sports equipment and Gem.
- **Utilities and Incentives:** Provision of transportation hospitality for both teaching and non-teaching staff, electricity bills RO water plant, security systems, ambulance etc.,
- **Infrastructure:** The allocated funds are utilized for the construction, renovations and maintenance of class rooms and laboratories, furniture ,waiting halls, rest rooms, teaching aids etc.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

## 6.5 Internal Quality Assurance System

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

#### Response:

#### Role of IQAC:

IQAC of SWEC is involved in ensuring quality in all activities of the college. IQAC has evolved different procedures for meetings requirements.

#### Functions

- 1.To channelize the efforts and procedures of the institution towards academic excellence.
- 2.Ensuring timely, efficient and progressive performance of academic, administrative and financial tasks.
- 3.The relevance and quality of academic and research programs.
- 4.Equitable access to and affordability of academic programs to suit to various sections of the society.

#### Responsibilities:

- 1.To develop a system for conscious, consistent and catalytic action to improve the academic and administrative performance of the institution.
- 2.To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

#### **The regular activities of IQAC for institutional quality assurance strategies:**

- Preparation of Yearly action plan with bench marks
- The faculty coordinators from each department will form a part of a standard system and takes care of all activities
- Framing the guidelines for each coordinator with their academic, administration and research responsibilities.
- The documents are prepared for all the activities prevailing in the college.
- Internal audit of all lab books records and answered scripts at the end of each semester.
- Academic audit of all the documents at the end of the semester and external audit at the end of academic year.
- Organizing faculty orientation and development programs
- IQAC Quarterly reports
- Faculty appraisal meetings and post confirmation after probation period.

The IQAC meeting minutes are made available to all the departments through the HODs and the IQAC coordinators.

Some of the best practices followed are:

- Special attention to slow learners and advanced learners.
- Students' participation in co-curricular and extracurricular activities
- Overall developments in students, making them to be successful in their pursuit of employment or entrepreneurship or higher studies

#### **The Best Practices**

- **Innovative Teaching-Learning Process:** Focus on out-come based education with hands on experience.
- **Projects:** Quality of the UG& PG Projects is enhanced because of MoUs with reputed industries like COIGN consultants Pvt.Ltd, CSC Technologies India Pvt Ltd, CYIENT Ltd, Impact Education Academy, Pyramid Education and Training Solutions, Talentio Solutions Pvt Ltd, Valmiki Consultants Pvt Ltd.
- **Innovative Teaching-Learning Process:** Focus on out-come based education with hands on experience.
- **Institute Industry Interaction:** There is an Industry Institutional Interaction cell functioning in the college providing opportunities for the students to work on industry based projects, Internships and Industrial visits, certification courses which are probs suitable for employability in the industry are carried in addition to academics programs.
- **Paper Publications and Research Proposals Support:** The faculty were guided and enthused with incentives to write funding proposals, conduct research and publish papers in quality journals and file for patents and copyrights
- **Examinations:** Deciding the mode of ensuring the credibility of procedures of conducting internal

examinations based on Bloom's taxonomy and setting question papers in line with Cos, POs, PEOs, PSOs. .

**Co-Curricular and Extra Curricular Activities:** Students are encouraged to participate in the activities for their all-round development.

| File Description                      | Document                      |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

**6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities ( For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives )**

**Response:**

**Initiatives to implement reviews and reforms in the teaching-learning process suggested and institutionalized are :**

1. Conduct of delivery of Curriculum as per JNTUH Norms.
2. Feedback analysis on respective courses
3. Implementation of teaching methods
4. Systematic Mentoring system
5. Generic Assessment methods for evaluation
6. OBE implementation
7. Execution of Student's centric methods
8. Conduct of Certification programs at the institution level

### **CO/PO/PSO Attainment Tool**

This is a single point attainment assessment tool which assesses the attainment at various levels leading to effective remedial mechanism if needed. The attainments of the students in a course at different assessments are inputs to this tool along with CO to questions mapping and CO/PO/PSO mappings on a 0-3 scale with 0 as no mapping and 3 as tightly mapped. The target levels are fixed by the department in consultation with Quality Assurance Committee. The attainment tool automatically computes the CO in individual mid exams, assignments/quizzes and external examination.

There is scope for indirect assessment also such as feedback. During the progress of the course delivery every evaluation is entered in the said attainment tool. The sheet has been designed to take care of theory, laboratory courses, as well as projects as per JNTUH curriculum.

### Other Methodologies:

- **Student Centric Methods** : The Institution has a mentoring system to help the students to improve their learning levels.
- **Easy Availability of Study Materials:** Apart from the textbooks, comprehensive study materials were prepared by the faculty for all the courses and given to all the students.
- **Remedial classes for weak students.** A separate timetable is prepared for improving the knowledge and skills in the curriculum.
- **Advanced Learners:** The institute identifies their learning needs through various ways like classroom interactions, quiz and seminar assessment.
- **Certification Programs:** Certification courses like NPTEL, Smart Accountant, HR Professional are facilitated to the students to bridge the gap in the curriculum for strengthening their technical skills required for employability.
- **Evaluation-System**

IQAC reforms in evaluation from Input Based Education to OBE with Direct and Indirect methods using various assessment tools.

