



# **SELF STUDY REPORT**

**FOR**

**3<sup>rd</sup> CYCLE OF ACCREDITATION**

## **RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY**

**PRINCIPAL RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND  
TECHNOLOGY NERWADA CROSS ROADS , NH-40 NANDYAL  
518501**

**[www.rgmcet.edu.in](http://www.rgmcet.edu.in)**

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**September 2023**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

RGM College of Engg.& Tech., Nandyal, an institution of repute in the Rayalaseema region of the state of Andhra Pradesh is the brain child of Vidyarathna Dr. M. Santhiramudu, the Chairman of RGM CET. A man with vision, dedication and commitment started the institution with a motto “EDUCATION FOR PEACE”. Dr. M. Santhiramudu, auditor by profession, an educationalist, Chairman of AP Private Engineering Colleges Management Association. The institute is one of the oldest Engineering Colleges in the state of Andhra Pradesh, established in 1995. The Government of A.P. through its memo No. E2/15871/95 dated 01st July, 1995 gave permission to M/s Parameswara Educational Academy, Nandyal to establish Rajeev Gandhi Memorial College of Engineering and Technology (RGM CET or RGM College of Engineering and Technology) from the Academic year 1995-96. The foundation of this college was laid by the late Prime minister of India Sri P. V. Narasimha Rao and then and present Chief Minister of Andhra Pradesh Sri. N. Chandra Babu Naidu. The Trust was formed by Dr.M. Santhiramudu with the motto of serving the society and especially the people of the backward region of Rayalaseema, in which Nandyal town is located. The Trust manages and runs the following educational institutions, with the aim of serving the needy sections of the society. These include,

The Nandyal public school (CBSE) -1985.

The Nandyal Junior College (BIE, AP) -1992.

During its 27 Years of existence, the institute has produced many eminent engineers as professionals, researchers and entrepreneurs. Many of its alumni occupied key positions in industries and institutions in India as well as abroad. The institution, which made a modest beginning in 1995, with an intake of 220 students, in 04 branches of Engineering namely (i) EEE (ii) ME (iii) ECE and iv) CSE, about a dozen faculty members and half-a-dozen supporting staff, has made a steady and spectacular progress. Today, the college, sprawling over a 32.04-acre campus, is a hub of academic and research activity. There are about 3962 students, 295(2022-23) faculty members and 182 supporting staff. During its journey of more than two decades, the college has many achievements to its credit.

### **Vision**

#### ***VISION***

- To develop this rural based engineering college into an institute of technical education with global standards.
- To become an institute of excellence which contributes to the needs of society.
- To inculcate value based education with noble goal of “Education for peace and progress”

## **Mission**

### ***MISSION***

- To build a world class undergraduate program with all required infrastructure that provides strong theoretical knowledge supplemented by the state of art skills.
- To establish postgraduate programs in basic and cutting edge technologies.
- To create conducive ambiance to induce and nurture research
- To turn young graduates to success oriented entrepreneurs
- To develop linkage with industries to have strong industry institute interaction
- To offer demand driven courses to meet the needs of the industry and society
- To inculcate human values and ethos into the education system for an all-round development of students.

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

### **Institutional Strength**

- Highly qualified faculty with vast experience.
- Proactive management providing excellent leadership, motivation and support for expansion and development of the institution.
- Lush green campus with excellent infrastructure and academic facilities with ICT.
- Excellent and well-maintained infrastructure, Planned growth and expansion.
- The curriculum Framework in line with current technologies, State of the Art Physical labs/ virtual labs.
- About 32% of the teaching staff are Ph.Ds. Covid19 pandemic has opened the new doors for online teaching and learning which effectively utilized by our institution.
- Recognition by DSIR, UGC 12B and 2f;
- The Internal Quality Assurance Cell (IQAC) of the college plays a vital role in ensuring quality in education through various quality sustenance and enhancement measures and monitoring mechanisms.
- Efforts to upgrade the performance of the students and faculty is in vogue.
- Introduction of new programs to meet current and future needs of industry; Curriculum provides credits for internship and online courses.
- Mentoring Cell that addresses the psychological and emotional issues faced by students as well as the staff.
- Strong infrastructure base, Well-equipped laboratories, periodically modernized.

- Excellent central library with digital library section.
- Wi-Fi enabled and Campus wide networking including the hostels.
- Offering P.G and Ph.D Programmes, gives an impetus to the research activities.
- Pool proof Examination system with computerized question paper generation from question bank.
- Single / Double Evaluation system if required third evaluation.
- External laboratory evaluation/Comprehensive Viva/Project work (mini and major).
- Introduction of MOOCs, mandatory non-credit courses, GAP year concept, Minor degree and Honours.
- Mandatory internships, Introduction of Talk The Book Concept and Reading Right app.
- Mentoring process that addresses the psychological and emotional issues faced by students as well as the staff.
- Seed funds for Research support enabling research grants to a tune of 3.415 Crores in last five years.
- Excellent placements in IT and Core companies
- Centres of Excellence in thrust areas
- NBA accreditation with good score of all eligible programs (5UG) and 201 to 250 Rank band in NIRF during 2022, 2021. and 251-300 rank band in 2020.

### **Institutional Weakness**

- Locational disadvantage is the major hurdle in forging productive partnerships with industry, research bodies and International collaborations with Foreign Universities.
- Large number of students from socio-economically backward communities.
- Rural background of the students and their lack of communication skills.
- Less number of students opt for Higher education immediately after graduation.
- PG intake with respect to sanctioned strength is low.

### **Institutional Opportunity**

- Improved infrastructure and working environment to faculty, staff and better facilities for the students.
- Skill-based courses under CBCS, Gap year, minor degree /honours, open electives and inter disciplinary electives/MOOCs, mandatory internships/ Certificate courses/ hackathons/Project exhibitions will provide an opportunity for the faculty/students to utilize some of their research and expertise for the

benefit of students and their prospective employers.

- Good rapport and credibility with external agencies to have more interaction.
- Further deployment of technology to make operations smoother and better.
- A modern infrastructure shall open the doors to a world of opportunities for the College. Potential and scope for introduction of non-convention/societal requirement courses to address the problem in prospective areas.
- Tremendous opportunities for National and International collaborations with other Universities.
- Collaboration with industry is likely to provide students with useful insights on professional skills with a thrust on entrepreneurial culture.
- Training sessions and workshops to be organized for professional and academic development of the faculty.
- Academic collaboration with professional institutes and other Universities for introduction of professional courses as well as add on certificate courses.
- More IT & ITES to play a major role in teaching learning process.
- Opening up of time specific and need specific new programmes.
- Introduction of skill development programmes.
- Tapping the hidden potential of students.
- Establishment of more Centre of Excellences to improve the skill sets of the students.
- Inter-disciplinary research centers can be established with funds from external agencies and group research can be encouraged.
- Few more value added courses can be introduced to improve the employability of students. Faculty and student exchange programmes can be implemented by having MOUs with leading universities and research organizations.
- Industrial consultancy services can be taken up by all the Departments.
- To encourage start-ups.
- Encouraging faculty to publish more in high impact indexed journals
- Certification courses to students through online mode from various agencies.
- More students to be mentored and supported for Entrepreneurship.

- Deepening further Alumni engagement for student and institutional development.

### **Institutional Challenge**

- To operate within the existing infrastructure, even as the College is expanding, till new master-plan comes around.
- To keep maintenance costs in check as the equipment ages, and to manoeuvre and manage steady source of funds for new procurements and replacements.
- To find more infrastructural and systemic mechanisms to support the research and knowledge creation, within current operating conditions.
- To be conscious and vigilant about the obligation of the institution to reinforce the importance of a mind-set conducive for a compassionate outlook among students to inculcate the professional and human values.
- To motivate students to develop a deeper sense of critical and analytical thinking and to cultivate in them an endeavouring passion to be conscious morally and socially.
- To encourage research attitude among students and instil an innovation prone thought process.
- To strengthen the Alumni forum by which regular contact could be maintained with them and valuable feedback obtained.
- To establish the real, connect between information, knowledge and wisdom and incorporate their applicability in the conventional teaching methods.
- To evolve the institution in terms of aesthetic appearance.
- To improve and to become one of the best technical institutions in the entire state and to compete with the renowned universities in the future.
- Refurbishment of existing equipment and tools.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

Being an autonomous institution since 2010, RGM CET has developed and implemented curricula with

regulations 2010, 2012, 2015, 2019 and 2020 with much relevance to the Local, National, Regional and Global needs, considering Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution. Periodic Syllabus revisions are carried out for all programmes offered by us. Board of Studies for each department has members from industry, alumni and academia which reviews and recommends improvisations appropriately addressing the current day needs. In Regulations 2015, 2019 and 2020 Mandatory courses recommended by AICTE are included in addition to open electives, which enable students to learn cross-disciplinary courses. All courses are meticulously designed to have focus on **employability, entrepreneurship and skill development**. Exploring the available academic flexibility all programmes have been designed with implementation of **Choice Based Credit System (CBCS) and contains courses relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability**. By extending our regulations to offer **credit transfer** for **Industry internships**, College has encouraged students to take up **field projects and 03 internships which are mandatory** apart from encouraging the students to take up industry oriented certificate courses namely **Microsoft Certificate programs, AWS, Wipro Certification programs** etc. by entering MoUs with EDU Tech organization for the benefit of the students. Also introduced the concept of **GAP year, Minor Degree and Honours** for the benefit of the students. Also introduced Extra Academic Activities for all round development of the students. Effective feedback mechanism is available which serves as input for continuous improvement in curriculum along with results of outcome assessment. Number of **Value-added courses are introduced in each branch of engineering** to make students more employable. Encourages the student to take up community development projects.

- 100% Syllabus revision in all 16 programmes offered.
- 1035 new courses are introduced in last 5 years.
- 193 value-added courses for imparting transferable and life skills are offered during last five years.
- 16418 (90%) number of students have enrolled in VAP courses conducted in last 5 years.
- 3748 students have undertaken internships.
- 5269 students have carried out projects in last five years.

### Teaching-learning and Evaluation

Academic Calendar is prepared for each semester well in advance and indicates schedule of all academic events. College has well qualified and dedicated team of faculty. The course assignments to faculty for teaching are worked out in advance based on the teachers' competency and preferences. They organise teaching/learning materials, lesson plan and question bank for practice as per FPP – Faculty Preparation Program before the commencement of the semester. Induction Programs are organized and conducted for newly joined faculty.

Most modern and conventional methods of teaching are normally adopted, and this includes, but not limited to lectures, practical's, tutorials, mini projects, main project work, industry visits, mandatory internships, employment oriented training programs, value added courses and internships.

In line with the OBE program specific outcomes, programme outcomes and course outcomes are constantly monitored by department academic committee. Student's performance and grievances are regularly monitored by class in-charges and shared with counsellors for further action. Examination section schedules and conducts the internal and external examinations as per the academic calendar supported by teaching and non-teaching staff. End examination results are processed by software and published within the stipulated time. The concept of retotalling and re-evaluation is in vogue. Well defined malpractice rules are in force. Remedial classes and bridge course will be conducted for needy students.

- 73.09 of average enrolment % of students for the last 5 years.
- 88.39% of seats are filled against reserved categories like SC, ST, OBC, Divyangjan, etc. during the last 5 years
- Maintains Student teacher ratio of 13:1
- Lecture Capturing systems (SENSES) and internet-connected video-display panels are installed in most of the classrooms.
- Provide an effective mentoring support with a ratio of 1 faculty for 14 students
- 282 faculty serve as mentors (faculty counsellors)
- 80(2023-24) faculty are with Ph. D and 53 are pursuing.
- Outcome-based Education (OBE) implemented and practiced for all programmes.
- 81% of successful graduation in the latest academic year.
- Feedback on various aspects including Curriculum, Teaching & Learning, grievances and facilities are collected periodically. They are analysed and appropriate actions are taken promptly.
- Valuable Local Chapter of NPTEL with rating of AA.

### **Research, Innovations and Extension**

RGM CET has included and supported research, innovation and extension activities by the faculty and students of the college from early years since inception. Faculty are supported with seed funding to start, initiate and establish research activities. Publications are rewarded with incentives. To inculcate and stimulate the students for new idea generation internal hackathons are organized and also encouraged to participate in hackathons, coding contests conducted by state and central government authorities to promote innovation through student activity club (SAC).

Following are some notable achievements in the last five years

- Rs. 41.71 Lakh as Seed funding to faculty for research in the past five years.
- 23 Number of projects are granted from UGC, AICTE, DST SERB and other funding agencies worth of Rs.3.09 Crores.
- 43 Number of patents granted and 70 patent applications filed.
- 05 number of research centres offering doctoral programmes of JNTUA.
- 54 number of faculty members are recognized as research guides by universities.
- 29 Number of scholars have registered for PhD through our research centers
- Rs. 14.12 lakhs revenue generated from consultancy works.
- Active MoUs with 03 number of academic institutions and 41 number of companies.
- Rs. 6.56 lakhs/ year provided as support to publish / attend conferences to all Faculty members.



- Published 837 number of papers in Scopus/WoS/UGC care journals in last five years
- Published 109 number of books/book chapters are written since 2018.
- RGM CET h-index is 45 for the period 2018-2023.
- 11 Research fellowships received.
- 06 Number of winners All India Student Design Competition form 2018 onwards
- Smart India Hackathon Winners – 01
- Participation in National finals of Smart India Hackthons-05
- Rs 5.0 Lakhs amount of project Funding for students in 2018 to 2023
- With NSS and clubs etc., there is wide participation by students and faculty in activities that are socially relevant. RGM CET has conducted various outreach and extension activities like blood donation camps, tree planting, pond cleaning, 01 awards received by faculty and students for extension activities 119 number of extension activities are conducted by various clubs and units.

### Infrastructure and Learning Resources

RGM CET has infrastructure including Labs and physical facilities for enhancing teaching-learning processes. It has adequate class rooms, labs, seminar / conference halls, **SIEMENS TSDI** with 06 labs and **02 CM skill** Centers to impart the industry oriented technical skills for the organized and unorganized sector peoples, **Central library** with sufficient of titles, volumes, journals and back volumes apart from e-learning resources. College has adequate sports facilities for outdoor and indoor games, cultural facilities and a gymnasium. All the equipment, academic facilities, computers, sports facilities including gymnasiums take place as per the SOP.

- 65 classrooms and 6 seminar halls that are well ventilated, of which 52 class rooms (80%) are equipped with LCD /Lecture Capturing System / Interactive Panel facility.
- The campus is Wi-Fi enabled with 1024 Mbps bandwidth from Internet Service Providers (DVPL) including classrooms, laboratories, hostels, cafeteria and seminar halls.
- 1091 computers are available for students' usage with a ratio of 1:3.
- Rs.2110.26 Lakhs in average (30%) allocated and utilized for infrastructure augmentation in last 5 years.
- Centralized library in the campus with 75935 books and 10427 + e-books along with subscription to 6329 e-journals.
- An automated library system - KOHA is used for in-house operations. Access to e-books, e-journals, e-Shodh Sindhu, Shodhganga and IEEE are available.
- RGM CET spends an average of Rs.15.36 lakhs per annum for library resources.
- The college has facilities for e-content development 01 with recording, editing and hosting capabilities.
- Rs 2647.54 Lakhs ( 37.44%) in average is utilized from the annual budget to upgrade and maintain infrastructure.
- RGM CET encourages sports activities and the department of Physical Education takes care of organising and coordinating all the sports activities. The facilities for sports activities include

Throw ball, Basketball, Shuttle badminton, Tennis, Football, Volleyball, Kho-Kho, Badminton, Cricket, Table tennis, Chess. and Gymnasiums are available.

- Facilities like health centre, qualified counsellor, ATM, canteen, purified RO water, photocopying outlets and stationery shop are available.
- Transport department with a fleet of 40 buses commuting to all parts of Nandyal and Kurnool districts.at concessional cost to the faculty and students.
- College has 500 KW Solar PV System and 650 KVA generator.

### **Student Support and Progression**

RGM CET is keen in extending all sorts of support and assistance for the academic and holistic growth of students. Students are provided with capacity building training programs to equip them with the current day demands of the industry and enrich their employability scope.

Many higher education awareness programs are conducted. Concerns and grievances are addressed promptly by analysing their feedback. Year on year, number of companies conducting placement drives in our campus raises due to the efforts of our TPO known as Career Development Cell (CDC) which has achieved good placement records in IT and core sectors.