**Evaluation procedure for OBE:** The various assessment methods used for the evaluation of CO's are as follows.

1. Internal (Mid) Examinations: Two Mid Examinations are conducted for the students in each semester as per the university prescribed norms. The Mid-exam questions are mapped to CO's.
2. Assignment Questions: Two assignments are given in each course and questions are mapped to CO's.
3. Level of the students is also identified based on the test conducted for the students and assessment will be completed. The students are grouped into slow learners and advanced learners.
4. End semester university examinations: The question paper for each course is set by the affiliating university. The marks scored by the students are used to assess the attainment level of the course.

**Result Analysis:** Effectiveness of the teaching and learning process is reviewed based on JNTUH results and considers changes in the teaching and learning process.

### Incremental Improvements made for the preceding five years

#### Response

SWEC started in the year 2001 and the framework for improvements made effectively. Since 2013 onwards with IQAC initiatives are taken in timely manner in association with various committees and cells. Internal and external audit reports specify the improvements to be made in the academics and administration which is put up for discussion in various committees, to set up the continual improvements.

**Quality Initiatives:** Various quality initiatives implemented in SWEC since 2013-2021 are:



**Academic domain:** During the last five years conscious efforts have been made to improve the academic standards at the institution

- Vision and mission, program educational objectives, program outcomes and program specific outcomes were defined and adopted. OBE has been rigorously implemented.
- Implementing the student centric teaching and learning practices.
- Enhancement of laboratory learning experience through 'LEAD' experiments.
- The infrastructure in classrooms, laboratories and seminar halls has been improved. Internet speed has been enhanced and NPTEL videos in all current subjects have been made available to students.
- E Libraries for self development and soft skills are also available.
- Implementation of robust mentoring system for students enables departments to identify academic needs of the students. Special timetables are developed to conduct effective remedial/makeup classes and reduce the average number of backlogs.
- Implementation of intensive CRT programs for better placements. These programmes are given the time table throughout the year from first year to fourth year students.
- Enhancement of Strength in CSE, ECE, and IT departments.
- Accreditation of ECE, CSE and EEE and IT Departments by NBA.
- Implementation of Outcome Based Education as per AICTE & NBA norms.
- Workshops, Awareness Programs, Special Lectures and Quality Innovations, Booms Taxonomy, Research Orientated Seminars are conducted as a part of IQAC to improve the quality pursuit in academics.

**Incremental Improvements:** The incremental improvements made in Placements, Entrepreneurship, Higher education, Publications, PhD Registrations and Academic performance of students since 2016-17 to 2020-21 are listed below:

| <b>Incremental Improvement in various activities</b> |                  |                  |                  |                  |
|--|------------------|------------------|------------------|------------------|
| <b>Academic Year</b>                                 | <b>2020-2021</b> | <b>2019-2020</b> | <b>2018-2019</b> | <b>2017-2018</b> |
| <b>Paper Publications</b>                            |                  |                  |                  |                  |
| <b>No of Papers Published</b>                        | 40               | 94               | 32               | 59               |
| <b>Higher Education</b>                              |                  |                  |                  |                  |
| <b>No of Students went of Higher Education</b>       | 43               | 31               | 26               | 9                |
| <b>Placements</b>                                    |                  |                  |                  |                  |
| <b>No of Students Placed in different companies</b>  | <b>478</b>       | <b>436</b>       | <b>462</b>       | 463              |
| <b>Admissions in SWEC</b>                            |                  |                  |                  |                  |
| <b>No of Students Admitted</b>                       | <b>527</b>       | <b>517</b>       | 457              | 611              |
| <b>Quality of students</b>                           |                  |                  |                  |                  |
| <b>Eamcet Rank</b>                                   | <b>8132</b>      | <b>11587</b>     | 7884             | 7866             |
| <b>Academic Results of Students</b>                  |                  |                  |                  |                  |
| <b>CSE</b>   | <b>51.6</b>      | <b>83.5</b>      | 90.8             | 93.55            |
| <b>ECE</b>   | <b>58.1</b>      | <b>92</b>        | 89.1             | 94.85            |



|            |             |             |      |       |
|------------|-------------|-------------|------|-------|
| <b>IT</b>  | <b>76.6</b> | <b>89.4</b> | 90.9 | 88.88 |
| <b>EEE</b> | <b>51.9</b> | <b>79.5</b> | 89.8 | 93.16 |
| <b>EIE</b> | -           | -           | -    | 99.47 |

| <b>File Description</b>               | <b>Document</b>               |
|---------------------------------------|-------------------------------|
| Upload any additional information     | <a href="#">View Document</a> |
| Paste link for additional information | <a href="#">View Document</a> |

### 6.5.3 Quality assurance initiatives of the institution include:

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

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Upload e-copies of the accreditations and certifications           | <a href="#">View Document</a> |
| Upload details of Quality assurance initiatives of the institution | <a href="#">View Document</a> |
| Upload any additional information                                  | <a href="#">View Document</a> |
| Paste web link of Annual reports of Institution                    | <a href="#">View Document</a> |

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

**SWEC being 100% women students and 70% women faculty Institution, every effort is being made to sensitize our students against discrimination based on gender. As education plays a critical role in empowering women against gender based discrimination, we take great care in making our students torch bearers of fight against gender discrimination.**

**We promote this through** lectures on: Importance of education for the girl students, Women Rights, Domestic Violence, etc. Various cultural activities are conducted regularly by the students as well as faculty member like women's day celebration, national festivals are celebrated by one and all.

Institution shows gender sensitivity in providing facilities such as

#### 1. Safety and Security:

The crux of the SWEC's modus operation is to identify factors which carve the facts of safety and security of the privileged class of the college i.e, the girl students, and the lady faculty. The prominence applied to this aspect defines the terms of reference towards the quality of education and conducive environment catered to, in the college.

- The college has extensive surveillance network through CCTV cameras with 24x7 monitored control rooms covering the entire location in general and strategic locations.
- Rotational duty by all faculty members for discipline and security.
- Strict implementation of Anti-Ragging and Mobile Free Campus. Anti-ragging Squad ensures safety and friendly environment. Not even a single instance of ragging has been reported in last 10 years.
- 24x7 ambulance service(**car no**) is available within the campus. In case of an emergency, the college takes the responsibility to admit the student into the hospital.
- The institution has fire extinguishers at appropriate places on each floor to address the fire incidences.

#### 2. Counselling

- The college has arranged for counsellors to counsel the students personally. Female faculty from the department address personal problems of learners in a stressful situation.
- Academic, Career counselling is provided by the faculty and experts from specific fields to enhance their employability.
- A faculty is assigned as a counsellor for 20-25 students in each department. Counsellor is responsible to counsel students in order to get higher degrees.

- Gender sensitization camps in slums and rural areas that include the following aspects:
  - Women's rights
  - Gender justice
  - Gender equality
  - Gender sensitization workshops
  - Specific courses dedicated to gender issues.
  - Campaigns against female feticide.

### Psychological Counselling:

- The college provided **Psychological Counselling** by a specialized counsellor by a professional psychologist Dr. G. Padmaja.
- The counsellor assiduously helps the students with physical, emotional, and mental health issues, improves their sense of well-being and self-esteem, alleviates the feelings of distress.
- The counsellor diagnosis, and treatment according to the severity of the psychological symptoms.

### 3. Common Room:

- Dedicated Common Room with good ventilation facility for female students with resting facilities has been created.
- In emergencies, a lady attender takes care of the student's needs.
- An indoor game like carom, table tennis, and chess facilities are provided in the common room.

| File Description   | Document                      |
|--|-------------------------------|
| Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information | <a href="#">View Document</a> |
| Link for annual gender sensitization action plan   | <a href="#">View Document</a> |

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

1. Solar energy
2. Biogas plant
3. Wheeling to the Grid
4. Sensor-based energy conservation
5. Use of LED bulbs/ power efficient equipment

**Response:** A. 4 or All of the above

| File Description               | Document                      |
|--------------------------------|-------------------------------|
| Geotagged Photographs          | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |
| Any other relevant information | <a href="#">View Document</a> |

### 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:**

#### **Solid waste management:**

Initiated drives to reduce the usage of plastics in the campus. Prohibited the use of Styrofoam in the campus. The solid waste at the canteen and hostel is segregated at source using green and blue dustbins. Organic waste is collected in green dustbin and non-degradable waste is collected in blue dustbins. Collection and pickup of waste is done by Housekeeping staff. Vattinagulapally panchayat collects the solid wastes for further disposals. Institute has taken initiatives for implementing a composting plant inside the campus for converting the organic and gardening wastes to produce good quality manure which will be used for in-house gardening and also distributed among the staff and the students to promote the waste management practice. A committee is formed to implement the same. However, the initiatives got delayed due to pandemic situation. Awareness and sensitization among students about the reduction, proper disposal and reuse of waste are done through displays at different part of the campus.

#### **Liquid waste management:**

Liquid waste from sanitation is let into the appropriate drainage system provided by the Municipality. Waste from drinking water treatment plants is collected in overhead tanks and used for sanitation and gardening. There are plans to construct Sewage treatment plant and production of organic compost with decomposition of liquid waste. College also educates the students regarding rain water harvesting and takes up activities related to save water campaign. Trees and lawns are maintained with water drips and sprinklers to avoid water wastage. The campus landscape allows excellent Percolation of rain water into the ground.

#### **e- Waste management:**

We have a simple process of e-waste management. At the end-of computers useful life, they are collected from different locations of the campus by designated technicians and sent to the institute computer Centre.

At the Centre, the computers are sometimes repaired and some are likely not to be repaired due to the level of damage. The un-repaired are inspected by the authorities and it's open for disposal through contractors or vendors, who pay certain amount of money to dispose them.

| File Description   | Document                      |
|--|-------------------------------|
| Any other relevant information   | <a href="#">View Document</a> |
| Link for Relevant documents like agreements/MoUs with Government and other approved agencies | <a href="#">View Document</a> |
| Link for Geotagged photographs of the facilities   | <a href="#">View Document</a> |

#### 7.1.4 Water conservation facilities available in the Institution:

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

**Response:** A. Any 4 or all of the above

| File Description                                 | Document                      |
|--|-------------------------------|
| Geotagged photographs / videos of the facilities | <a href="#">View Document</a> |
| Any other relevant information                   | <a href="#">View Document</a> |
| Link for any other relevant information          | <a href="#">View Document</a> |

#### 7.1.5 Green campus initiatives include:

1. Restricted entry of automobiles
2. Use of Bicycles/ Battery powered vehicles
3. Pedestrian Friendly pathways
4. Ban on use of Plastic
5. Landscaping with trees and plants

**Response:** Any 4 or All of the above

| File Description   | Document                      |
|--|-------------------------------|
| Various policy documents / decisions circulated for implementation | <a href="#">View Document</a> |
| Geotagged photos / videos of the facilities                        | <a href="#">View Document</a> |
| Any other relevant documents                                       | <a href="#">View Document</a> |
| Link for any other relevant information                            | <a href="#">View Document</a> |