Physical education department organises various tournaments and encourages sportsmanship in campus in the name of RPL. Alumni supports and guide the juniors by their inspirational seminars and workshops. Counselling and mentoring system is in vogue. To foster ethical and human values among student's motivational talks by eminent personalities in the society, are arranged. Student chapters of professional bodies and societies, Participation in co-curricular activities, Remedial classes, workshops / conferences / webinars and performance review are looked after by mentors.

- Around 13341 (72.15%) of students benefited through scholarship and freeships provided by the Government and institution during last five years.
- 164 Capacity development and skills enhancement activities in Soft skills, Language and communication skills, Life skills (Yoga, physical fitness, health and hygiene) were conducted for improving student's competence.
- 48.43 % of students have benefited by career counselling and guidance for competitive examinations.
- The institution adopted various committees to redress the student's grievances including sexual harassment and ragging cases: Implementation of guidelines of statutory/regulatory bodies, organisation wide awareness and undertakings on policies with zero tolerance, mechanisms for submission of online/offline students' grievances.
- 48.43% (with single offer and higher education) and 92.38% (with multiple offers) of students on an average are placed in the last five years.
- 71 awards/medals won by students for outstanding performance in sports/cultural activities at inter university/state/national / international levels
- 36 sports and cultural events / competitions were organised in the last 5 years
- Registered alumni association with more than 14000 members, actively contributing financially and also through seminars to inspire juniors.

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

The governance of the institution provides supportive and effective leadership well aligned to the vision and mission of the Institution. Decentralization and participative decision making are in place. The institutional Strategic Perspective plan emphasizes key performance factors and quality and is prepared with wide participation. Implementation of the Strategic Plan is reviewed and measures to achieve targets are taken up. E-governance is implemented in the areas of administration, finance and accounts, student admission, support and conduct of Examinations. IQAC contributed in institutionalizing Quality Assurance Strategies and processes. Periodic audits provides an effective feedback mechanism for improvement. The IQAC suggestions were helped in improving the quality of academic activities. IQAC plays a major role in achieving quality by regular audits which are undertaken for quality checks. Quality is ensured by review and monitoring of the various processes. institution offers many welfare measures and avenues for career development and progress for the employees.

- Every year around 23 (8.4 %) faculty members are supported financially to attend conferences/workshops and towards membership fee of professional bodies during the last five years.
- Skilling programmes are conducted to enrich the knowledge of faculty in recent trends and technologies which will in turn be imparted to the students.
- 99 professional development / administrative training Programmes are organized by the institution for teaching and non-teaching staff during the last five years.
- An average of 57.2 % of faculty members participate every year in professional development /administrative training programmes.
- The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC.
- With concerted efforts, improvements have been achieved with regard to quality by IQAC in terms of the following
  - Number of Patents: 56
  - Ranking in NIRF: Participated
  - Increase in the number and quality of publications
  - Introduction of new UG & PG programs
  - ICT facilities for better Learning ambiance
  - Centres of Excellence
  - IQAC conducts annual AAA regularly and ensures progress to achieve goals in the strategic plan.
  - IQAC supports Quality accreditations by NBA, NAAC, and NIRF.
  - IQAC through AICTE Margdarshan Scheme mentored Three other institutions for their quality initiatives.

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

RGMCET provides a pleasant and purposeful campus life by celebrating cultural festivals and commemorative days amidst the effective learning environment. Our vision is to make all our students, responsible and contribute to society and Nation.

The campus adheres and promotes environment friendly activities through waste management, energy conservation, environment conscious extension programmes and activities.

RGMCET promotes gender equity. International women's day is celebrated every year to motivate all the staff to organize discussions for understanding the role of women towards a progressive society.

Campus is under electronic surveillance with the help of 338 CCTV cameras, available at all prominent places without compromising the privacy of female staff and students.

Presence of Internal Complaints Committee (ICC) and Women Empowerment Centre (WEC) ensures protection of women from sexual harassment at work place.

Commemorative days like Republic Day, international yoga day, Independence Day, teacher's day, National Voters Day, Aids awareness Day, Teachers Day and Engineers day etc. are celebrated and their importance is highlighted to faculty and students. The hall mark of RGM CET is holistic education to students. The complete focus is on "KNOWLEDGE-SKILL BEHAVIOR" - the basic mantra of OBE.

- RGM CET ensures to provide a pleasant and purposeful campus life by celebrating cultural festivals and commemorative days amidst the effective learning environment. Our vision is to make all our students, responsible and contribute to society and Nation. The campus adheres and promotes environment friendly activities.
- Hostels for boys and girls in the campus.
- Health centre with beds and qualified doctor & nurse.
- Adequate awareness and information disseminated for avoiding use of plastics.
- Has a *code of conduct* to promote responsibility for all the members.
  
- Campus has alternate sources of energy 500 kW Solar energy.
- Solar-powered lights.
- Energy conservation measures through usage of LED lights.
- Rainwater harvesting facilities in all blocks and buildings.
- Reuse of treated water(200KLD) for gardening and hardscape cleaning.
- Regular audits - Green audit, environment audit and energy audit.
- Installation and utilization of facilities for solid, liquid, e-waste and chemicals waste management.
  
- Green campus with more than 5956 trees and plants.
- Battery operated vehicles.
- Disabled friendly Campus and facilities.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	PRINCIPAL RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY NERWADA CROSS ROADS , NH-40 NANDYAL
City	NANDYAL
State	Andhra Pradesh
Pin	518501
Website	<a href="http://www.rgmcet.edu.in">www.rgmcet.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Talari Jayachandra Prasad	08514-275201	9440290470	08514-275123	principal.9@jntua.ac.in
IQAC / CIQA coordinator	P V Gopi Krishna Rao	08514-275203	9440277731	08514-275123	p.vgopikrishnarao@rgmcet.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

<b>Establishment Details</b>				
Date of Establishment, Prior to the Grant of 'Autonomy'	08-06-1995			
Date of grant of 'Autonomy' to the College by UGC	23-09-2010			
<b>University to which the college is affiliated</b>				
<b>State</b>	<b>University name</b>	<b>Document</b>		
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	<a href="#">View Document</a>		
<b>Details of UGC recognition</b>				
<b>Under Section</b>	<b>Date</b>	<b>View Document</b>		
2f of UGC	31-05-2010	<a href="#">View Document</a>		
12B of UGC	21-05-2012	<a href="#">View Document</a>		
<b>Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)</b>				
<b>Statutory Regulatory Authority</b>	<b>Recognition/Approval details Institution/Department programme</b>	<b>Day,Month and year(dd-mm-yyyy)</b>	<b>Validity in months</b>	<b>Remarks</b>
AICTE	<a href="#">View Document</a>	07-06-2023	12	NIL
AICTE	<a href="#">View Document</a>	07-06-2023	12	NIL
AICTE	<a href="#">View Document</a>	07-06-2023	12	NIL
AICTE	<a href="#">View Document</a>	07-06-2023	12	NIL
AICTE	<a href="#">View Document</a>	07-06-2023	12	NIL
<b>Recognitions</b>				
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	PRINCIPAL RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY NERWADA CROSS ROADS , NH-40 NANDYAL	Rural	32.04	51337

## 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,Civil Engineering	48	Intermediate	English	120	9
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	120	94
UG	BTech,Mechanical Engineering	48	Intermediate	English	120	27
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	240	240
UG	BTech,Computer Science And Engineering	48	Intermediate	English	180	180
UG	BTech,Computer Science And Engineering Data Science	48	Intermediate	English	180	179
UG	BTech,Computer Science And Engineering And Business Systems	48	Intermediate	English	60	47
UG	BTech,Computer Science And Engineering Cyber Security	48	Intermediate	English	60	55
UG	BTech,Computer Science	48	Intermediate	English	60	60



	And Engineering Artificial Intelligence And Machine Learning					
PG	Mtech,Civil Engineering	24	B.Tech Civil Engineering	English	18	0
PG	Mtech,Electri cal And Electronics Engineering	24	B.Tech Electrical and Electronics Engineering	English	18	0
PG	Mtech,Mech anical Engineering	24	B.Tech Mechanical Engineering	English	9	0
PG	Mtech,Electr onics And Co mmunication Engineering	24	B.Tech Electronics and Commun ication Engineering	English	18	0
PG	Mtech,Comp uter Science And Engineering	24	B.Tech Computer Science and Engineering	English	9	0
PG	MBA,Master Of Business Administrati on	24	Any Degree	English	60	60
PG	MCA,Master Of Computer Applications	24	Any Degree with Maths	English	60	50

### 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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	32				36				227			
Recruited	31	1	0	32	31	5	0	36	151	76	0	227
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				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				137
Recruited	130	7	0	137
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	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				45
Recruited	44	1	0	45
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>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	24	1	0	21	4	0	26	6	0	82
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	1	0	0	152	57	0	210
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

<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 Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	2496	14	0	0	2510
	Female	1247	1	0	0	1248
	Others	0	0	0	0	0
PG	Male	113	0	0	0	113
	Female	91	0	0	0	91
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	357	361	380	358
	Female	130	111	103	93
	Others	0	0	0	0
ST	Male	53	56	52	53
	Female	13	10	8	6
	Others	0	0	0	0
OBC	Male	1385	1281	1232	1145
	Female	560	464	419	354
	Others	0	0	0	0
General	Male	828	825	908	925
	Female	636	576	560	541
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3962	3684	3662	3475

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	<a href="#">View Document</a>
Computerr Science And Engineering Cyber Security	<a href="#">View Document</a>
Computer Science And Engineering	<a href="#">View Document</a>
Computer Science And Engineering And Business Systems	<a href="#">View Document</a>
Computer Science And Engineering Artificial Intelligence And Machine Learning	<a href="#">View Document</a>
Computer Science And Engineering Data Science	<a href="#">View Document</a>
Electrical And Electronics Engineering	<a href="#">View Document</a>
Electronics And Communication Engineering	<a href="#">View Document</a>
Master Of Business Administration	<a href="#">View Document</a>
Master Of Computer Applications	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	<p>Institutional preparedness for NEP</p> <p>1.Multidisciplinary/interdisciplinary: The Vision of National Education Policy, to provide high quality education to develop human resources in our Nation as global citizens, is well taken by the RGM CET. A discussion among the faculty members were initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision making and innovation, critical thinking and creativity. In view of the NEP, RGM CET has initiated new interdisciplinary centres integrating different departments in addition to the existing inter/multidisciplinary research and academics. Academic programmes are redesigned to include Multidisciplinary /Interdisciplinary courses as electives. All programmes are designed in such a way that students get maximum flexibility to choose elective courses (open electives) offered by other Departments. It can be said that the RGM CET is proactively working towards implementation of the suggestions given in the NEP such as i) Faculty</p>
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	members are encouraged to take up the interdisciplinary or community development research work by identifying the problems in the society.
2. Academic bank of credits (ABC):	Academic bank of credits (ABC): RGM CET is very much interested in the concept of National Academic Depository which is a government endeavour to offer an online repository for all academic awards under the Digital India Programme. RGM CET has registered in NAD and is in the process of upload students' mark sheets and provisional certificates through the nad.digitallocker.gov.in platform. The National Academic Bank of Credits (ABC) portal has now been integrated into the nad.digitallocker.gov.in platform and is currently live autonomous colleges from the academic year 2021. RGM CET has register in the ABC portal.
3. Skill development:	Skill development: UGC has introduced DDU KAUSHAL KENDRAS (DDUKK) for promoting vocational education in continuation to its initiatives for introducing community colleges and B.Voc Programmes realizing the importance and the necessity for developing skills among students, and creating work ready manpower on large scale. RGM CET offers three certificate programs namely i) Computer Harder ii) Computer Network Maintenance and iii) IT/ ITes with 50 members in each course. After conferment of Autonomous status in 2010 the institute has introduced 06 additional labs. Institute has entered MoU with Skill evelopment companies such as EDU Skill, Internshala etc and more than 3500 sudnets have received skill certificates.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course): RGM CET encourages learning of National Language of Hindi. Programmes including webinars and seminars are offered / registered to encourage Hindi learners and understand the cultural values permeated by the literary works in Hindi. Courses namely Environmental Science, Induction Program, Indian Constitution, Essence of Indian Traditional Knowledge and Universal Human Values(Credit) are incorporated in the curriculum.
5. Focus on Outcome based education (OBE):	Focus on Outcome based education (OBE): RGM CET offers 07 UG Engineering and 05 PG Engineering apart from MBA and MCA. The

	<p>institute offers Ph. D programs in 05 departments. All these programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. RGM CET has implemented outcome-based education with clearly stated Programme Outcomes, Programme Specific Outcomes and course outcomes. All courses are designed with outcomes centred on cognitive abilities namely Remembering, Understanding, Applying, Analysing, Evaluating and Creating. Apart from the domain-specific skills, learning outcomes at all levels ensure social responsiveness and ethics, as well as entrepreneurial skills so that student contribute proactively to the economic, environmental and social well-being of the Nation. The Course Objectives (COs) are also aligned to the PO-PSO philosophy. All course syllabus has been designed with due consideration to macro-economic and social needs at large so as to apply the spirit of NEP.</p>
<p>6. Distance education/online education:</p>	<p>Distance education/online education: Due to Covid -19 pandemic, educational institutions in the country have increasingly involved in using the digital platforms for engaging classes, conducting conferences and meetings. Keeping aside the negative impact of lack of face to face learning, online education has broken the geographical barriers creating interaction of experts and students from distant geographies. Opening up of the economy including that of educational institutions has paved the way of adopting hybrid mode or blended mode of education called as PHYGITAL' combing online and offline resources. This can be considered as the new normal, which is envisaged in New Education Policy as well. Due to the experience gained during the closure period of Covid-19, access to online resources by educators and students will not be a constraint anymore. Faculties are encouraged to offer MOOC courses as compulsory subjects at RGM CET which promotes the blended learning system of learning. Number of skill development courses have been attended and conducted using hybrid mode.</p>

**Institutional Initiatives for Electoral Literacy**

<p>1. Whether Electoral Literacy Club (ELC) has been</p>	<p>No. There is no exclusive club for Electoral Literacy,</p>
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<p>set up in the College?</p>	<p>but awareness is created through many other clubs through various seminars and other activities.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Not applicable since there is no ELC club.. There are many clubs functioning to promote extension activities and linguistic interests. They all are active and conduct a number of programmes appropriately.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>Education of Ethical Voting is addressed in courses like 1) INDIAN CONSTITUTION AND FREEDOM MOVEMENT 2) HUMAN RIGHTS Members of REC YI Club conducted an awareness camp on EVMs in association with Deputy Election Commissioner of India on 15-Feb-2019</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>One research paper has been published with a research contribution to Electoral Machines titled "HITECH Electoral Machine for Election Commission of India" by P.R.Sivaraman, R.Jaiganesh, P.Ragupathy and R.Ramkumar during May 2020</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>1534 out of 4243 students (36 %) above 18 years have already registered and received Voter ID Cards. Awareness programmes are being initiated to get the remaining students to register.</p>

## Extended Profile

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### 1 Students

#### 1.1

##### Number of students on rolls year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3962	3684	3662	3475	3707
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

#### 1.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
1001	943	904	962	1182
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format (data		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
295	273	282	236	262
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Institutional data in the prescribed format		<a href="#">View Document</a>		
Certified list of full time teachers		<a href="#">View Document</a>		

## 2.2

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

**Response: 462**

File Description	Document
Provide Links for any other relevant document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3 Institution

## 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1632.24	1495.98	1026.89	1240.06	1676.78
File Description		Document		
Provide Links for any other relevant document		<a href="#">View Document</a>		
Other Upload Files				
1		<a href="#">View Document</a>		

## 4. Quality Indicator Framework(QIF)

### Criterion 1 - Curricular Aspects

#### 1.1 Curriculum Design and Development

##### 1.1.1

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

##### Response:

To develop & implement curricula which are relevant to the local, regional, national, and global developmental needs is a crucial aspect of educational institutions. By aligning the Programme Outcomes (POs) and Course Outcomes (COs) with these developmental needs, institutions can ensure that their graduates are equipped with the knowledge, skills, and attitudes required to address real-world challenges and contribute meaningfully to society. Here's how this alignment is typically achieved:

- **Needs Assessment:** Educational institutions start by conducting a comprehensive needs assessment to identify the requirements of the local, regional, national, and global communities. This assessment involves gathering input from various stakeholders, including employers, industry experts, alumni, and community leaders and data magazines.
- **Programme Outcomes (POs):** Based on the needs assessment, the institution defines the Programme Outcomes (POs). These are broad statements that articulate the knowledge, skills, and attitudes that students should have upon completing the program. The POs serve as a guide for the curriculum development process and are aligned with the developmental needs identified earlier.
- **Course Outcomes (COs):** After establishing the POs, individual courses within the program are designed to contribute to the achievement of these outcomes. Course instructors create Course Outcomes (COs) that describe what students should be able to learn at the end of each course. These outcomes are **Specific, Measurable, Achievable, Relevant, and Time-bound (SMART)**.
- **Mapping POs to COs:** There is a mapping process where each Course Outcome is linked to one or more Programme Outcomes. This ensures that the knowledge and skills gained in each course are directly related to the overall outcomes of the program.
- **Regular Review and Updating:** Curricula are not static but are subject to periodic review and updating. As the needs of the local, regional, national, and global contexts evolve, the institution revisits the POs and COs to ensure their continued relevance. This process involves seeking feedback from employers, alumni, and other stakeholders to gauge the effectiveness of the curriculum.
- **Industry Collaboration and Internships:** To enhance the relevance of the curriculum, institutions often collaborate with industries and organizations. This collaboration can lead to internships, projects, and real-world experiences for students, allowing them to apply their learning to address real developmental challenges.
- **Global Perspective:** Recognizing the interconnectedness of the world, institutions also aim to instill a global perspective in their graduates. This can be achieved through international

exchange programs, cross-cultural exposure, and the inclusion of global issues in the curriculum.