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

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

**Response:** A. Any 4 or all of the above

| File Description  | Document                      |
|---|-------------------------------|
| Reports on environment and energy audits submitted by the auditing agency | <a href="#">View Document</a> |
| Certification by the auditing agency                                      | <a href="#">View Document</a> |
| Certificates of the awards received                                       | <a href="#">View Document</a> |
| Any other relevant information  | <a href="#">View Document</a> |
| Link for any other relevant information                                   | <a href="#">View Document</a> |

**7.1.7 The Institution has disabled-friendly, barrier free environment**

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

**Response:** A. Any 4 or all of the above

| File Description   | Document                      |
|--|-------------------------------|
| Policy documents and information brochures on the support to be provided | <a href="#">View Document</a> |
| Geotagged photographs / videos of the facilities                         | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |
| Link for any other relevant information                                  | <a href="#">View Document</a> |

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

**Response:**

Sridevi Women's Engineering college upholds the highest ethical values, integrity and professionalism by fostering an inclusive environment, where the SWEC embrace the cultural values and show respect to tolerance, harmony and belongingness towards regional, linguistic and communal socio-economic diversities. The institution is highly committed to promote inclusiveness by our students and faculty members.

The following efforts/initiatives taken up by the institution in this regard are as follows:

SWEC celebrates Constitution day, Independence Day, Republic Day, National Voters' Day every year. The college has organized events such as, District Level Awareness Session on Role of Students in Strengthening Democracy and Ethical Voting, Youth for Nation Building, Awareness on Domestic Violence and Property Rights, Awareness on Different Schemes of Prime Minister, Training Program on EVP, Youth for Nation Building, State Level Youth for Nation Building on Shaheed Diwas. These programs create a feeling of patriotism among the people and remind the responsibilities towards our country and supreme sacrifices made by the great freedom fighters.

The College also organizes activities for linguistic harmony like 'Hindi Diwas', 'International Mother Language Day' etc. Literary Events where tongue-twisters, essay writing competition, poem recitation, dialogue-delivery, role-plays are conducted in three different languages – English, Hindi and Telugu. The Cultural Club Conducts Singing and dancing competitions in three different languages.

Various religious festivals are celebrated in the campus such as Bathukamma, Pongal, Eid, Diwali Christmas etc. SWEC organized Massive Ganesh Bucket Immersion Awareness program to encourage the students and faculty members on usage of clay Ganesha idols to save environment.

Bathukamma Festival - the Festival of flowers is organized in the college to showcase the talent and promoting Telangana culture. It reflects the history of women in leading a nature friendly life and resisting the oppression from various dimensions. The live-coverage of these celebrations on TV

Channels and Radio prove the institutional efforts to promote harmony and respect for culture.



SWEC hosted many programs to elevate Linguistic and Cultural Diversity such as MUN, TEDx which help the students to get global exposure and be the better speakers of the society on global concerned issues. These events had invited students across different states which resulted positive calls of participation. International Youth Conclave program was conducted to encourage and motivate our budding engineers to share their ideas.

Linguistic differences are assimilated by ensuring a common professional language during working hours - English. However, care is taken to ensure no one, Teacher, Staff, or Student, is made to feel marginalized because of any linguistic insufficiency. The Office culture is to support and encourage before censoring.

| File Description  | Document                      |
|---|-------------------------------|
| Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution) | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |

#### **7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).**

##### **Response:**

Sridevi Women's Engineering College (SWEC) is fully aware of its noble role as shapers and influencers in the creation of India's generation next. Our college building keeps a copy of the Constitution Preamble in its Lobby. It is framed and put up in the pride of place to ensure the expression of the value SWEC Collective puts on it.

The end goal of all education is to create the country's future citizens. SWEC is well aware of its constitutional roles and responsibilities. There is no law greater than that enshrined in our constitution. We, at SWEC, are committed to the philosophy espoused by the Indian Constitution, in word and spirit. All special occasions are commenced with inaugural speeches that mention and laud our forefathers' vision document.

On Constitution Day, SWEC Collective renews its pledge to the Constitution by repeating aloud, word for word, the Preamble. Students are reminded and tasked to exhibit assignments/projects enshrining constitutional values as part of their Values and Ethics classes embedded in their curricula. SWEC is a responsible organization that vows its allegiance to the most important religion in a democracy - the Constitution.

Some specific instances where SWEC has proactively promoted awareness of one's constitutional roles and responsibilities may be enumerated as follows:

On the Republic Day and Independence Day “**New India Pledges taking ceremony**” by all present.

As part of the curriculum as well as a non-credit offering, teachers at BCREC engage students in The



Constitution of India/Essence of Indian Knowledge & Traditions.

An on-line Poster Competition by the student collectives of BCREC on **The Fundamental Rights and Duties of Indian Citizens** was organized during the lockdown period.

In keeping with the values and ethics of Community Service, BCREC routinely conducts **Swachh Bharat** and **Swasth Bharat Abhiyaans**.

In association with NGOs, **Organ Donation Pledge Workshops** are organized in every year under National Service Scheme (NSS) to acquaint the students of SWEC with the pressing need for more individuals to become Organ Donors.

As an Engineering College, SWEC celebrates every year **Engineers' Day** with debates, projects, and models on sustainable development and eco-friendly models of economic growth.

During the lockdown period, even a webinar was organized on **“Environmental Protection in Retrospect”** by a renowned academician of IIT-K who is incidentally the Chairman of the Board of Governors of SWEC.