By aligning the POs and COs with the developmental needs of the local, regional, national, and global communities, educational institutions ensure that their programs produce graduates who are not only academically competent but also socially responsible and capable of making a positive impact in the world.

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

### 1.1.2

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

#### Response:

RGMCET focuses on employability, entrepreneurship, and skill development in its programs and regularly updates its course syllabi to meet contemporary requirements. This approach is crucial for preparing students for the ever-evolving job market and helping them develop the skills needed for success. Here are some potential benefits and key considerations for such an institution:

#### Benefits:

- **Enhanced Employability:** By aligning course content with current industry demands, students are better equipped with the skills and knowledge that employers seek, increasing their chances of finding meaningful employment after graduation.
- **Entrepreneurial Spirit:** Courses that promote entrepreneurship can inspire students to think creatively, take initiative, and potentially start their own businesses, contributing to economic growth and innovation.
- **Skill Development:** A focus on skill development ensures that students not only acquire theoretical knowledge but also gain practical, applicable skills that can be used in real-world situations.
- **Relevance:** Regularly revising syllabi and programs to stay up-to-date with industry trends and technological advancements ensures that education remains relevant and valuable.
- **Competitive Advantage:** Such programs can make RGMCET more attractive to prospective students and give it a competitive edge in the education sector.

#### Key Considerations:

- **Industry Collaboration:** Establishing partnerships with local businesses, industries, and startups can help ensure that the institution's programs are closely aligned with industry needs. This can

also provide opportunities for internships and practical experience.

- **Qualified Faculty:** RGM CET employing instructors with industry experience can greatly benefit students by providing real-world insights and connections.
- **Feedback Mechanisms:** RGM CET implements feedback mechanisms for students and industry partners to continuously evaluate and improve the program's effectiveness.
- **Lifelong Learning:** RGM CET encourages a culture of lifelong learning among students and faculty to adapt to rapid changes in technology and industry requirements.
- **Diversity and Inclusion:** RGM CET ensures that programs are accessible to a diverse range of students and that inclusivity is a priority to foster innovation and a rich learning environment.
- **Resources:** Adequate resources, including updated facilities, materials, and technology, are essential to deliver high-quality programs.
- **Assessment and Accreditation:** Regularly assess the effectiveness of programs and consider seeking accreditation from relevant bodies to enhance program credibility.
- **Adaptive Curriculum:** Ensure that the curriculum is flexible enough to accommodate changes in industry requirements and emerging fields.

Incorporating these considerations into the RGM CET's approach can help to maintain a strong focus on employability, entrepreneurship, and skill development while staying current with the evolving demands of the job market and industries.

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

## 1.2 Academic Flexibility

### 1.2.1

**Percentage of new courses introduced out of the total number of courses across all programmes offered during the last five years**

**Response:** 69

#### 1.2.1.1 Number of new courses introduced during the last five years:

**Response:** 1035

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

**Response:** 1500

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

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

Integrating cross-cutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability, and other value frameworks enshrined in the Sustainable Development Goals (SDGs) and National Education Policy (NEP) - 2020 into the curriculum is a critical step in promoting holistic and responsible education. This integration aims to nurture well-rounded individuals who are not only academically competent but also conscious of their social, ethical, and environmental responsibilities.

To achieve this integration, educational institutions can follow several approaches:

- **Curriculum Design and Revision:** RGM CET reviews and revise their existing curriculum to identify gaps and opportunities for integrating cross-cutting issues and value frameworks. This process should involve consultations with educators, subject matter experts, and stakeholders to ensure a comprehensive approach.
- **Identification of Key Themes:** Highlight specific themes related to professional ethics, gender, human values, environment, sustainability, and other SDGs-related values that align with various subjects. For example, ethics can be integrated into business and law courses, gender issues into social sciences, and sustainability into environmental studies.
- **Interdisciplinary Approach:** Encourage an interdisciplinary approach to learning by facilitating collaboration between different subject departments. This approach fosters a broader understanding of complex issues and promotes interconnected thinking.
- **Co-curricular Activities:** Include co-curricular activities, workshops, seminars, and guest lectures that address the identified themes. These activities help students to develop practical skills, critical thinking, and empathy, thereby reinforcing the importance of these issues.
- **Practical Projects and Research:** Integrate hands-on projects and research opportunities that allow students to explore and apply their learning to real-world scenarios. This helps in building

problem-solving skills and enhances their understanding of societal challenges.

- **Case Studies and Role Models:** Use case studies and real-life examples that highlight ethical dilemmas, sustainable practices, and contributions made by role models who have exemplified positive values.
- **Assessment and Evaluation:** RGM CET designs assessment methods that evaluate students' understanding and application of the integrated themes. This will incentivize students to take these issues seriously and perform well in their studies.
- **Faculty Development:** Provide training and resources to educators to equip them with the necessary knowledge and teaching methodologies to effectively integrate these issues into their teaching.
- **Collaborations and Partnerships:** Forge partnerships with NGOs, government agencies, and corporate organizations to enhance the impact of education on real-world issues. These collaborations can lead to experiential learning opportunities and internships for students.
- **Monitoring and Feedback:** Continuously monitor the effectiveness of the integration and seek feedback from students, faculty, and other stakeholders to improve and adapt the approach over time.

By incorporating these cross-cutting issues and value frameworks into the curriculum, educational institutions can contribute to producing socially responsible and environmentally conscious individuals who are committed to achieving the Sustainable Development Goals and promoting positive change in society.

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

**1.3.2**

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

**Response:** 324



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

### 1.3.3

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

**Response:** 100

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

**Response:** 16

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

**Response:** 16

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

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 73.24

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

2022-23	2021-22	2020-21	2019-20	2018-19
1028	830	913	739	691

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

2022-23	2021-22	2020-21	2019-20	2018-19
1332	1092	1101	1101	1110

#### File Description

#### Document

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

Document relating to sanction of intake as approved by competent authority

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 81.75

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

2022-23	2021-22	2020-21	2019-20	2018-19
656	518	562	399	410

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

2022-23	2021-22	2020-21	2019-20	2018-19
759	622	627	550	555

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

**Response:**

The college has well-planned multi-level strategies that are implemented from time to time to address the

issues of diversity in students' learning levels. Initial cues of the students' learning abilities are obtained/ascertained from their performance in the qualifying examination, entrance examination and the induction training program conducted immediately after the admission.

- Special remedial classes are arranged for the slow learners before or beyond the regular class schedule on specific days for each course and individual attention is paid for improving the students' level of learning, problem-solving and presentation.
- Simultaneously, the needs of the average, progressive and advanced learners are taken care of by the concerned faculty through assignments, seminars, and more importantly peer-group discussions. Peer group learning is always found to yield good results as all the members are benefited. The advanced learners will derive satisfaction and get motivated for further in-depth learning while the slow and progressive, average learners get their doubts clarified with the lucid, hesitance-free academic discussions.
- Slow learners are further assisted through individualized counselling by the resident faculty in Educational Psychology of the institution and the regular counselling sessions by the class in charge teachers. Most of the students' problems are resolved by these efforts and if felt necessary, the parents are called in for additional help to their ward.

***Slow learners are given special attention to improving their performance through one or more of the following:***

- Slow learners are paired with good performers to enhance their learning abilities (Peer group learning)
- The soft and communication skills are given special emphasis for the students from rural Backgrounds to improve these skills and thereby bring them to par with regular learners.
- Conduct additional tutorial classes for improving the student’s knowledge

***To support the advanced learners, the college conducts /encourages***

- Programs like coding contests, special training programs on problem-solving approaches, campus-specific training, etc
- To take up additional courses like NPTEL - MOOCs, AWS certification (by Edu Skills), learning tools to cover cutting-edge technologies.

File Description	Document
Upload Any additional information	<a href="#">View Document</a>
Provide 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:** 13.43

File Description	Document
List showing the number of students in each of the programs for the latest completed academic year across all semesters	<a href="#">View Document</a>
Certified list of full time teachers along with the departmental affiliation in the latest completed academic year.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<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 experience and teachers use ICT- enabled tools including online resources for effective teaching and learning process**

#### Response:

The teaching-learning process is a major strength of our college. Students are given the right blend of traditional and modern methods to make learning student-centric and a rewarding experience. Experiential learning, participative learning, and problem-solving methodologies are well adopted to ensure the development of students' knowledge.

#### *Participative learning*

1.Design/development of solutions: Students develop solutions for real-time problems through the design of system components that meet the specified needs of real-time cases through teamwork participation and analysis

2.Smart / Flipped classes are introduced for selected subjects to increase the scope for participative learning.

3.Students are encouraged and presently made mandatory to take (Massive Open Online Courses) MOOCs offered by premier institutions of the country. They include online lectures, demonstrations, and interaction through skype sessions.

4.Project works involving the latest technologies and major problems are investigated to a reasonable level by final year students teams under the supervision of project guides, within the constraints of time and resources in the department.

5.Participation in professional societal activities of IEEE, CSI, IETE, IE(I), etc. is currently mandatory.

### ***Industry interaction and summer training***

1. Practical training/internship is provided to the students of CSE&BS through Eduskills and recognized internship institutes.
2. Industry projects and collaborations are undertaken to enrich students with pre-employment training.
3. Periodical Guest lectures on topics relevant to employment skills by personnel from respective organizations/industries.

### ***Problem-solving methodologies adopted are***

1. Giving real-time industry case studies at the end of instruction of each unit.
2. Problem-solving approaches are explained for the variety of case studies or sample questions of TCS/Wipro/Infosys written exams
3. Focused on product design and development.

All academic activities are aimed at elevating the students' knowledge, skills and building confidence in them.

### **ICT-enabled tools**

Effective content delivery by using ICT tools in the classroom for better understanding and reinforcement of the concepts and problem-solving is adopted by all the faculty of the institution. ICT tools complement the traditional teaching-learning methods, and the institute is highly interested in providing innovative methods for enriching the learning experience. The institution has the needed resources which include wide availability of computers in engineering departments and library, high-speed internet access, and general ICT knowhow among the students and the faculty. The faculty are trained for the efficient use of tools through training sessions at the institute and/or faculty development programs conducted by ATAL. Teaching/Learning methodologies include the use of ICT tools for illustrations and special lectures, field studies, case studies, project-based methods, experimental methods, smart classroom sessions, etc.

ICT for course delivery includes PowerPoint presentations, video conferencing, or educational websites. CodeTantra on our college website is a mandatory ICT tool for the learning process and resource management, and it also enables monitoring of students' learning process through online teaching, practice labs, and submission of tasks, etc.

ICT enabled Teaching-Learning Process is supported with Regular Practical Sessions, access to Digital Library, Online Courses (MOOCs, NPTEL, etc.), online journals, Online tests, Use of LCD projectors for seminars and workshops, productive use of educational videos, and accessibility of non-print material for students of different disciplines.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.3.2

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

##### **Response:**

The role of the faculty as a mentor is one of nurturing and providing support for a student during the transition period in academic, professional as well as personal augmentation. In all departments of the institute, mentoring is a continuous process where faculty mentors serve as a resource who will respond to many questions, trivial or complex, that the student might pose; support students in choosing course work that meets their needs and interests; encourage students to actively participate in seminar and laboratory work that are realistic in scope; and counsel the students on any other academic, professional, personal growth, etc., for necessary advice/guidance/help.

Each faculty will be mentor of a group of 15 to 20 students. Department faculties will be mentors for the students till their graduation completion.

##### **OBJECTIVES:**

- To provide mentees with guidance, support, and knowledge to enhance their personal and professional development.
- To assist mentees in setting and achieving academic and career goals.
- To create a positive and inclusive learning environment that promotes mutual respect and communication.

##### **RESPONSIBILITIES OF A MENTOR:**

- Keeps the records of student's profile in the prescribed format.
- Maintains the records of absenteeism, problems/issues.
- Explains to students the academic rules and regulation.
- Record the results of each student both in Internal and External exams of each semester.
- Attendance of each student for all courses is monitoring.
- Examines the results of the students and counsel for poor results within a week after the results are published.
- Communicates with parents of students to discuss student's performance, any attendance issues and future plan at least twice in a semester.
- Gives guidance and information to plan for industry internship.
- Ensures to provide study material for advanced courses or advance study
- Reports unresolved cases of students to HOD and if HOD requires further attention to resolve the issue, the unresolved cases can be brought to the attention of higher authorities.
- Keep connect with student even after their graduation.



- As per the curriculum students are insisted to complete internships and NPTEL courses as the MOOCs.
- Proper care is to be taken for the slow learners.

**TYPES OF MENTORING ACTIVITIES DONE TOWARDS STUDENTS:**

Types of mentoring done are:

1. Academic Growth
2. Professional Guidance
3. Career Advancement
4. Course Work Specific
5. Laboratory Specific
6. Employability and all-round development

File Description	Document
Upload any additional information	<a href="#">View Document</a>
List of Active mentors	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

**2.3.3**

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

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

**Response:**

***1. Academic calendar***

The academic calendar is prepared by the institute and displayed on the notice boards as well as on websites and followed same by all the departments. The calendar, made available to the students before the commencement of classwork, includes:

- First and last day of instruction, schedules of internal and external exams, preparation holidays for final examinations, and vacation periods.

- Academic calendar has strictly adhered. However, in case of any unforeseen situations, necessary change is made by the authorities and the same is displayed on notice boards and websites

## 2. Teaching Plan

Heads of the department conduct meeting with the faculty well in advance of the commencement of the semester course work, and allocate subjects. A unit-wise teaching plan of the course content, spread over the allotted lecture hours, is prepared to ensure a uniform pace of teaching. Course coverage is monitored by the concerned HOD and deviations if any, are clarified with the concerned faculty and special classwork is planned.