**World Environment Day** is celebrated by all at SWEC with great enthusiasm by planting trees to keep the campus green.

| File Description   | Document                      |
|--|-------------------------------|
| Link for details of activities that inculcate values necessary to render students in to responsible citizens | <a href="#">View Document</a> |
| Link for any other relevant information  | <a href="#">View Document</a> |

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

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

**Response:** A. All of the above

| <b>File Description</b>  | <b>Document</b>               |
|--|-------------------------------|
| Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims | <a href="#">View Document</a> |
| Code of ethics policy document   | <a href="#">View Document</a> |
| Any other relevant information   | <a href="#">View Document</a> |

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

#### **Response:**

National and International commemorative days, events and festivals are celebrated in the Institute with great enthusiasm every year in a variety of ways. Thoughts of great Indian personalities are indoctrinated among the students through the celebration of different days. Different National and International commemorative days, events and festivals are celebrated in the Institute commemorative days are also regularly posted in the Face Book and Instagram pages of the Institute.

#### **Republic Day**

Students and staff of the institute assemble on 26 January on the occasion of Republic Day and attend flag hoisting followed by a systematic parade by NCC student cadets and higher authorities address the students and staff on Fundamental Duties and Rights. “**New India**” pledge is taken by total SWEC collectives.

#### **Independence Day**

Independence Day is celebrated on 15 August in SWEC campus through flag hoisting and other ways in the similar manner like Republic Day.

#### **Gandhi Jayanti**

Gandhi Jayanti is celebrated on 2nd October in a unique manner at SWEC in remembrance of Mahatma Gandhi. Remembering his principles, SWEC NSS volunteers keep alive the spirit of the Father of our Nation through their tributes.

#### **Constitution Day**

Constitution Day of India is celebrated every year to raise awareness about the adoption of the Indian constitution.

#### **Swami Vivekananda Birth Anniversary**

The Youth Day is celebrated on the 12th January by celebrating Swami Vivekananda’s Birth Anniversary. Speeches are given by the higher authorities on Vivekananda’s teachings which continue to inspire

millions of people across the world.

### Teachers Day

Students organize teacher's day celebration on 5th September in the commemoration of the birth anniversary of Dr. Sarvapally Radhakrishnan. They invite teachers from all the departments and honour them by offering flowers, gifts, greeting cards and organizing some cultural activities dedicating it to the teachers.

### NSS Day:

The NSS wing of the institute celebrates the NSS day on 24th September. Different programs are organized and performed by the students on the same day.

### Engineers' Day

SWEC celebrates Engineers' Day on the 15 September every year as a tribute to the greatest Indian Engineer, Bharat Ratna Mokshagundam Visvesvaraya.

Institute celebrates **World Environment Day** on the 5th June by plantation of trees in the campus to keep the campus green.

| File Description  | Document                      |
|---|-------------------------------|
| Link for Geotagged photographs of some of the events  | <a href="#">View Document</a> |
| Link for any other relevant information   | <a href="#">View Document</a> |
| Link for Annual report of the celebrations and commemorative events for the last five years | <a href="#">View Document</a> |

## 7.2 Best Practices

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

**Response:**

**Best Practices – I**

## 1. Title of the Practice

Sridevi Society of Women Engineers Club (SSWEC)

Associated with

### 1. Objectives of the Practice

Empower women to reach their pinnacle in careers as engineers, leaders, athletes NCC and NSS, so as to expand the image of the engineering and technology professions. To inculcate positive thinking in improving the quality of life, to demonstrate the value of diversity and inclusion towards society.

To impart skills and bring awareness about the latest technologies, industry requirements and overall personality development.

To help in Career Visioning and Nourish the Designing and Innovative skills, paving the way towards a career in core companies.

To gain a competitive advantage by developing technical skill sets that are in demand.

To meet the demand for Business entrepreneurs, Innovators, Creative thinkers to Society where data is central to Research, Teaching, and Business.

To influence contacts with industry and improve interdisciplinary training of technical skills; collaborate with training companies for domain-specific employability.

### 1. The Context

SSWEC primarily focuses on the below parameters:

#### **Integrity**

This society aims at the highest level of ethical behavior as evidenced by honesty and dignity in the student's personal and professional relationships and responsibilities.

### **Inclusive Environment**

This society embraces diversity in its broadest interpretation and is committed to creating an inclusive environment for all our students. With the valuable contributions from diverse members, SSWEC is enabled to achieve its full potential.

### **Mutual Support**

This society provides an organization that fosters mentoring and the development of professional and personal networks.

### **Professional Excellence**

This society conducts activities in a professional manner, demonstrating and demanding the highest standards of practices.

### **Trust**

This society shares a common definition of success with open, transparent access to information, building mutual respect and confidence in the competence of those with whom we lead, serve and partner with.

#### **1. The Practice**

This society plans the activities for a semester.

To get different suggestions from students and faculty members, society forms a counseling team, and the team is responsible for conducting the activity.

SSWEC association plans for at least 18 activities each and every year and such activities are sports, technical activities, and non-technical activities towards society.

### **Domain-Specific Training**

Domain-specific theories hold that we have many independent, specialized knowledge structures, rather than one cohesive knowledge structure. Training in one domain may not impact another independent domain. These are designed specifically to prepare students to use, reuse and contribute quantitative and qualitative analytical methods, used in innovating products.

### **Value-Added Education (VAE)**

Value-Added Education provides additional learner-centric and skill-oriented technical training, with the objective of improving the employability skills of students. Courses offered are chosen based on current trends and training and guidance are provided to the students on the various aspects of building a career and assist them in exploring new opportunities.