Faculty member (s) prepares a 'teaching plan' for every theory subject which is duly approved by the Head of the department. This schedule is placed in the course file at the beginning of the semester. The number of hours in the teaching plan is framed depending on the credits of the course and made available to the students. Effective implementation of the lesson and lecture schedules is monitored by the Head of the Department as well as academic auditors.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide Link for Additional Information	<a href="#">View Document</a>

### 2.4 Teacher Profile and Quality

#### 2.4.1

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

**Response:** 100

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

2022-23	2021-22	2020-21	2019-20	2018-19
295	273	282	236	262

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

**2.4.2****Percentage of full time teachers with Ph.D./D.Sc. / D.Litt./ L.L.D during the last five years****Response:** 25.54**2.4.2.1 Number of full time teachers with *Ph.D./D.Sc. / D.Litt./ L.L.D* during the last five years**

Response: 118

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

**2.4.3****Average teaching experience of full time teachers (Data to be provided only for the latest completed academic year, in number of years)****Response:** 9.04**2.4.3.1 Total teaching experience of full-time teachers as of latest completed academic year**

Response: 2667

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.4)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

**2.4.4****Percentage of full time teachers working in the institution throughout during the last five years**

Response: 50.38

**2.4.4.1 Number of full time teachers worked in the institution throughout during the last five years:**

Response: 132

File Description	Document
Institutional data in the prescribed format (data template merged with 2.4.1 and 2.4.3)	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

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

Response: 28.8

**2.5.1.1 Number of days from the date of last semester-end/ year- end examination till the declaration of results year-wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
11	34	36	27	36

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

## 2.5.2

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

**Response:** 0.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	31	25	18	43

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

2022-23	2021-22	2020-21	2019-20	2018-19
3813	3597	3623	3401	3626

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

## 2.5.3

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

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

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

**Response:**

The impact of IT integration on examination reforms are as below

<b>Process</b>	<b>Impact</b>
<b>Internal Assessment marks</b>	Online entry and concurrent access by students Speedy display with monitoring
<b>Online issue of Examination Application</b>	Expeditious processing of fees payments
<b>Online course registration</b>	Students can register for the courses and the faculty both of their choice
<b>Computerized end semester examination and valuation</b>	Precise scheduling, question paper status and valuation planning
<b>Examination Gallery</b>	Course wise strength with the date and session of examination and finalizing halls / invigilators
<b>Valuation mark entry and printing with dummy number</b>	Valuation allotment and Revaluation and Photocopy of the answer script made easy
<b>Result Publication including revaluation</b>	Students will be able to view the results through the website and mobile app instantly
<b>Reports</b>	Pass percentage and Consolidated Statement after moderation
<b>Eligible candidates for award of degree</b>	Name list with CGPA and classification based on the regulations to university

### ***Reforms in the Examinations:***

The question papers of the end semester examinations are subjected to scrutiny to ensure that the question papers adhere to the prescribed syllabi and the **revised bloom's taxonomy of cognitive levels**. After every examinations the feedback is received by the chairperson of the academic council from the students through the course instructor and the chairperson of the various boards. For the central valuation **answer key** is made available for all the courses and to all the examiners ensuring transparency and uniformity. The results of the examinations are **published online on the same day announcement of the results**. The results of the final semester examinations are published early helping the students to honour the placement offers or to take up higher education. The **transparency** in evaluation is ensured by providing photo copy of the answer scripts to the students. **Revaluation/Recounting is permissible**

and it can be **challenged** through a **review process**.

**Special supplementary examinations** are conducted for immediate passing out candidates helping them to **qualify for the degree during the same year**.

**An audit** is conducted after the publication of results and revaluation on the quality of question papers and also on the evaluation to ensure quality and transparency. Any adverse report in the audit is suitably addressed.

### ***Continuous Internal Assessment***

After every internal assessment test the attendance and the mark scored are entered into the software. Course wise attendance is calculated for every semester and students failing to earn the requisite attendance cannot appear for the end semester examination of that course. The internal assessment marks earned by every student course wise is calculated by the course instructor and posted in the examination system with the due approval of the Head of the Department and the Principal. The internal assessment marks can be viewed both by the student and parents and are also displayed in the department notice board on the last working day.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## **2.6 Student Performance and Learning Outcomes**

### **2.6.1**

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

#### **Response:**

In the strict compliance with the objectives of Outcome Based Education (OBE) and the stated Program Outcomes (POs). The Program Specific Outcomes (PSOs) and Course Outcomes (COs) are framed by the department offering the concerned program after rigorous consultation with all faculty and the stakeholders. After attainment, the same are widely propagated as follows:

- Website
- Curriculum /Regulations books
- Classrooms
- Department Notice Boards
- Laboratories
- Student Induction Programs

- Meetings/ Interactions with employers
- Parent meet
- Faculty meetings
- Alumni meetings

While addressing the students, the HODs create awareness on POs, PSOs and COs. The faculty members, class teachers, mentors, course coordinators, also inform the students and create awareness and emphasize the need to attain the outcomes.

**Program-specific Outcomes (PSOs)** are the specific skill requirements and accomplishments to be fulfilled by the students at the micro level and by the end of the program. The program coordinators prepare the PSOs, usually two to four in number, in consultation with course coordinators. The BOS, including the Head of the Department and subject experts, of the individual departments will discuss the same and approve it after endorsement by the Principal.

**Program Outcomes (POs)** are broad statements that describe the professional accomplishments which the program aims at, and these are to be attained by the students by the time they complete the program. POs incorporates many areas of inter-related knowledge, skills, and personality traits that are to be acquired by the students during their graduation. Program outcomes comprises Direct attainment from the academic measurement tools and Indirect measurements from the surveys from all stake holders, co-curricular and extra curricular activities.

**Course outcomes (COs)** are direct statements that describe the essential and enduring disciplinary knowledge, abilities that students should possess, and the depth of learning that is expected upon completion of a course. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

### **Attainment**

Each course has a defined set of course outcomes and corresponding evaluation criteria. The course outcomes are mapped to the program outcomes which are used to provide the quantitative measurement of how well the program outcomes are achieved. The performance of the students in the examinations during the semester in each course is used to compute the level of attainment of the POs and PSOs through the mapping of questions to COs and COs to POs and PSOs.

### ***PO Attainment***

Assessment methods include direct and indirect methods and are evaluated as per the rubrics framed. The process of program outcome assessment by the direct method is based on mid examinations, semester-end examinations, and assignments. Each question in mid/semester end/assignment is tagged to the corresponding CO and the overall attainment of that CO is based on the average mark set as target for final attainment.

1. Mid Examinations are conducted twice a semester and each of them covers the evaluation of all the relevant COs attainment.

2. Semester End Examination is descriptive, and a metric for assessing whether all the COs are attained.



The indirect assessment is done through the course end survey.

File Description	Document
Upload POs and COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

## 2.6.2

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

**Response:** 81.52

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

Response: 816

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

## 2.7 Student Satisfaction Survey

### 2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response:**

## Criterion 3 - Research, Innovations and Extension

### 3.1 Promotion of Research and Facilities

#### 3.1.1

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

#### **Response:**

Research and Development (R & D) Unit and Consultancy Wings was constituted to strengthen research activities, enhance industry interaction and to foster industry relevant research. CSRC provides support and guidance to enable faculty and students to take up research and innovative development relevant to industry as well as society.

#### **Major goals of R & D Unit include the following:**

- Establish and Nurture Research culture
- Develop and Augment Research labs
- Encourage Sponsored Research & Enhance facilities
- Provide Ambience for State-of-the-Art Research
- Engage in Collaborative Research
- Pursue focused research and consultancy towards International Expertise

#### **Research recognition and Research focus**

The college has been recognized as a "Scientific and Industrial Research Organization" (SIRO) by the Department of Scientific and Industrial Research, Government of India. The college has been granted with "12B" status of the University Grants Commission in 2011. These recognitions have enhanced funding opportunities from government and other agencies to conduct R&D that are of national relevance and importance.

Currently the following departments are recognized as Research Centres of JNT University, Ananthapuramu to offer Ph.D. Programs.

- Mechanical Engineering
- Computer Science & Engineering
- Electrical & Electronics Engineering
- Electronics & Communication Engineering
- Civil Engineering

#### **Research Promotion Policy**

An Institutional Research Policy has been framed to be made applicable to all the faculty members, students, research scholars as well as employees appointed on contract basis and staff who is involved in any form of research activity carried out in the institution. All research activities should be undertaken in compliance with this Institutional Research policy.

**Guidelines concerning researchers**

- The researchers should maintain high standards of honesty and an ethical attitude in all the research activities. Those carrying out research should get necessary approval from the concerned HOD for utilizing the laboratory, equipment or other facilities.
- An attempt should be made to publish the outcomes of the research as papers/ Patents. Principal Investigators and Co-Investigators carrying out sponsored projects should obtain necessary approvals for the purchase of equipment and maintain an inventory with proper tagging for their utilization.
- In case of collaborative research consisting of one or more teams, the Principal Investigator should ensure that the members of the Research group are aware of it and comply with the research policy.
- Research collaborators, at the commencement of their collaboration, shall make all reasonable efforts to frame agreement, preferably in writing, that is consistent with the Institutional Policy relating to intellectual property rights and future use of Data. In the event of any dispute, the Institute shall assist in facilitating the resolution of the dispute.
- The progress report as required by the sponsoring agencies should be sent in time. The audited statement of accounts should also be prepared and submitted immediately upon project is completed.

Overall, RGM CET places a high value on frequent updates to research facilities and well-defined promotion policies, this is likely to create an environment where researchers are motivated, supported, and empowered to make significant contributions to their respective fields. This can lead to a positive impact on both the institution's reputation.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide links as Additional Information	<a href="#">View Document</a>

**3.1.2**

**The institution provides seed money to its teachers for research**

**Response:** 41.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.87	1.72	1.3	9.07	18.75

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

**3.1.3**

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

**Response:** 2.38

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

Response: 11

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

**3.2 Resource Mobilization for Research****3.2.1**

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

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

**Response:** 314.5

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

### 3.2.2

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

**Response:** 0.05

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

Response: 23

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

### 3.2.3

**Percentage of teachers recognised as research guides as in the latest completed academic year****Response:** 18.31**3.2.3.1 Number of teachers recognised as research guides as in the latest completed academic year:**

Response: 54

<b>File Description</b>	<b>Document</b>
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Institutional data in the prescribed format (data template merged with 2.4.2 and 3.4.2)	<a href="#">View Document</a>

**3.3 Innovation Ecosystem****3.3.1**

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

**Response:**

The institution instils, promotes and inculcates the spirit of innovation and unquenchable thirst for knowledge in the young minds through academic, research and extension activities. The objective is to promote creativity and innovation among students, Faculty and facilitate development of innovative systems, processes, products, technologies and services for the benefit of the society. It serves to connect all the stakeholders of innovation including students, researchers, faculty members, entrepreneurs, business development and other technical service providers, providers of skills training and professional development and IPR support. It enables everyone to interact effectively to maximize the economic impact and potential of their research and innovation. It is dynamic and flexible, allowing new entrants to become part of the ecosystem with minimal entry barriers.

The Innovation Eco System works through the following facilities.

- Ideation and Innovation Centre
- Institution Innovation Council approved by MHRD IC
- Centre of Excellence
- Entrepreneur Development Cell

**Ideation and Innovation Centre:**

The Centre was started in 2018 with the objective of motivating students and teachers on innovation and improvement of quality research and publications. It conducts idea contests regularly to showcase and recognize innovative ideas. The main functions are to nurture and promote innovative thinking among students, providing a healthy competitive environment to develop innovative solutions, providing

financial support for building prototypes and encouraging IP protection and entrepreneurship for deserving solutions. Motivational lectures are arranged for this purpose.

#### **Institution Innovation Council:**

It was started in 2019 at the initiative of the Innovation Cell of the Ministry of Human Resource Development, Government of India. The Council includes members from students, teachers, industry and Patent expert. The activities of the council are carried out on a programmed schedule to promote innovative thinking among the students. A number of activities are conducted through this Council to motivate and promote creativity and innovation among students and faculty members. The Council has been awarded 2 stars by MHRD IC for performance during 2019-20.

#### **CENTRES OF EXCELLENCE**

Rajeev Gandhi Memorial College of Engineering and Technology, has established has established Centers of Excellences in the areas of VLSI design, Nano Devices Simulation, Internet of Things, Big Data, Machine Vision, Electric Vehicle, Embedded Technology and Automation, Renewable Energy Sources, Process Design, Sustainable Construction Materials, Digital Image and Signal Processing to promote research projects, Incubation and Innovation.

#### **ENTREPRENEUR DEVELOPMENT CELL (EDC)**

Entrepreneurship Development Cell at Rajeev Gandhi Memorial College of Engineering and Technology believes that entrepreneurship is not just about starting companies, but a pathway towards India's socio-economic development. Our vision is to make students and faculty 'entrepreneurial' in every work that they do. We hope to enable them to solve global challenges, as we see students as the greatest capital and intend to nurture them and provide them with opportunities for excellence. Rajeev Gandhi Memorial College of Engineering and Technology is not only the Institute pioneering with blossoming innovations, but also the swarm of ventures and the impact it has created and it will be creating the innovation and entrepreneurship ecosystem as a whole.

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

### **3.4 Research Publications and Awards**

#### **3.4.1**

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

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



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

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

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

### 3.4.2

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

**Response:** 2.26

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

Response: 122

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

**3.4.3**

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

**Response:** 1.81

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

Response: 837

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

**3.4.4**

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

**Response:** 0.24

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

Response: 109

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

### 3.4.5

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

**Response: 0**

File Description	Document
Bibliometrics of the publications during the last five years	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.4.6

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

**Response: 0**

File Description	Document
Bibliometrics of publications based on Scopus/ Web of Science - h-index of the Institution	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

## 3.5 Consultancy

### 3.5.1

#### **Revenue generated from consultancy and corporate training during the last five years**

**Response:** 14.12**3.5.1.1 Total Amount generated from consultancy and corporate training year wise during last five years (INR in lakhs)**

2022-23	2021-22	2020-21	2019-20	2018-19
3.22	3.09	3.37	1.85	2.59

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

**3.6 Extension Activities****3.6.1**

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

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

**Response:**

The outcomes of extension activities in the neighborhood community have a profound impact on sensitization of students to social issues and rendering to promotion of holistic development:

- 1. Increased Awareness of Social Issues:** Engagement in extension activities exposed students to real-world social issues such as poverty, inequality, environmental concerns, and healthcare

disparities. This exposure helped students understand the complexities of these issues and encouraged them to become more socially aware and empathetic individuals.

2. **Empathy and Perspective-taking:** Direct interaction with individuals or communities facing social challenges fostered empathy. Students learnt to see the world from different perspective, which enhanced their ability to relate to and understand the experiences of others.
3. **Active Citizenship:** Extension activities encouraged students to take an active role in addressing community needs. This experience helped them develop a sense of responsibility as citizens and cultivated their understanding of their role in creating positive social change.
4. **Critical Thinking and Problem-solving:** When students engage in extension activities, they often need to analyze problems, assess their root causes, and develop innovative solutions. This process enhanced their critical thinking skills and taught them how to approach complex issues.
5. **Communication and Collaboration:** Extension activities often involve working in teams or with community members. Students learn effective communication, collaboration, and negotiation skills, which are vital for their personal and professional development.
6. **Cultural Sensitivity:** Interacting with diverse individuals and groups within the community exposed students to different cultures, backgrounds, and experiences. This exposure helped them become more culturally sensitive and inclusive.
7. **Leadership Development:** Extension activities provided opportunities for students to take on leadership roles. They learnt to guide and motivate their peers, make decisions, and manage projects effectively.
8. **Self-Reflection:** Engaging in extension activities encouraged students to reflect on their own privileges and biases. This self-reflection helped them become more self-aware and conscious of their impact on society.
9. **Holistic Personal Growth:** Extension activities contributed to holistic development by focusing on not only academic achievements but also emotional, social, and ethical growth. This well-rounded development prepared students for the challenges of the real world.
10. **Long-lasting Impact:** The outcomes of extension activities often extend beyond the immediate project. Students may continue to advocate for social issues, volunteer, and contribute to their communities even after the activity concludes.
11. **Lifelong Learning:** Extension activities introduced students to new knowledge, experiences, and skills that can foster a love for learning beyond the classroom setting. This passion for learning has translated into a commitment to staying informed about social issues.
12. **Network Building:** Engaging with the community allowed students to connect with individuals from various backgrounds, including mentors, professionals, and community leaders. These connections can open up future opportunities and collaborations.

Overall, extension activities played a vital role in sensitizing students to social issues, fostering empathy, and promoting their holistic development by equipping them with essential life skills and a deeper understanding of the world around them.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 3.6.2

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

**Response:** 93

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

2022-23	2021-22	2020-21	2019-20	2018-19
33	14	9	21	16

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

### 3.7 Collaboration

#### 3.7.1

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

**Response:** 44

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

**The Institution has adequate infrastructure and other facilities for**

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

**Response:**

The institution ensures adequate availability and optimal utilization of physical infrastructure as it is critically linked to the vision of the college–‘to create an environment of excellence in education through technologically advanced pedagogical tools. At the beginning of the academic year, need-assessment for replacement / up-gradation / addition of the existing infrastructure is carried out based on the suggestions from BOS members, Heads of the departments, feedback from stakeholders, outgoing students, lab technicians, and system administrators after reviewing course requirements, computer-student ratio, budget constraints, working condition of the existing equipment and also students’ grievances. Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians/system administrators. The optimal utilization is ensured through encouraging innovative teaching-learning practices. In general, two or three students will be working on each experimental setup. On the ratio of 1:1 computing facility are provided in computing labs. RGM CET management constantly interacts with various stakeholders about the changing trends and requirements for creation and enhancement of the infrastructure facilities. Along with the optimal utilization of existing resources additional time slots and facilities are made available as and when it demands to expose the students to real-world like GO-KART, Smart India Hackathons. Apart from the adequate availability of the physical infrastructure, the institute plans for future expansions or additional requirements with the help of the Administrative Officer and Maintenance incharges who looks after campus maintenance to promote a good teaching-learning environment.

RGM CET has dedicated space for every department with classrooms and laboratories and other facilities with built-up area of 51337 Sq.mt spread over 32.04 acres Facilities for teaching learning Internet through LAN and Wi-Fi facilities across the campus including hostels is made available on 24/7 basis.

The Physical Education Department of RGM CET established in 1995 with adequate facilities for sports, Cultural and gymnasium. The details of the courts/grounds are as follows.



S. No	Name of Ground/Court	Area in Sq. Ft	Year of Establishment
1	Cricket	27556	1995
2	Foot Ball	25000	2003
3	Hand Ball	8557	2006
4	Throw Ball	2403	1995
5	Tennocoit	2052	2006
6	Shuttle (Doubles)	880	2005
7	Shuttle (Singles)	880	2005
8	Basket Ball (Concrete)	2108	2006
9	Kabaddi	1400	2005
10	Volley Ball	1770	2005
11	Tennies	2810	2015
12	Cultural Hall	6000	2015
13	Gymnasium	6500	2010

For the hostels students the college has provided certain indoor games like, table tennis, caroms, chess etc.

There is a well-established gymnasium - the fitness center with the area of 6500 sq. ft is kept open both in the early mornings and late evenings. YOGA classes are arranged every day at Open Air Auditorium for the students by yoga teacher.

The college has Cultural committee comprising of faculty and students as members. The student members are formed into a group named Student Activity Club (SAC). The Cultural Committee is having different clubs such as DANCE CLUB, MUSIC CLUB, PHOTOGRAPHY CLUB, and HELPING HANDS. The SAC teams actively organizes different events under different clubs throughout the year.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 29.84

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

2022-23	2021-22	2020-21	2019-20	2018-19
605.21	624.37	306.67	330.54	243.47

File Description	Document
Institutional data in the prescribed format (data template is merged with 4.2.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### Response:

Name of the ILMS Software: KOHA

Nature of Automation: Automated all essential operations

Year of Automation: 2008 (LIBSYS LSEase software) and from 2023 (KOHA) to till date

Version: Latest version

The Library Management System is fully computerized barcoded with **KOHA** software. **OPAC** facilities are available in different locations of library including books return counter. The Central Library is open from **8.00 AM to 8.00 PM** on all working days and the working hours are extended during examinations.

#### The ambiance of Library:

Area of Central Library: 18000 Sq. Ft

Working Days: Monday to Saturday (8:00 AM to 8:00 PM)

Number of working Staff: 07.

Number of computers available: 20

### Digital Library

A well-equipped digital library is functioning with 20 computers. All the subscribed e-resources like e-journals, e-books, e-database are available which can be accessed through IP based and from remote location. Other digital resources such as subject CDs, Soft copies of Students Project Reports and Questions papers can be accessed from the library.

<b>List of Books, Journals and Electronic Resources</b>						
<b>S.NO</b>	<b>BRANCH</b>	<b>No. of TITLES</b>	<b>No. of VOLUMES</b>	<b>NATIONAL JOURNALS Print</b>	<b>INTERNATIONAL JOURNALS Print</b>	<b>ELECTRONIC RESOURCES</b>
1	ECE	1825	11998	29	9	1. IEEE ASPP ONLINE DIGITAL LIBRARY- 329 journals & magazines www.ieeexplore.ieee.org 2. INFLIBNET NLIST Digital Library from UGC – 8100 electronic journals & 34,38,000 electronic books

2	EEE	1605	10024	22	7	<a href="http://www.nlist.inflibnet.ac.in">www.nlist.inflibnet.ac.in</a>
3	CSE	3616	19765	23	22	<a href="http://www.nlist.inflibnet.ac.in">www.nlist.inflibnet.ac.in</a>
4	ME	1371	7250	30	7	3.DELNET
5	Civil	1034	5783	30	7	
6	MBA	810	6330	22	12	5,000+ Full-text E-journals,
7	BASIC SCIENCES	1640	8241	19		10,966 free e-books.
8	SC Books	410	4373			
9	ST Books	430	2171			
<b>Total</b>		<b>12741</b>	<b>75935</b>	<b>175</b>	<b>64</b>	<p><a href="http://www.delnet.nic.in">www.delnet.nic.in</a></p> <p>4. Knimbus an interface for all open access resources to global e-journal literature</p> <p><a href="https://jntuaengg.knimbus.com/user#/home">https://jntuaengg.knimbus.com/user#/home</a></p> <p>5.VoD's from IIT Kharagpur</p> <p>6. NPTEL Video Lectures</p> <p>7. e-PG Pathshala; Video Lectures <a href="https://epgp.inflibnet.ac.in/">https://epgp.inflibnet.ac.in/</a></p> <p>8. National Digital Library of India</p> <p><a href="http://www.ndl.iitkgp.ac.in/">www.ndl.iitkgp.ac.in/</a></p>

**E – Journals:**

S. No	Name of the Package	Number of Journals
1	IEEE ASPP	329
2	INFLIBNET NLIST	6100
3	DELNET	5000
4	Knimbus open access Journals	40000

### Library Member Ship:

DELNET

N-LIST (INFLIBNET)

National Digital Library

The Central Library services are with RFID Labels, RFID gates, self-issue and Return Kiosk with KOHA Library Management Software. RFID tags are attached to all the Books and back volumes. The Central Library provides online Library services like on-line Journals/magazines, open course ware, open access Journals, Internet facility to the students and faculty with 1 Gbps band width for faster access to the great extent.

### Library Committee

The Library Advisory Committee is formed and the functions of the committee are as follows:

- To deliberate and advise on direction and development of policies for library and information service.
- To support the library's efforts in ensuring financial accountability and responsibility.

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

### 4.2.2

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

**Response:** 1.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
11.57	19.75	10.08	12.1	23.33

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.4.1)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for purchase of books/ e-books and subscription to journals/e-journals should be clearly highlighted)	<a href="#">View Document</a>

### 4.3 IT Infrastructure

#### 4.3.1

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

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

**Response:**

The institute has always given priority for up-gradation of IT facilities. Regular updating is done in facilities at the institute level as well as department level. The description of the same is provided below.

**Internet Connection:** The institute regularly updates the internet connection every year and as of now, the available internet bandwidth is 1Gbps. At present we are using 1GBPS leased line from D-Atum Vilcom Private Limited. We are providing Wi-Fi facility to students at both hostels as well as in campus. Campus is having 1Gbps of high speed internet facility. The institute has a 24x7 Wi-Fi facility both in college campus for the student and faculty members to avail internet connection at any place in the college & hostel. The connectivity through a fully networked campus with state-of-the-art IT infrastructure, computing & communication resources, offers students the facilities of online learning, online classes, e-mail, net surfing, developing web based applications and testing applications using amazon web services. Besides helping them in preparing projects & seminars.

**No. of Systems and their Configuration:** RGM CET has a total of 1700 computers with the following configurations: Processor i7/i5, 8GB RAM, 1TB/500 GB Hard Disk, 3.10 GHz or more CPU Speed, to cater the needs of students and faculty.

**Licensed software:** RGM CET has various software needed for academic purposes which includes Microsoft Campus Agreement, Windows NT Server V 4.0 with 45 users, Red Hat Linux 9.0 Prof Fpp, Fedora Core – 7, Win 98 SE – 10 Users, Novell Netware 4.0 – 10 Users, Microsoft Windows 2000 Advances Server, Microsoft Windows 2000 Professional, Fedora Core 7.0, Ms-Visual Studio 6.0 (Academic Version), Borland Jbuilder 4.0 Prof., Oracle 8.1 For Windows NT (Academic Version), Rational Suit Enterprise, Nag C Library On Windows, Mathematica Professional Version 5.2, Add on Products For Mathematica, IDL (Interactive Data Language), Mca fee Virus Scan Enterprise Version 8.1, **Informatica Power Centre**, Adobe CS2 Premium, Oracle 10g Standard One Edition, Simscript, Rational Suite Enterprise, Turbo C++ Suite, Simscript, NAG C, Mathematica 5.2, Multisim, MATLAB 7.1V, SIMULINK, Multisim V9.0, Multi MCU V9.0, ADE-VHDL V7.2,ADE-VLOG V7.2, MATLAB Toolboxes (Communication, Signal Processing, Image Processing.

**Media Lab/Video Lecture making Facility:** The institute has a well-equipped media lab where faculties can prepare their video lectures. This has been very useful during the initial phases of pandemic.

**Upgrading Policy:** The institute is replacing old configuration computers every year with the new computers. Already 950 Desktops are upgraded to Latest I7 configurations in last 2 Years, and we are in the processes of upgrading 200 Desktop systems this year. Certain measures have been taken during the year 2020-21 due to pandemic for ensuring best teaching practices for students. Below is the list of those features:

**Online Lectures:** The institute has Code Tantra platform to conduct online classes during pandemic. Online classes are recorded and students can utilize those recorded versions when they absent for a class. Every student and faculty is given an id for the same.

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

**4.3.2**

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

**Response:** 3.63

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

**Response:** 1091

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>

### 4.3.3

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

##### **Response:**

**Audio Visual Centre:** The institute has provided physical space equipped with various audio and visual equipment to facilitate content creation, recording, and broadcasting. It could include items like cameras, microphones, speakers, and projectors.

**Mixing Equipment:** Institute has Mixing equipment typically includes audio mixers and controllers used to balance and adjust sound levels in recordings. This is important for producing high-quality audio content, whether it's for lectures, podcasts, videos, or other multimedia projects.

**Editing Facility:** The institute contains dedicated room or area equipped with computers and software for video and audio editing. It's where raw footage is transformed into polished final products.

**Media Studio:** A media studio is a versatile space used for various types of content creation, including photography, videography, and audio recording. It's typically equipped with lighting, backdrops, and other tools for professional-quality production.

**Lecture Capturing System (LCS):** The lecture capturing system is a technology used to record and capture lectures or presentations. This system might include cameras, microphones, and recording software to capture both the presenter and any visual aids, such as slides or presentations.

**Hardware and Software:** The institution has a range of specialized hardware and software to support content creation and editing. This could include high-performance computers, professional cameras and microphones, video editing software, audio processing tools, and more.

All of these components combined indicate that the institution has invested significantly in creating high-quality e-content. This is particularly valuable in today's digital age, where online learning and multimedia content have become integral parts of education and communication. Such facilities can enhance the learning experience for students, enable effective communication of ideas, and support various types of media production within the institution.



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

## 4.4 Maintenance of Campus Infrastructure

### 4.4.1

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

**Response:** 37.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
528.0	446.69	325.93	455.99	890.91

File Description	Document
Institutional data in the prescribed format (data template merged with 4.1.2 and 4.2.2)	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA and counter signed by the competent authority (relevant expenditure claimed for maintenance of physical facilities and academic support facilities should be clearly highlighted)	<a href="#">View Document</a>

### 4.4.2

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

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

**Response:**

Well established procedures are in place for utilization and maintenance of all the facilities.

## **Classrooms**

For the classrooms allotment a **master time table** is followed ensuring the best optimal utilization. The seminar halls and the auditorium can be used by any department with the advance booking. The LCD projectors are annually serviced during the vacation period by an approved vendor coordinated by a faculty.

## **Computers**

There are adequate computers to meet the needs of students. All faculty rooms, library and departments are equipped with internet enabled computers. The institution has an exclusive **Computer Maintenance Cell** headed by a faculty and the team consisting of System Administrators and Network Maintenance Engineers. This team takes care of the periodic maintenance of all the computer hardware, software and networking with a well prepared maintenance schedule covering the entire IT infrastructure. Wi-Fi facilities are provided to all students, faculty and staff and the utilization report of these facilities are maintained.

## **Laboratory**

The equipment in the laboratories are maintained under three schemes

1. Annual maintenance contract for sensitive equipment
2. On call maintenance for other equipment. Equipment servicing and calibration are taken up annually during the vacation.
3. Calibration is carried wherever and whenever is required. Calibration charts are maintained in laboratories.

## **Library**

The computerized central library has 75935 volumes of books, 144 National and International Journals and magazines, 10427 e- books and 6329 data bases of Springer and EBSCO. The monthly magazines and journals are compiled as back volumes and are available for reference. For effective use of library an hour per week is included in regular time table for all classes. The library is kept open till 7 PM on all days. The digital library and the e- books can also be remotely accessed.

## **Sports**

The sports grounds are utilized everyday till 7 PM and the players can use the special transport facility late evening. The sports uniform and the allowances for participating in the sports meets are sponsored by the institution. Number of inter collegiate events are hosted effectively engaging the sports aspirants ensuring fitness of the students.

## **Civil and Electrical Maintenance**

The civil maintenance works are handled by a team of qualified civil engineer and skilled plumbers and carpenter. The electrical maintenance team consisting of certificated electricians taking care of

installation and maintenance of generators, UPS solar power panel and also monitor energy consumption and conservation. Any electrical replacement is taken up through a written request and completed within 24 hours.

**Transport**

The transport system has 40 buses, 3 cars and an ambulance for everyday commutation of students and staff. Two senior faculties take care of the maintenance of the transport system. An exclusive transport in-charge at the central facility takes care of the fitness certificate for the drivers, vehicle fitness.

**Supporting system**

All the support facilities - physical facilities, buildings, common areas, class rooms, laboratories, wash rooms, gardens, food court and sports area are maintained by housekeeping staff under the supervision of maintenance person with the weekly duty roster.

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

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 72.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
2811	2589	2566	2428	2947

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

**Response:**

**Rajeev Gandhi Memorial College of Engineering and Technology** have been increasingly recognizing the importance of career counseling and guidance for their students. With advancements in technology, e-counseling has become an integral part of Institution efforts. Here are some common

efforts taken by institution to provide career counseling, including e-counseling and guidance for competitive examinations:

**1. Dedicated Career Counseling Departments:** Institutions have established dedicated career counseling department to provide personalized guidance and support to students regarding their career choices and opportunities.

**2. Professional Career Counselors:** Institution employ trained and certified career counselors who have expertise in various fields and can provide accurate and up-to-date information about different career paths and industries.

**3. Personality and Aptitude Assessments:** Institution conducts personality and aptitude assessments to help students understand their strengths, interests, and skills, which can assist them in making informed career decisions.

**4. Workshops and Seminars:** Institution often organize workshops and seminars on various career-related topics, including resume building, interview preparation, networking, and career planning.

**5. E-Counseling Platforms:** Institution use online platforms and tools for e-counseling. This can include video conferencing for remote counseling sessions, webinars, and online career assessment tools.

**6. Alumni Interaction:** Institution arranges interactions with alumni who have successful careers in different fields. This allows students to gain insights into various career paths and learn from real-life experiences.

**7. Mock Tests and Competitive Exam Guidance:** For students interested in competitive examinations, institutions may offer specialized guidance, mock tests, and study materials to help them prepare effectively.

**8. Career Fairs and Placement Events:** Career fairs and placement events are organized by institution to bring employers and recruiters to campus, giving students a chance to explore job opportunities and gain insights into the job market.

**9. Online Resources and Portals:** Institution often provides access to online resources and portals that offer information about various career options, industry trends, and job prospects.

**10. Individualized Career Plans:** Career counselors work with students individually to create personalized career plans, taking into account their interests, goals, and academic performance.

It's always a good idea for students to proactively seek out career counseling services and resources available at institution to make the most of the opportunities provided.