### **TASK Skill Development & Vocational Training Program**

Relevant and accessible training to amplify the quality of organizational skills and technical training of the students is provided.

### **Career Guidance**

Career Planning for various career options assisted the students with career choice, job research, job planning, understanding self-talent, and job interview tips.

### **Aptitude Training & Soft Skills**

Aptitude and ability tests are designed to spruce the logical reasoning and lateral thinking and inculcate factors like numerical reasoning, verbal reasoning, abstract reasoning, speed, and accuracy.

To hone Soft skills crucial for delegating and team building among the students, training in various tasks such as teamwork, adaptability, problem-solving, leadership, communication skills, workplace ethics, interpersonal skills, social and emotional intelligence, cognitive or emotional empathy and time management is rendered.

### **Campus Recruitment Training Program (CRT)**

Campus Recruitment Training Program is exclusively designed for students' recruitment in reputed companies. The CRT system consists of a student login, an admin login and also consists of a company login wherein various companies visiting the college can view the list of respective college students and their resumes.

### **Finishing Schools concept**

Finishing school focuses on teaching social graces and upper-class cultural fusion to young people. It is an intelligent combination of training, technology, and fun in learning. Fresh graduates are molded into priced assets ready to face any challenge head-on.

### **Technical Seminars**

The faculty takes interest in conducting seminars to their students by inviting eminent personalities who have achieved some feat in science and technology to take seminars for the students which helps them to interact with present and ongoing advancements in technical fields.

#### **1. Evidence of Success**

Students optimally used programs of soft skills, CRT, Finishing Schools to sculpt their personality traits and managerial skills, thus whetting their communicative and competitive spirit and enthusiasm promoting positive feedback and impetus, heralding further such endeavors.

The students who are participating in activities are appreciated with certificates and prize. Attendance sheets of participants are maintained with the event coordinator signature. Notices have been circulated through college about the conduction of activities so that students can take active participation in activities.

**Student's involvement:** Students are actively participating in different activities, like sports, NSS, NCC, and technical events. It creates a positive environment and makes positive improvement in students like personality development, communication skills, management skills, programming skills, etc.

**Teamwork:** As students and faculty work together, it builds team spirit among the students. It also helps for society since students are having innovative ideas. Bonding is formed between students and society.

### **1. Problems Encountered and Resources Required**

Students are hesitating to take part in activities because of lack of confidence and daring. Feeling the burden of academics to participate in activities.

To motivate students for participation in society related activities.

### **Best Practice: II**

#### **1. Title of the Practice**

SWEC Maker Space with Community Orientation Technical Activities

#### **Objectives of the Practice**

This facility is created to encourage experiential learning and experimentation using any combination of art and technology. The centre aims to bridge the gap between academia and industry and promote research-



based activities. Swec Maker Space provides the environment for tinkering and innovation to build a culture of team spirit, entrepreneurship, and multidisciplinary partnership.

## OBJECTIVES

- SWEC Makerspace is to create a centre of excellence where students and faculty can turn their ideas into a working model.
- The centre facilitates hands-on learning with the necessary tools to explore their creativity in multidisciplinary areas.
- It is a platform for students to work in a collaborative spirit and build prototypes from academic projects.

## IMPORTANT FACILITIES

The centre is equipped with the following tools and equipment for design, simulation, analysis and fabrication of working models.

1. 3D printer
2. CNC turning machine
3. Radial Milling Machine
4. Wood turning lathe
5. Profile cutting machine
6. Electrical equipment like, Voltmeter, Ammeter, Dimmer stat
7. Electronic equipment like, Regulator power supply—280V transformer, Regulator 12/9V, Bridge Rectifier, Analog Dissolved Oxygen Sensor/Meter Kit
8. Projector+ Speakers+ LCD screen
9. Desk tops with internet facility
10. Design and Simulation Software
11. Well-equipped Robotic and AIML virtual Laboratory
12. Technology based support for teaching and learning

## Technical Activities Outcomes:

- To strive for **Cent Percent Placement** of the eligible students of our College. To groom the students with a balanced set of future lifestyles.
- To act as a single-window nodal point for career counseling and higher education.
- To set up the Orientation program and select the professional and non-professional Technical and non-technical courses of students.
- To enlighten the students about the learning objectives around the world to conduct interrelationships between the professional and non-professional bodies.

## 1. The Context

At the very onset this concept has been promoted to use a “John Dewey’s” quote “**Education is not preparation for life; Education is life itself**”.

### **1. The Practice**

Every year our college has formed a committee and selects the area to motivate the Intermediate student’s culture by our students.

The committee members are very pertinent for the higher technical education system to professional and non- professional study relationship.

This orientation program would provide every student with a much-expected opportunity of boundless growth through an integrated structure of world education activities.

Every year during summer vacation our students are going to various places to motivate the secondary and higher secondary students about the importance of education

### **1. Evidence of Success**

Our students created awareness among the villagers about the importance of education. Cent percent of engineering seats are filled to university and colleges by this practice.

### **Problems Encountered and Resources Required**

Students are distressed to take part in activities because of lack of confidence.

Training and counseling the students to improve their communication and knowledge Transfer skills and confidence.

### **Best Practice: III**

## 1. Title of the Practice

Training & Placement

**Our college has a quality circle named “Potential Employability”. Subrahmanyam, Training and Placement officer is the Convener of this quality circle. It has members from each department. This quality circle has its own objectives. As a result of this quality circle, training and placement have become a best practice in our college.**

### 1. Objectives of the Practice

To enable the students to have a piece of sound technical knowledge in their field of study.