**College conducted 110 programs during the last 5 years to provide the carrier counselling to the student. With this effort 2332 students are placed and 86 students are progressed to higher education during the last 5 years.**

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.1.3**

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

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

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

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

#### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 48.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
411	697	460	457	393

#### File Description

#### Document

Institutional data in the prescribed format (data template)

[View Document](#)

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

[View Document](#)

### 5.2.2

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

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

**Response:** 1.44

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

2022-23	2021-22	2020-21	2019-20	2018-19
08	08	09	38	09



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

### 5.3 Student Participation and Activities

#### 5.3.1

**Number of awards/medals for outstanding performance in sports/cultural activities at University / state /national / international Level events during the last five years**

**Response: 71**

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

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	00	25	20

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

#### 5.3.2

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

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

**Response:****Rajeev Gandhi Memorial College of Engineering and Technology (Autonomous) provides various opportunities for the welfare of the students to outshine in academic and administrative areas**

**ANTI-RAGGING COMMITTEE:** In addition to faculty representatives few students are also made part of anti-ragging committee. Student roles encompass awareness campaigns, reporting incidents, supporting victims, promoting respectful interactions, and collaborating with faculty and administration.

**ANTI-RAGGING SQUAD:** In addition to faculty representatives few students are also made part of anti-ragging squad. Students assist in monitoring, preventing, and addressing ragging incidents through vigilance, immediate response, and collaboration with authorities.

**CLASS COMMITTEE:** It consists of HOD, Chairman (a senior faculty member) faculty handling the section and student representatives in each class. They discuss the conduct of class work, delivery of lecture and overall discipline. Based on the minutes of the meeting, action is initiated to improve the academic performance of the class.

**ANTI-SEXUAL HARASSMENT COMMITTEE:** In addition to faculty representatives few students are also made part of Anti-sexual harassment committee. Student roles include raising awareness, facilitating reporting, supporting victims, and advocating for a safe campus environment.

**LIBRARY COMMITTEE:** In addition to faculty representatives few students are also made part of Library Committee. Student roles involve suggesting book acquisitions, organizing events, enhancing library services, and representing student needs.

**STUDENT ACTIVITY CLUB:** students actively participate in planning, organizing, and engaging in various extracurricular activities, fostering personal growth, skills development, and a vibrant campus community.

**INTERNAL QUALITY ASSURANCE CELL (IQAC):** Student representatives are nominated for this cell, who participates in the decisions regarding the quality initiatives of the institute.

In addition to the above, the students are involved in organizing technical fests, Cultural fests, and Sports fests. Student members of all professional societies and student clubs actively take part in hosting their respective events.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**5.3.3**

**The institution conducts / organizes following activities:**

1. Sports competitions/events
2. Cultural competitions/events
3. Technical fest/Academic fest
4. Any other events through Active clubs and forums

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

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

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:** 40.56

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

2022-23	2021-22	2020-21	2019-20	2018-19
18.28	8.56	4.01	4.36	5.345

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

## 5.4.2

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

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

#### **Response:**

**The Rajeev Gandhi Memorial College of Engineering and Technology** Alumni association has a good linkage between institute and alumni and the association has 6000 plus as members.

The Rajeev Gandhi Memorial College of Engineering and Technology Alumni association aspires to connect alumni with the institution, build synergistic plans to help the institution realize its vision, and enable the institute to add value to all of its stakeholders. The alumni association aids in the development of a network of alumni as well as keeps in touch with the business world. Every year, the Alumni Association, with the help of Management, will conduct an Alumni Meet, where alumni from all branches will be welcomed to express their thoughts and suggestions on the scope of their course, as well as to raise knowledge of the professional world. This allows alumni to reconnect with one another and share their prior experiences and memories.

#### **Alumni contributions to the development of the institution:**

**Enriching the Curriculum:** Alumni involve in every BoS to improving the curriculum and syllabus of the various programs.

**Technical Sessions:** The alumni association assists in the organization of interactive sessions to educate current students about the employability and educational opportunities available abroad. Alumni serve as resource people for a variety of events such as seminars, guest lectures, and workshops.

**Industry Relations:** Alumni who are entrepreneurs arrange industrial visits for students and provide advice on how to start a new venture in order to turn them into job providers. The Alumni Association extends its support for student internships.

**Placements Support:** Many alumni hold prominent positions in well-known industries. The opportunities available within their organization are shared with students, and many qualified students

have been recruited with the assistance of alumni.

**Financial Contribution:** 40.55 lakhs contribution were done by alumni towards this Association.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

The governance of the institution through the Governing Body chaired by the Managing Trustee i.e., the Chairman is reflective of an effective leadership. The members of the Governing body include the nominees from the University Grants Commission, the State Government, and the Affiliating University, industry-holding senior positions, and entrepreneurs with more than three decades of experience. Two faculty members from the institution represent the academic fraternity in the Governing Body.

The Governing Body meets twice in the year and the Principal as the Member Secretary presents the agenda and notes covering the milestones, achievements, and challenges. The suggestions from the members are adopted into the system focusing on continuous growth and development. The academic council chaired by the Principal meets twice in a year. The members of the council include professionals from different walks of life- Law, Accounts, Medicine, and industrialists in addition to the chairpersons of all the Boards of Studies. The Governance of the institution with the participation of the stakeholders of the system, Management, faculty, students, and parents is reflective of effective leadership in tune with the vision and the mission of the institution, providing engineering solutions for a worldwide clientele with graduates excelling in personality and character practicing ethical values.

#### **Vision of the Institution:**

- To develop this rural-based engineering college into an institute of technical education with global standards.
- To become an institute of excellence that contributes to the needs of society
- To inculcate value-based education with noble goal of “Education for peace and progress”

#### **Mission of the Institution:**

- To build a world-class undergraduate program with all required infrastructure that provides knowledge by the state of art skills.
- To establish postgraduate programs in basic and cutting-edge technologies.
- To create a conducive ambiance to induce and nurture research.
- To turn young graduates into success-oriented entrepreneurs.

The institution practices decentralization and participative management reflecting the effectiveness of the leadership.

#### **Decentralization**

The Principal is authorized by the Governing Body to manage the school's academics. The Principal can make academic choices as the institution's head and academic council chair. The Governing Body has granted the Principal cheque signing power of up to Rs.2 lakhs and financial decisions up to Rs. 50,000 each month. The Principal is fully authorized for all hostel purchases, operations, personnel recruiting, and payments as warden. Department heads have academic and administrative flexibility for the day-to-day administration and curriculum creation and syllabi enrichment as Board of Studies chairpersons. All department heads receive Rs. 10,000/- per month for their departments. HoDs can operate autonomously with department bank accounts. Only banks will handle the department's daily needs.

**Participative Management**

The Governing Body believes in delegating responsibilities to ensure active involvement and accountability. Each senior faculty member has extra duties outside of academics, administration, and research. Faculty members convene Grievance Redressal, Anti-ragging, class committees, ISO, Discipline and Welfare, IQAC, Student Counselling, Women Empowerment, Magazines, Newsletters, and Academic Calendar committees. Faculty members serve on numerous committees in addition to becoming convenors. Participative management increases accountability, ownership, and thus the greatest results. This participatory management improves performance.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment**

**6.2.1**

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

**Response:**

The institutional Strategic/ Perspective plan is effectively deployed

The Strategic plan is to make the institution as one of the best industry linked institutions in the state. In order to achieve this goal, the process has been planned well and deployed. The Industry interface team has been formed with the chief Officer-Industry interface (In general Director Placements) as single point of contact for all industrial connects supported by his senior colleague, officer- Industry connect and secretarial assistance. The primary objective of this cell is to effectively connect academia and the industries to reduce the gap between the academic output and the industry expectations. If this gap could be constantly reduced, then the graduates from the institution would be gainfully employed with the better **mapping** of the **competency** and **skillset** with the description of the jobs for which they have been recruited. In order to achieve this objective, the following **strategies** have been **developed** and **deployed**.

**Strategy Development:**

1. The faculty members working in different departments have been grouped into different **competency domains**. As an illustration the competency team of **material engineering** has faculty members from the departments of **Physics, Mechanical Engineering**. Similarly, multiple such competency groups like IOT and Embedded systems, Artificial Intelligence and Data Science, Cyber Security, VLSI Design and Testing have been formed.
2. The industries are being interacted with to work on **problem solving, sponsored research and consultancy assignments**. The above requirements from the industries are assigned to the relevant competency groups for solutions.
3. The problems assigned to such groups also involve the appropriate students and the solutions are worked out **jointly** by the **students** and the **faculty** members with the faculty members taking the ownership of the schedule, delivery, review and documentation.
4. The faculty competency groups are motivated to attend training in the industries, in premier academic institutions and research labs for competency enhancement and also facilitating peer enablement.

The faculty members of various competency groups work together to arrive at innovations faster with efficiency in problem solving. Such assignments help in **revenue generations** and the revenue thus generated are shared with the faculty team as **incentive**.

The exposure of the faculty to the industries results in **transformation in teaching-learning**, bringing out **knowledge engineers**, aligning with the **vision**. The students who are part of such problem solving groups get **internship opportunities** with the industries to start with subsequently getting converted into job offers. The outcome of such strategic planning is strengthening of the industry connect with the industries like Siemens, Trident Techlabs, Sannidhi Systems, JSW, Hyderabad Management association, Steelhacks, JSK, National Instruments, SSASR. MSME, Wipro, TCS, Madlabs, Redhat.

The institution has made a significant progress in its industrial linkages.

<b>File Description</b>	<b>Document</b>
Upload any additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.2.2**

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

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



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

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

### 6.3 Faculty Empowerment Strategies

#### 6.3.1

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

**Response:**

*The institution has welfare measures and schemes both for teaching and nonteaching faculty. The following statutory benefits are provided to all the employees of the organization.*

- PF contributions by the Employee and an equal contribution by the Employer for all the eligible.
- CL, Medical leave and maternity leave with pay for 2 children.
- Special leaves to take up the Academic activities.
- Special leave for Ph.D. thesis preparation and submission.
- Post-doctoral leave as per norms with financial assistance.
- Group Insurance

#### *Other Welfare Measures*

- A 50% concession in the college tuition fee is offered for teaching and non-teaching faculty wards in RGM Group of Institutions.
- Quarters for teaching faculty at nominal rent and quarters for support staff are available within the campus.
- Rural health center with 24 hour ambulance is available with residential doctor and paramedical staff.
- 25% concession for medical treatment for both self and family is offered in Santhiram Medical college and General Hospital.

- The option for monthly deduction of hospitalization expenses from the salary is provided on request.
- Assistance for personal loan through the salary account from the bank is provided, both for teaching and non-teaching faculty.
- A 50% concession in the college transport charges is offered for non-teaching faculty.

### *Incentives as welfare*

- An incentive of Rs 3,000 and Rs 1,000 is paid to the faculty for publishing the paper in Web of Science and Scopus journals respectively.
- An incentive of 10% is paid to the investigators of the projects for which the grant-in-aid was awarded from Government funding agencies.
- A minimum incentive of 10% on consultancy revenue generated to teaching faculty and an incentive of 2% of consultancy revenue generated for non-teaching faculty are paid.
- The faculty members can avail sponsorship for technical publications in International Conferences of repute, conducted abroad.
- The faculty members pursuing PhD are supported with on duty leave to attend doctoral committee meetings, course work examinations and attending conferences.

### *Career development and progression*

A transparent policy is available ensuring career development and progression. The teaching faculty are encouraged to register for Ph.D while working with the institution. The non-teaching staff are encouraged for qualification improvement. Those having a diploma are supported to pursue B.E/ B.Tech part-time programmes and on completion of graduation become eligible for elevation/ promotion.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

### 6.3.2

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

**Response:** 8.31

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

2022-23	2021-22	2020-21	2019-20	2018-19
23	8	9	23	49

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

### 6.3.3

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

**Response:** 57.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
148	170	189	138	126

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

## 6.4 Financial Management and Resource Mobilization

### 6.4.1

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

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

#### **Response:**

Rajeev Gandhi Memorial College of Engineering and Technology management is having a plan for proper utilization of financial resources at the beginning of every financial year.

#### **Finance team:**

The management representative, principal, finance manager and budget committee monitors the utilization of resources.

#### **Funds for the COLLEGE:**

- Funds have been received from the student fees, government and Non- Government agencies.
- PARAMESWARA EDUCATIONAL TRUST also supports the college to develop the infrastructure and to purchase the equipment.

#### **Interest on corpus fund**

#### **Budget Planning:**

Every year heads of the department have to submit the budget requirements to the management through

proper channels. Budget committee analyses the submitted documents and reports the optimal summary to the management for approval. The management approves the funds based on the need. The allocated funds are utilized to purchase equipment, chemicals, consumables, non-consumables, machineries, etc. Also some of the funds are allotted to organize seminars, workshops and conferences etc. Rajeev Gandhi Memorial College of Engineering and Technology management also allots the funds for the faculty development and welfare (Rs.7500 per faculty per year for enhancing their skills).

- The administration and finance committee review the use of resources, placing of the quotations and the purchase orders. It monitors and audits the budgets, utilization, expenses, accounts etc.

They make recommendations for better handling of resources and effective mobilization of available funds. It ensures that the fund utilization is within the limit or allotted margin. Based on the recommendation from the Principal and based on the need, funds also allotted beyond the budget, because the management primarily focused on the betterment of students, teaching and non – teaching staff. Certain amount of fund allocated for the salaries.

**Optimal utilization**

The management categorize certain percentage of income for utilizing under different categories, such as purchase of books, equipment, sports, salary, incentives and up-gradation of staff, miscellaneous expenses and for certain emergency situations, various programs like FDP, seminars, Guest lectures, etc., student training programs and the placement related activities, on water, electricity, Wi-Fi, etc., overhead expense, garden and clean campus, developing society by providing computers to schools, study material to schools, etc., maintenance activities.

**Secondary Resources for Funds**

Additional funding have been sanctioned from various research agencies such as IEI, AICTE, DRDO, ICMR etc., for approved project proposals submitted by various departments. Also funds have been received from the industries for doing the consultancy services. These funding enables the purchase of sophisticated equipment, upgrades the labs, establish new research facilities and carry out innovative projects. After the completion of the proposed project, utilization certificates are prepared and submitted to the respective funding agencies.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.4.2**

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

**Response:** 90.96

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

2022-23	2021-22	2020-21	2019-20	2018-19
10.69	24.05	15.63	30.70	9.89

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

**6.4.3****Institution regularly conducts internal and external financial audits regularly**

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

**Response:**

**Procedure for Internal Audit**

Internal Audit is being conducted on a continuous basis by the Finance Team members allocated for audit and reports are submitted to the management on a monthly basis. The procedure is as follows:

- Expenses.
- Vouchers and supporting bills and invoices are verified for its correctness.
- Approvals and authorization are verified with the Instructions.
- Accounting of expenses according to the nature of the expenses is verified for correct reporting.
- Actual expenses are compared with the Budget approved earlier to evaluate the variances and corresponding Approvals.
- Statutory deductions such as TDS are verified.
- All the fee pay-in-slips are vouched with the Bank statements.
- Surprise cash verifications are conducted to verify the petty cash transactions.
- BRS Statements are verified every week.

- Statements of Sundry Creditors aging are verified.
- Payroll statements along with the attendance registers are verified on monthly basis.
- Fees receivable statements are verified with the books of account.

**Procedure for External Audit**

External Audit is regularly conducted on an annual basis by the statutory auditors of the Trust. The Procedure is as follows:

- All the Expenses Vouchers and their supporting documents are verified to assess their authenticity and correctness.
- BRS Statements of the complete financial year are verified to ensure the outstanding payables and receivables.
- Original Fixed Assets purchase invoices are verified and physical verification of assets is also conducted.
- Salary statements and payments are verified with the payroll reports provided by the HR Department.
- Analytical procedures are followed to assess the overall correctness of the books of accounts.
- Financial statements are audited accordingly.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5 Internal Quality Assurance System**

**6.5.1**

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

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

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

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

**Response:**

The IQAC of the institution is taking lot of initiatives for institutionalizing the quality assurance strategies for the uniformly visible incremental improvement across all the departments.

**Practice-I****Orientation programme for teachers**

All the faculty members recruited will go through a 20 hours orientation and induction programme covering the different aspects of quality. The session starts with the Principal briefly presenting the profile of the institution and explaining the standard practices followed and also emphasizes the expectation of the institution towards the constant growth and development of the institution. This session is followed by a presentation by the Director of IQAC explaining the structure and role of IQAC in ensuring the quality.

The Controller of Examinations presents the system of Autonomy, academic regulation. This session gives the faculty an overview of the academic functioning in an autonomous institution. The Deans presents the process of the development of curricula and syllabi ensuring the contents to be current and relevant to the industry requirements. The teaching learning process focusing on the effective teaching methodology, student centric approach, flipped class room, etc are also explained. Two sessions are exclusively devoted to Outcome Based Education, the process and procedures of the National Board of Accreditation and NAAC.

In order to ensure an effective mentor / mentee process and to understand the importance of mentorship, an exclusive session on class advisory system - mentoring and motivating the students and interaction with the parents are presented. The revised blooms taxonomy is presented clearly explaining the various cognitive levels of learning.

This induction programme is an annual event in the beginning of every academic year for all the new recruits.

**Practice –II**

The CBCS is being introduced from the 2015 regulations. Choice based Credit Systems (CBCS) and need based curriculum The curricula and syllabi developed for various courses are as per the guidelines of the Apex Bodies. With CBCS, the students have a wide choice of courses for which they can register and also to register with the faculty member of their choice amongst multiple faculty members offering the same course.

***1. Higher Weightage for continuous assessment***

Assessment drives better learning. With this in mind, the practical courses have a 75% weightage for continuous assessment and theory courses have 40% weightage for continuous assessment.

***2. Project based Learning***

The project-based learning gives a good exposure to students on **problem solving** with the applications of the concepts learnt.

***3. One Credit Courses***



One credit courses of 15 – 20 hours’ duration are being offered to all students of B.E./ B.Tech. Programmes. The contents of these courses are developed, delivered and assessed by the Industry professionals.

**4. Employability Enhancement Courses**

The courses under this group improve the communication skills, presentation skills, discussions skills and problem-solving skills improving the overall confidence level of the students to face the organizations for employment process and interviews.

**5. Self – Learning and Credit Transfer**

In order to motivate the students for a continuous lifelong learning, self-learning and ICT enabled learning are important.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the 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**

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

**Response:**

The IQAC reviews, the teaching learning process and the methodologies and learning outcomes at periodical intervals through the norms prescribed by the IQAC.

**Example: 1**

**Teaching Learning Process and Learning Outcomes**

In order to ensure the effectiveness of the teaching learning process, the course file prepared by every faculty is being audited by the IQAC. The faculty members are expected to prepare the course file and complete the same at least two weeks prior to the commencement of the academic semester. After the completion of every internal assessment test, a team of senior faculty constituted by the IQAC conducts question paper scrutiny of the internal assessment questions to ensure the following

1. The question paper adherence to the norms of revised blooms taxonomy indicating the cognitive level in every question thus resulting in a relevant mapping to the prescribed course outcomes. During this scrutiny the answer key provided by the faculty and the evaluation of the answer scripts in accordance

with the key are also audited.

2. The academic audit is conducted at the end of every semester ensuring that all the IQAC said norms are effectively implemented.

The following are some of the regular audits performed by IQAC throughout the year for continuous quality improvement.

1. Course file – Before the commencement and after the completion of every semester
2. Question paper scrutiny – One week after the completion of periodical tests
3. Answer key Scrutiny - One week after the completion of periodical tests
4. Test note books - One week after the completion of periodical tests
5. Assignment note books – End of the semester
6. Laboratory records - End of the semester
7. Academic Audit – End of the semester

**Example: 2**

**Credit Transfer for Online Courses**

IQAC aligning with the guidelines of AICTE has prescribed norms motivating the students for online certifications with the provision for credit transfer for such online course completions. IQAC has formulated a procedure to recognize 4/8/12 week courses of NPTEL/SWAYAM for 1, 2 or 3 credits with the appropriate grading to be awarded to those courses.

**Norms for Grading**

In every programme, initially a committee was formed with HoD as the Chairperson and faculty members from different domains of competency. The committee goes through the various online courses offered by NPTEL, SWAYAM etc. at the beginning of every semester. Based on the analysis and discussions a list of courses is suggested.

The courses upon the approval of the Chairperson Board of Studies will be floated among the students at the beginning of every semester. The list consists of course ID of the course, name of the course, duration of the course and the equivalent credit of the course respectively under both Professional Elective and Open Elective. Depending upon the duration of the course, the equivalent credits are fixed.

**Rules framed:**

1. Students having CGPA 6 and above are applicable for credit transfer via NPTEL platform.
2. Maximum of 03 credits can be transferred via online platform.
3. The courses suggested by the committee members and chairperson only will be considered for credit transfer.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<a href="#">View Document</a>

**6.5.3**

**Institution has adopted the following for Quality assurance:**

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

**Response:** A. Any 5 or more of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

The institution has a high focus for promotion of gender equity and gender sensitization. Out of the total teaching faculty 27.7% are women and of the total student strength 34% are girls. Women faculties are also provided with equal opportunity to lead the departments as heads of the department and are given coordinator ship for several activities. The institution has a special Cell for Women Empowerment. The objective of this cell is to motivate and empower women to focus on self-reliance, freedom for women and equity. This cell conducts gender sensitization programs for both boys and girls to make both the gender understand that mutual respect and equity is essential so that these qualities come along with them throughout their lives both in their professional environment and also family life. The Institute celebrates Women's Day annually and motivates all the staff to organize discussions for understanding the role of women towards a progressive society. The Women Empowerment Cell in addition to the gender sensitizing activity conducts number of programs to the girls about the safety and security and also ensuring them through technology, mobile app (Awareness on DISHA mobile app is given to both Boy and Girl Students). The faculty members of both the gender are given equal responsibilities of administrative tasks in addition to their regular academic responsibilities. The girl students are given equal responsibilities both in classroom activities and also in Co- Curricular and extracurricular activities as below.

1. Every class has 4 representatives – Two boys and Two girls
2. Activity Clubs and Professional Society Chapters have Committee consisting of both boys and girls.
3. In the sports and cultural activities, the Secretary and Incharge responsibilities are taken by the girls as well.
4. Active Participation of Girl Volunteers is encouraged by the NSS Units.
5. Considering the extensive participation of girl students in all the activities the Best Outgoing Girl student of the college is awarded on the occasion of Women's Day Celebrations.
6. The Institute is having Women Physical Education Trainer exclusively to encourage the girl students to take participation in Sports and Games.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional information	<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
6. Wind mill or any other clean green energy

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

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

**A.SOLID WASTE MANAGEMENT:**

The waste generated in the campus are paper, metals, dry leaves, wooden wastes, glass, wrappers, organic wastes from canteen etc. The bins for collection of solid waste are located at prominent places

throughout the campus. Old newspapers, used papers, records, cart boxes and workshop scrap are given for recycling to external agencies. Two types of wastes are collected (1) Dry waste and (2) Wet waste. Wet waste includes organic waste Dry waste can be further segregated and shifted to scrap yard in to recyclable waste The stored solid waste will be disposed to authorized agencies for recycling purpose at regular intervals.

#### ***B.LIQUID WASTE MANAGEMENT:***

The rejected water from the Reverse Osmosis (RO) machine is used for three purposes in campus for planting the lawns, mopping and motor vehicle washing (weekly once). The rejected water from RO and the normal tap water when mixed with an equal proportion is used for mopping the floors. This exercise will be carried out every alternate day while using the normal water in between. This will ensure no accumulation of salt deposits on the floor. Also this water can be used for lawn watering provided that TDS is less than 2100 mg/l. College has provided sprinkler system for watering the plants & entire garden to minimize water wastage.

#### ***C.E-WASTE MANAGEMENT:***

Electronic equipment contains many hazardous metallic contaminants such as lead, cadmium, and mercury. Disposal of e-waste is global environmental and public health issue. The institution generates 'e' waste like computers, key boards, mouse, scanners, fax machines, CD's, pen drives, calculators, cables, burnt tube lights, circuit boards, burnt electrical motors and other digital equipment like cameras etc. Institution follows two methods of disposing e-waste (1) Collection of 'e' waste through bins and storing the e-waste generated in prescribed room called as e-waste room. The college provides proper awareness to the students and staff on e-waste hazards and safe disposal practices. The college also at times organizes campaigns to create awareness in local community on e-waste disposal, collects 'e' waste from neighborhood and arranges for safe disposal. Electronics waste are of Category-1 waste like computers, and computer peripherals, Category-2 Cartridges, printers, printed boards etc, Category-3 Electrical Tube lights, electrical cut pipes and Category-4 Burnt electrical motors, transformers etc. The above four categories of electronic waste should be disposed to authorized e-waste agency for safe disposal. Outdated material, which is replaced, is given in charity, to needy institutions. Auctioning is also undertaken, whenever required.

#### ***D-WASTE WATER RECYCLING:***

There is a sewage treatment plant functioning in the campus with the capacity of 250KLD litres per day for treating the water from all the blocks in the campus including the hostels and installed STP plant with 200KLD capacity. The treated water is distributed through multiple outlets and used for maintenance of lawns and the garden.

#### ***E-HAZARDOUS CHEMICAL WASTE MANAGEMENT :***

The Chemical Wastage from the Various Laboratories is safely disposed by the college. The standard protocol of disposing the Hazardous Chemicals is followed by the institute.

File Description	Document
Geo-tagged photographs of the facilities	<a href="#">View Document</a>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Any other relevant information	<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 more of the above

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

#### 7.1.5

##### Green campus initiatives include

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

**Response:**

Rajeev Gandhi Memorial College of Engineering and Technology is one of the most preferred engineering college in this region. As a technical institution, it demonstrated exceptional concern for maintaining an environmentally friendly campus. The students are happily enjoying the elegant and aesthetic buildings, splendid lawns, spacious sports grounds, and lush green environment conducive to the teaching and learning process.

### **RESTRICTED ENTRY OF AUTOMOBILES**

The college operates 40 Vehicles covering all the routes to the college from NANDYAL, KU RNOOL and bus service is extended towards ALLAGADDA, KOILAKUNTALA to facilitate the students and staff. The institution is encouraging the staff and students to use the college transport instead of their own vehicles for safety, security, fuel conservation, reduce environmental pollution and to support green campus initiative.

### **USE OF BICYCLES/ BATTERY POWERED VEHICLES**

The institution is very much interested to implement the green culture and is encouraging greener ecosystem along with providing a pollution-free atmosphere by introducing the battery powered vehicle service all over the campus. Battery powered vehicles are operated with limited speed within this campus. Elder Persons, Disabled Persons or any stake holders who want to travel easily within the campus can use the battery-operated vehicles.

### **PEDESTRIAN FRIENDLY PATHWAYS**

The College has pedestrian friendly pathways to commute throughout the campus. The pedestrian pathways connects all the blocks of the College for easy movement of all stakeholders and disabled people. Vehicle parking is provided at the main entrance of the college campus. As the campus is vehicle free up to certain extent, the students and staff experience comfort walking through the pedestrian friendly pathways. The students are encouraged to use pedestrian pathways. Circulars are given making it mandatory to use pathways by all stakeholders. The internal roads are lined with trees and LED lights and they are properly maintained by the Maintenance department.

### **BAN ON USE OF PLASTIC**

The institute discourages the use of single-use plastic items such as plastic bottles, bags, spoons, straws and cups completely. Awareness is created among staff and students through orientation, posters and display boards in the premises. The College has made many efforts to achieve plastic free environment. Circulars are given to minimize the use of plastic by all stake holders inside campus. To restrict the use of plastic, measures have been taken to replace plastic tea cups and tumblers with glass type in the canteen.

### **LANDSCAPING WITH TREES AND PLANTS**

RGMCET landscaping is good to see and reflects aesthetic sense .The College's landscaping is beautiful and demonstrates an architectural sense. The institute has a Canopy of trees and plants to make the environment pollution free to safeguard the health of all members by removing toxins from the environment. The lawns and trees provide shade and create a lovely atmosphere. Green landscaping is developed and maintained with the utmost care by professional gardeners. Gardeners are involving to maintain the greenery environment in the Campus.



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

**7.1.6**

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

**The institutional environment and energy initiatives are confirmed through the following**

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

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

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

**7.1.7**

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

***Write description covering the various components of barrier free environment in your institution in***

*maximum of 500 words*

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

**Response:**

The Institute is very keen in providing all means of help to disabled persons. Even though the Disabled Persons count is negligible, the college has all sort of assistance to support and create Divyangjan friendly environment. All the students, faculty, staff members, administration department and everyone are very friendly in assisting disabled persons.

**1. Built Environment with ramps/lifts:**

Ramp facility and Lift facility for the disabled persons are available in the campus so that the disabled persons move around the campus easily. The ramps and lifts are designed with all necessary and required specification so that it eases the movement of even wheel chair inside campus. At the entrance of each block, the ramp facilities are provided. The reduced inclination in the ramp makes easier and safer movement of wheelchair. The ramps are carefully designed as per the specifications required by the disabled persons .The audio visual indicators in the lift indicate the arrival of different floors to them.

**2. Divyangjan friendly washrooms:**

Separate Washrooms are available for disabled persons in all blocks of the college with proper specifications to ease disabled persons. The wash room has grab bar for the accessibility of the disabled persons to move around and use washroom. The extra care is taken by the institute to maintain these washrooms neat and clean. Signboard is also placed on the top of the washroom to indicate others to give away for disabled persons to use washrooms.

**3. Signage including Tactile Pathway, lights, display boards & sign posts:**

The institution made pedestrian friendly pathways at many areas by considering the disabled persons. The disabled students can move easily in these pathways either by walk or wheel chair. The disabled students feel free and can avoid human traffic when they use the Pedestrian friendly pathways.

The sign boards are very important component in the institution as for as disabled persons are concerned. The Sign boards and lights are placed in all places in the campus. These facilities enables the disabled persons easily to move around campus. Signboards for ramp and lift are also placed in the campus for the disabled person to easily identify the ramps and lift. Display Boards are arranged at various places in the campus for the need of the Disabled Persons .These boards facilitate them to easily move around the campus.

**4. Assistive Technology and facilities:**

College has a wheel chair with adequate space even for chubby people with proper dimensions and specifications. The wheel chairs are available, which can be used with helper assistance by disabled or injured people on priority. The College website is user friendly one so that the Divyangjan can easily utilize it. The College website is having facility of Screen reader for the people with visual impaired one.

**5. Provisions for Enquiry and information:**

The Various provisions for enquiry and information are available to assist persons with disabilities (Divyangjan). At the Entrance of the each gate, enquiry facility is made available to get information about facilities for Divyangjan in the College.

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Provide the link for additional 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 such other diversities (within 500 words).**

**Response:**

The institution being a private self-financing affiliated college has limited scope for having the students PAN India. However, to promote diversity among the students and faculty, the institution provides an enabling environment for the co-existence of the people coming from different culture, region, linguistic and other socio economic diversities. The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance and harmony among students and faculty. By virtue of the admission process, students across the all districts of the state and cross sections take admissions based on the merit as per the AP state council guidelines apart from few from other states. Once a student gets admitted he/she will be provided equally with all the resources for bringing harmony and nurture for the holistic development. Moreover, the institution provides equal opportunities to the students in various activities, irrespective of their caste, creed, religion, language, culture and region. In order to ensure holistic development of students and staff, the institution encourages them to involve in community services to develop good citizenship. The institution is increasingly involved in conducting the outreach programs for the welfare of the society and to create awareness among students towards social issues. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different like Tamil, Telugu, Bengali, Hindi etc. the institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with Different culture by organizing the events which bring the harmony and integrity among the students. Students will

be guided, motivated and groomed independent of their region, religion etc. Sports and cultural activities are organized in the campus to encourage and positive attitude among students. Every student will have equal opportunity to be part of the co-curricular and extra-curricular activities and taking leadership in the events organized in the college. The Institution follows the reservation policy as AP Government norms. The selection of the students is through AP EAPCET entrance examination for which more than 2.5 lakhs students apply. Most of the courses on the campus have seats reserved for various communities as per Government norms.

RGMCET follows reservation policies of the Governments. Nearly 50% of the students are from reserved category which includes Socially and Educationally Backward Communities and Scheduled Caste and Scheduled Tribe.

Academic, non-academic and socio-cultural activities organized in the Institution promote harmony among the members. Seminars and workshops organized in the institution bring socialization and suitable circumstances to meet people with different cultures. The symposia, celebrations of various festivals, etc. organised by the institution usually include cultural programmes in which the students actively participate. Such occasions create an environment of camaraderie. The students of the institution organise Fresher's Day to welcome new students to campus. Farewell Function is organised every year to bid goodbye to the outgoing batch of students. On such occasions the outgoing students share their experiences with the staff and junior batch of students. And the bond is sure stay intact for good.