To conduct value-added and carrier guidance programs to the students. To improve the programming knowledge of students.

To train and practice the students in time-bound answering of aptitude test. To help students excel in language and communication skills.

To prepare students for different levels of selection process such as presentation skills group discussions and one to one interviews.

To boost the confidence level of the students through soft skills training.

To inculcate the importance of projecting a smart appearance by personality development programs.

To ensure that all eligible students are employed at the end of the final year of their course.

### 1. The Context

The trend in Hyderabad is a massive inclination towards Engineering Education in the past few years. The major reason for this preference is the employment opportunities in the IT, core companies and other corporate sectors that offer fresh graduates with attractive pay packages. A technical institution grows over the years by balancing the academic and placement track record. By fulfilling the demands of the parents, students and the industry – the institution forges ahead in meeting its vision and mission.

In this context, it has become imperative for a reputed institution to ensure the best practices for training to satisfy the primary stakeholders. Management has a specific focus on training the students for campus placement from first year onwards. The placement process of the college has taken the required steps towards the successful placement of students.

### **The Practice**

The campus recruitment comes under the purview of the placement officer who is assisted by a team of placement coordinators (two faculty members and four students) representing each department. This team plans and coordinates the activities related to placement training. During the third year, the students are given a pre-assessment test in the areas of verbal, Quantitative aptitude, Communication ability and trainers submit SWOT analysis report of the individual to the placement cell. Based on this report, the students are given intensive training on their weak areas for improvement.

At the end of the third year, students can opt for campus placement or higher studies or become an entrepreneur. The intensive placement training is offered only to those who have opted for campus recruitment. It is worth mentioning that until the third year, all the students undergo the common training programs irrespective of the options they may be choosing.

A systematic approach has been developed for effective training to the students for on / off-campus recruitment. First-Year students were exposed to Motivation talks, Basic soft skills, Training in mathematics. Second-year students are trained with Communication skill development, Mathematical aptitude training, Training in programming skills. Third-year students were given Intensive training in programming skills & numerical skills (Oriented towards company-specific requirement). Final year students undergo Intensive training for group discussion, technical and HR interview focus towards company-specific training.

To augment the training given by the faculty of the college, resource persons of reputed training agencies are invited to enhance the skills of the students. The placement cell invites external experts and trainers from different academies to render soft skill training and general aptitude training to the students. The online placement tests are also conducted on a regular basis to enhance aptitude, mental ability and reasoning skills of the students.

The college emphasizes on the dress code for students at the interview. The students are informed about the off-campus placement drive with eligibility criteria and they are motivated to attend the interview. The institution facilitates the students to attend off-campus through placement coordinators.

### **5. Evidence of Success**

All the efforts made by the institution have resulted in note-worthy placement record. The track record

limelights 121 students placed in 2014-15, 287 students in 2015-16, 353 students in spite of high call of recession in 2016-17, 181 students in 2017-18, and 270 in the last academic year i.e. on 2018-19. We are able to show the progress in training and placement overcoming the multiple problems and are working on many new ideas to improve the progress.

### Problems Encountered and Resources Required

The top recruiting companies that come for campus selection demand for Day 1 and it is very difficult to meet the demand.

Companies that offer attractive packages claim priority over other companies zero-days for campus recruitment.

Personnel with expertise in aptitude tests and in developing soft skills can permanently be employed for continuous training of the students.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for Best practices in the Institutional web site | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |

## 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:

The Vision of the Institute focuses on four aspects essentially: Global Standards, Value-based Education, Interdisciplinary Research, and Sustainable Development. The Institute has established its distinctive approach towards this comprehensive Vision by modelling it in the form of SWEP Pyramid, which is so unique and proprietary to the Institute that it is a part of the Institute's Intellectual Property in the form of a trademark. The idea started as **Education Process Re-Engineering (EPR)** which evolved into a physical pyramid with defined structure and substructure. The SWEP has four faces and seven levels.

#### Four Faces:

(a) **Excellence in Academics and Empower the women impact the world**

(b) **Exploration of Knowledge through Research and Social Relevance &**

**Women empowerment.**

**(c) Excitement of Innovation & Entrepreneurship**

**(d) Exponent for Women Development of a Rounded Personality with Global Vision and Social Responsibility.**

**(a) Excellence in Academics and Empower the women impact the world:**

SWEC for women with a vision of “Empower Women; Impact the World Empowering girl students through professional education integrated with values and character to make an impact in the World.

**Free chips:**

To provide financial assistance to meritorious students from low income families to meet a part of their educational expenses such as Tuition Fees, Transportation charges, Hostel and Mess charges. The Scholarships / Freeships / Concessions shall comprise of: ü Concession in tuition fees to the poor and needy students ü Concession in tuition fees to the wards of the full time teachers and permanent staff of the institute. ü Concession in Hostel and Mess charge.

**All last 5 years -Beneficiaries list attached with additional Information.**

**(b) Exploration of Knowledge through Research and Social Relevance & Women empowerment:**

The Institute’s determination to be transformed into a Centre for major research is therefore a commitment to offer high quality teaching through:

- Synergies between Research & Education Activities
- Research Based Learning & Teaching

The Course based projects, Social impact projects, certificate courses offered by the institute provides the knowledge regarding cutting edge technologies, enabling the students to carry out inter-disciplinary research. The Research and Development of the institute is equipped with advanced level research Laboratories to facilitate the academic and sponsored projects.