File Description	Document
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<a href="#">View Document</a>
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*

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

#### **Response:**

India is a vast country with many languages, subcultures, religions and ethnic diversities governed and guided by the Constitution irrespective of caste, religion, and race sex. RGMCET sensitizes the students and the employees of the institution to the Constitutional obligations about values, rights, duties and responsibilities of citizens which enables them to become a responsible citizen. The college curriculum is framed with mandatory courses like Professional ethics and human values and Constitution of India in

order to inculcate constitutional obligations among the students. The personality development of the citizen in the aspects such as intellectual, mental, physical and spiritual is a rich heritage of our composite culture and is a panacea for all social ills. As an initiative of this, the institute conducts yoga sessions and Meditation programs. Any citizen of this country is expected to be humane and considerate towards the fellow human beings. In order to spread this message widely the **Voluntary Blood Donation Camps** are conducted every year in which both the students and the staff active participation takes place. The students have their duties and responsibilities in protecting the environment. The **World Environment Day** is celebrated and the volunteers and Staff are taken active Participation. Credit based Extra Academic Activities are introduced in curriculum apart from community development based internships.

File Description	Document
Details of activities that inculcate values necessary to nurture students to become responsible citizens	<a href="#">View Document</a>
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 institutional Code of Conduct principles are displayed on the website**
- 2. There is a committee to monitor adherence to the institutional Code of Conduct principles**
- 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
- 4. Annual awareness programmes on Code of Conduct are organized**

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

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

***1. Title of the Practice: Holistic Education for Employable Graduates.***

***Objectives of the Practice***

Holistic education focuses on preparing students to meet any challenges that they may face in life and in their academic and professional career. Holistic education helps in conceptualizing philosophical and abstract inquiries of life and also questions regarding the challenges in life and how to overcome obstacles, achieve success in both professional and personal life. Holistic education allows students to evolve while they are young, as a complete individual who is equipped to face complex realities no matter what their apparent similarities or singularities are. A smooth blend of technical and non-technical

and humanities can enhance the quality of life of an engineering graduate.

***The Context:***

Excellence in Engineering Education from students' perspective is that students learn in the class rooms and on their own by listening, visualizing, experimenting, experiencing, and going through practical training. The philosophy of education is to work with the use of Knowledge- Skill and Behaviour.

In the first year, during the first three weeks of academic schedule an Induction program is conducted for the students to provide support for a successful transition and to create a career vision approach. In the Second year, the students are sent as grooming professionals to experience the industrial and societal environment by having Extra Academic Activity. In the third year, students have an opportunity to work on experiential learning. And finally in the Final year, students are trained to cultivate a sense of accomplishment as employable graduates.

***The Practice:***

We at RGM CET strive to impart holistic education to enhance the all-round aspects of graduates enabling employability. The complete focus is on “KNOWLEDGE-SKILL-BEHAVIOR” - the basic objective of Outcome Based Education. The entire process is a career vision approach starts with Induction Program and ends at employment routed through the Outcome based curriculum (Cognitive domain skill set) blended with (Internship, Industrial linkage, Certification courses, Skill development Labs, Placement Training Programs)- Psychomotor domain skill set, (Professional society chapters, Participation in other Co and extracurricular activities)- Affective domain skill set. Additional lab in each semester right from 3rd semester onwards apart from comprehensive viva voce at the end of the semester.

***Evidence of Success:***

Induction Program- 3 weeks as per AICTE/UGC guidelines. Internship - Compulsory 03 internships for all B.Tech students. Industrial linkages-through MoUs and collaborations, Certification Courses- NPTEL Local Chapter with rating of AA. SEIMENS- TSDI Skill Development Labs, 02 CM Skill Centres,

Placement Training Programs(CDC)- Compulsory from 2nd year onwards till the end of the course.

***Professional Society Chapters - ACE, CSI, IEEE, SAE, IE(I), ISTE, ISHRAE, ISEI.***

Students Achievements-

Placement – above 85% of eligible students.

Foreign Languages-Germen, Spanish, Japanese and French are made as available mandatory for all the students.

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

The foremost challenge faced is time management by students and faculty at par. There was lack of motivation in students' due to no direct credit and stretching of college hours to accommodate the activities at initial phase of implementation but motivation enhanced considerably viewing the achievements of holistically developed students in form of higher pay packages, admission in foreign universities etc. Students have exhibited certain traits like being responsible citizen, time management, effective communication skill (technical & non-technical), leadership skill and lifelong learning. The deployment requires further strengthening and support from stakeholders.

## **2.Title of the Practice: Incentives and Value Added Courses**

Students will be given importance in decision making, if it helps the development of the institute. Students are given free 1000 Mbps internet facility and can access learning resources available in the college on 24X7 basis through CWN and Wi-Fi.

GATE classes and remedial classes are arranged by all departments. CTR classes are arranged for all students by external professional agencies. All efforts will be made to provide campus placement for the eligible students.

Counselling the students in academic and non-academic matters is regular practice in RGM CET.



Number of cash incentives are in vogue for the encouragement of the students.

- Cash incentive of Rs25000/-in any academic year on securing 90% and above marks at the average in an academic year,
- Concession in Hostel fee.
- One-way bus / train fare for attending conferences to present technical papers.
- Financial Assistance for deserving students from poor boys fund.

The institution is also providing lot of incentives to faculty and staff which are as follows

- Financial assistance for presenting papers in international/national conferences, to attend workshops/winter/summer schools, short term courses.
- Medical leave/Special leave/study leave, Paid maternity leave as per norms.
- Promotions as per norms for eligible faculty.
- 50% reduction in tuition fee to all employee's children in RGM group of institutions.
- Concession in Medical services for our employees in SRMC, NDL
- Rent free accommodation for Professors in addition to H.R.A.
- Incentives for paper publications in WOS and Scopus journals.
- Concession in transport charges

### ***Introduction of Value Added courses in Curriculum***

06 value added courses have been introduced in each branch of engineering which gives an edge for the student in learning latest Technologies.

### ***Introduction of Gap Year, Minor/ Honors degrees***

This allows the students to take up starting of his own business if gets any good idea from second year onwards. Whatever may be period he spends in start-up project that period will be given as additional period for completion of his Course.

As per norms if any student acquires additional 20 credits in same discipline or other disciplines then he or she is eligible to obtain Minor / Honors degree respectively.

### **Double evaluation / External Evaluation for Theory and labs.**

Introduction of double evaluation gives more transparency in evaluation. If more than 15% of external marks is the difference in both evaluation, third evaluation will be initiated. We also introduced single evaluation with not less than 50 % of subjects will be sent out side for external evaluation purpose.

### **Introduction of Mandatory Learning Courses and Compulsory Internships.**

All the students have to carry out 03 mandatory learning courses and 03 compulsory internships to be eligible to receive B.Tech degree.

## **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:**

**Facilities available in the institute at par with the Colleges in Tier1 Cities.**

Engineering colleges in Tier 1 cities in India generally offer a wide range of facilities to cater to the academic, research, and extracurricular needs of students. Our College has also got these facilities as on par with those colleges.

**State-of-the-Art Laboratories:** RGM CET is having well-equipped laboratories for various discipline, such as ECE, CSE and allied branches, Mech Engg., Civil and EEE. These labs provide hands-on learning experiences for students and allow them to apply theoretical knowledge to practical experiments. College is also having research labs which boast high-end, sophisticated, and precision instruments, often custom-built for specific research purposes. These labs prioritize safety and adhere to strict safety protocols and guidelines to ensure the well-being of researchers, staff, and the environment. Seamless connectivity to the internet and cloud computing resources enables researchers to access and

share data, collaborate with peers worldwide, and utilize remote computing capabilities for computationally intensive tasks.

**Library Resources:** RGM CET is having very valuable resources for students, offering a vast collection of books, research papers, journals, and digital resources related to engineering and technology. The collection reflects the academic curriculum and supports research interests of students and faculty. It provides a conducive environment for studying and research. In addition to physical materials, the library offers wide range of digital resources, including e-books, e-journals, research databases, and multimedia content. These online resources can be accessed on-campus and, in some cases, remotely. The library provides comfortable and conducive spaces for individual study, group discussions, and collaborative work. These spaces may include silent study areas, group study rooms, discussion pods, and multimedia-equipped study zones. The College library offers computers with internet access, enabling students to conduct online research, access electronic resources, and work on assignments or projects.

Trained librarians are available to assist users in locating relevant information, conducting research, and navigating the library's resources effectively.

**Classrooms and Lecture Halls:** RGM CET has modern and spacious classrooms with audio-visual aids to facilitate effective teaching and learning. Classrooms are facilitated with desks or tables and chairs in such a way that it promotes face-to-face communication and group discussions. Some classrooms are having movable furniture to facilitate flexible learning arrangements. 36 Class rooms have Smart Digital Boards for interactive learning purpose, which allows to bring any topic in to the class room for better teaching and learning process.

**Computer Centres and Wi-Fi Facilities:** RGM CET is having computer Labs equipped with the latest hardware and software with access to modern computing facilities. Campus-wide Wi-Fi connectivity enables the students to access online resources and stay connected.

**Hostel Facilities:** The College provides hostel facilities for outstation students, offering a safe and comfortable living environment on campus. RGM CET is having four hostels, 02 for boys and 02 for Girls. This will ensure privacy, safety, and a comfortable living experience for all residents. The rooms are furnished with basic amenities like cots, study tables, chairs, and wardrobes. Hostels are maintained with hygiene and cleanliness, with regular cleaning and maintenance of rooms, restrooms, and living spaces. Hostels are provided with 24/7 security personnel, CCTV surveillance, and restricted access to ensure the well-being of the residents. Hostels offer nutritious and hygienic food for breakfast, lunch, and dinner. Students can opt for a meal plan as part of their stay in the hostel. On-campus laundry facilities are available for students to conveniently wash their clothes and maintain personal hygiene. Medical facility is provided for all the hostlers. Ambulance is made available to all the hostlers on 24/7 basis.

**Sports Facilities:** RGM CET has sports facilities, including playgrounds for indoor and outdoor games., and gymnasiums to promote physical fitness. It has Basketball, Volley ball courts, Cricket ground and Tennis Court. IT has expansive sports grounds with well-maintained grass or turf surfaces which accommodates a variety of outdoor games and sports such as football, cricket, and athletics. Basketball court with proper flooring and hoops are available.

**Cafeteria and Food Courts:** On-campus cafeterias offer a variety of food options for students and faculty. Cafeteria is made available to cater to diverse tastes and dietary preferences, providing a variety of food options. The menu generally includes vegetarian, vegan, and non-vegetarian dishes, as well as

options for individuals with specific dietary requirements.

**Roads:** RGM CET is having Roads to facilitate smooth movement and transportation for students, faculty, staff, and visitors. These roads serve as the pathways that connect different buildings, facilities, and areas within the college grounds. Roads are paved and well-maintained to ensure safe and comfortable travel. Roads are designed to be pedestrian-friendly, featuring wide sidewalks, crosswalks, and designated pedestrian zones to prioritize the safety and convenience of those walking on campus.

**Green Campus:** College is having Lavish Garden. It is made environmentally conscious and sustainable campus that promotes eco-friendly practices, conservation of natural resources, and a commitment to reducing its carbon footprint. The campus features abundant green spaces, including gardens, landscaped areas. Trees, shrubs, and native plants are planted to improve air quality, provide shade, and support local biodiversity. The green campus emphasizes waste reduction, recycling, and proper waste management practices. Recycling bins are strategically placed throughout the campus, and composting initiatives may be implemented to reduce organic waste. Rainwater harvesting system is available to collect and store rainwater for gardening and non-potable uses, reducing the demand on freshwater sources.

**Transport facilities:** College offers transport facilities for students, faculty and staff especially for those living off-campus on concession basis.

**Career Development and Placement Cell:** RGM CET has dedicated career development and placement cells that assist students with internship and job placements. The Placement Cell provides personalized career counselling to students, helping them identify their strengths, interests, and career aspirations. The Placement Cell assists students in creating effective resumes and preparing for job interviews. They conduct mock interviews and offer feedback to enhance students' interview performance. Placement cell coordinates and facilitate job placements for graduating students. The Career Development and Placement Cell serves as a bridge between academic learning and professional success.

File Description	Document
Appropriate webpage in the Institutional website	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

R G M College of Engineering and Technology was started in the year 1995, by **M/s Parameswara Educational Academy, a registered Educational Society, Nandyal**. So far in the last 28 years of existence, 25 Batches of Students were Graduated with an average results of 90% and secured **11 Gold Medals** in total from the University in the combined state of A.P.

- Established in 1995 with B.Tech Branches ECE, EEE, ME & CSE Initial intake of 220 and present intake is 1374..
- All the UG Engineering courses are accredited by NBA 06 times from 2003 onwards.
- *Selected for World Bank assisted TEQIP-I with a soft loan of Rs.11.94 Crores in 2004 and this is the one of the three private engineering which was selected for this scheme in the combined state of Andhra Pradesh.*
- Conferred Autonomous Status by UGC from 2010 onwards,
- *Accredited by NAAC with 3.34 CGPA out of 4.0 CGPA with 'A' grade in the First Cycle, with A+ Grade in Second Cycle with 3.54 out of 4 CGPA .*
- *05 departments of RGM CET are recognized as "Potential Research Centers" under JNT University Anantapur, Anantapuramu to offer regular Ph.D programs.*
- The Institute has received the recognition letter from Scientific and Industrial Research Organization (SIRO),
- UGC has sanctioned "**DEEN DYAL UPADHYAY KAUSHAL KENDRA (DDU KAUSHAL)**" in **2015 and CPE status in 2016.**
- Recognized as "**TECHNICAL SKILL DEVELOPMENT INSTITUTE (TSDI)**" by the Government of Andhra Pradesh in association with **SIEMENS Inc. in 2016** and Established Two CM's Skill Excellence Center by APSSDC Govt. of A.P. 2018.
- Institute figured in **201 to 250** in 2021, 2022 and **251-300** Rank band in 2020 announced by MHRD.
- Recognized as nodal center by IIRS/ISRO outreach network for conducting live and interactive courses from 2020 onwards.
- Recognized as the Institute as Host Institute (HI) for Implementation of the Incubation Component MSME Innovative Scheme (MSME Champion Scheme) in 2022.
- Published **837** papers in WoS, SCOPUS, UGC care, National and International conferences during the assement period
- **43 patents** Granted and **73 patents** filed.
- Received an amount of **5.54 crores** funding from DST, SERB, AICTE and UGC etc.

### Concluding Remarks :

The college has initiated a process of introspection in all the Departments to identify the Strengths, Weaknesses, Opportunities and Challenges (SWOC) and plan for future expansion and growth to be able to meet the aspirations of the society. As a follow up of this, the college has applied for accreditation with the National Assessment and Accreditation Council (NAAC), Bangalore, an Autonomous Institution of the University Grants Commission in 2010 and has been accredited with "A" grade (3.34 out of 4.0 CGPA). Subsequently in on 19-07-2017 the institution has been accredited by NAAC with "A+" grade (3.54 out of 4.0 CGPA). The institution has also applied for NIRF and was placed in the rank band of 201-250 ( 2022 and 2021)

and 251-300 (2020) announced by MHRD.

The institute has very good infrastructure and instructional facilities to cater the needs of all the institution stake holders.

The institute encourages its faculty by providing academic leave and financial assistance to attend conferences / workshops/ conferencesSTTPS.

Also encourages the students with financial attendance to participate in Hackthons/ student paper contests/ sports and games etc.

Introduced Extra Academic Activities, number of skill development activities, mandatory internships, mandatory learning courses, concepts of comprehensive viva voce, miniprojects and mainprojects , weightage in the internal tests, computerized question paper generation form question bank, most transparent evaluation right from the 2010 onwards after the conferrment of Autonomous status by UGC.

We encourage the teaching and non teaching faculty to improve their qualification, Publish research papers in WOS, Apply for project funding by giving away incentives.

All the statutory body regulations are implemented without any deviation from time to time.

Introduced Hostel Nidra Program for the benefit of I B.Tech students where faculty and staffmembers will stay in the hostel during nighttimes .

We encourage the students to participate in sports and games in our campus by conducting RPL and inter/ intra universtity meets.

We do have very good environment in our campus for students to pursue their studies.

In view of the above we request the NAAC authorities to consider our SSR and do the needful at the earliest.