**Social Relevance and Women empowerment** Promotes National Integration among the students through implementing the policies by means of NCC, NSS, Yoga, Sports and encourage students to be participative in all intra and inter competitions and social awareness programmes to Imparts skill based education and learning in empowering women to venture into start up businesses through encourage womens .

**(c) Excitement of Innovation & Entrepreneurship:**

The institute provides a platform to business Start-ups to develop their ideas into commercially viable products. The students participate in the Big Idea Competition and the best ideas are rewarded. SWEC Incubation Centre encourages the stakeholders to incubate the selected projects, by providing the seed money and infrastructure based on their credentials. Entrepreneurship Development Cell crucially works on generating the excitement in the young women engineering brains entrepreneur.

### **d Exponent for Women Development of a Rounded Personality with Global Vision and Social Responsibility:**

Participation of students in Co-Curricular Activities (CCA) and Extra Curricular Activities (ECA) helps to supplement enhance personality to strongly face the stormy road of the future. Experiences and appreciations gained through these activities assist students during internships. Career guidance, Personal counselling, Training are well structured through a Finishing School Concept. Student participation in ECA / CCA is facilitated through professional bodies and student associations.

#### **Evidence of success:**

- **BanothHaripriyaNaik M.L.A student of SWEC** from department **ECE 2004-2008** batch has been elected as **MLA at Yellandu** constituency in **Telangana State** for the year 2018-2022 Telangana assembly elections.
- **MasapuNavya student of SWEC** from department **ECE 2015-2019** batch **has got Pre Placement offer in AT&T**(American Telephone & Telegraph Company). It is one of the largest telecommunication companies in the world. It is also the pioneer in the field of telecommunication and mobile industry.
- **PoojithaAlluri student of SWEC** from department **CSE 2008-2012** batch **has got Pre Placement offer in Microsoft.**
- **N.Ramya Krishna student of SWEC** from department **CSE 2008-2012** batch **has got Pre Placement offer in Microsoft.**
- **PonukumatiLikitha Krishna student of SWEC** from department **ECE 2015-2019** batch has got **Pre Placement offer in AT&T**(American Telephone & Telegraph Company).It is one of the largest telecommunication companies in the world. It is also the pioneer in the field of telecommunication and mobile industry.
- **Preethi student of SWEC** from department of **ECE 2004-2008** batch has started her carrier as entrepreneur by establishing **In Entirety Innovations Hyd.**
- **G. Swathi Student of SWEC** from department **CSE 2006-2010** batch has started her carrier as entrepreneur by establishing **Global Sales and Services.**
- **K. Manjula Student of SWEC** from department **CSE 2008-2012** batch has started her carrier as entrepreneur by establishing **Triad Techno Services.**

#### **Silent features of institute:**

- The Institute made students readily acceptable to the corporate world and promote entrepreneurship.
- The Academic Vigilance Committee is directed by the Head of Department.
- Disciplinary Committee to look into the in disciplinary Acts & Ragging.
- Significant career guidance programs arranged by institute to guide rural area students by arranging campaigns nearby villages.
- Round the clock internet connectivity through dedicated 100 mbps Lease Line.
- Various Social events carried out for enrichment of students.
- Mentoring scheme has developed systematic road map for improving the different aspects of personality developments, Communication Skill, Presentation Skill, Team Work, leadership qualities, resume writing, etc. and make them ready to face the challenges in industry.
- Bus facility is provided for staff and students. Total 30 buses are available from various locations in Secunderabad and Hyderabad.

- Internal complaint committee has established to prevent sexual harassment.
- Institute provided students prerequisite training for building and developing competencies for the placement.
- Various personality development programs and health check-up camps are conducted under women's development committee.
- Institute has provided career development services with respect to Employability, higher Education, opportunities for growth.

#### Feedback System:

1. Students give feedback about the faculty at the end of every semester.
2. Feedback is taken from the parents of the wards.
3. Feedback is also taken from Alumni and Industry experts.

| File Description                                      | Document                      |
|---|-------------------------------|
| Link for appropriate web in the Institutional website | <a href="#">View Document</a> |
| Link for any other relevant information               | <a href="#">View Document</a> |



## 5. CONCLUSION

---

### **Additional Information :**

- Sridevi Women's Engineering College strives towards the empowerment of women by imparting quality technical education and training for professional growth through a team of dedicated faculty and by OBE practice.
- SWEC College buses are facilitated with GPRS tracking system.
- As the campus students centric, we make the students feel like " home away from home" and the main strength of campus is ragging free.
- Excellent infrastructure with state of art laboratories.
- To retrieve the hidden talents of the students, we have various clubs like hobby club, dance club and music club etc
- Good encouragement for Extra and Co-curricular activities
- Value Added Courses beyond curriculum
- Celestial Placement Record through placement opportunities generated by Training and Placement Cell and other platforms like Internshala, Telangana Academy for Skill and Knowledge (TASK), AMCAT and Co-Cubes, etc

### **Concluding Remarks :**

Sridevi Women's Engineering College is one of the top most women's engineering institutions in our country, imparting quality technical education for women effectively. The Institution is located centrally in the Hyderabad- IT hub surrounded by world top software companies.

The institution is continuously striving for quality initiatives and appraisals of key aspects namely curricular aspects, teaching-learning evaluation, research mobilization , consultancy, infrastructure, central facilities, learning resources, student support, student progression, governance and leadership and best practices of state of art its kind. The institute facilitates social initiatives, awareness in women rights and also volunteering in contribution to green and hygienic environment for urban, suburban villages, schools, hospitals, bus stops, SOS children village, through SSWEC club and NSS activities etc