



# **SELF STUDY REPORT**

**FOR**

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

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

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

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

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Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**July 2022**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

RGM College of Engineering (Autonomous), Nandyal, an institution of repute in the Rayalaseema region of the state of Andhra Pradesh is the brain child of Vidyarthna 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 3684 students, 273 faculty members and 155 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

**SWOC ANALYSIS:** The following are the Key findings of the SWOC analysis on Strengths, Weaknesses, Opportunities and Challenges.

### STRENGTHS

- Highly qualified faculty with vast experience.
- Proactive management providing excellent leadership, motivation and support for expansion and development of the institution.
- Use of ICT for improving processes and operations of the institution.
- Excellent and well-maintained infrastructure.
- Planned growth and expansion.
- Conducive teaching-learning environment supported by library, ICT, OERs, and well equipped labs.

- Dedicated, motivated and competent team of faculty.
  
- About 30% of the teaching staff are Ph.Ds and quite a few teachers have submitted their theses and are likely to get their Ph.D degrees soon. All of them have published papers in reputed Journals. Majority of the faculty members have registered for Ph.D in various universities.
  
- The teaching learning process moves beyond the confines of the class rooms and teachers willingly make themselves available to the students even after the mandatory teaching sessions. Covid19 pandemic has opened the new doors for online learning which effectively utilized by our institution.
  
- Effective and supportive guidance from the governing body which is highest decision making body and gives the needed impetus for robust growth.
  
- Many societies and clubs functioning in the college for the overall development of the students. These are managed by students with the faculty playing an advisory role.
  
- 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.
  
- A relentless effort to upgrade the performance of the students and faculty is in vogue.
  
- Initiatives aimed at community welfare.
  
- Conducting outreach Programmes.
  
- 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.
- Large collection of books and journals in the 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, GAP year concept, Minor degree and Honours.
- Additional lab in each semester (Each semester 3 labs).
- Mandatory internships / Introduced skill Development Courses in every semester from second year onwards.
- Introduction of mandatory noncredit courses.

- Introduction of Extra Academic Activities(EAA).
- Introduction of Talk the Book Concept and Reading Right app.

### **Institutional Weakness**

#### **WEAKNESSES**

- 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.

### **Institutional Opportunity**

#### **OPPORTUNITIES**

- 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.
- Introduction of more value add-on courses/skill development courses/skill oriented courses with the help of industries/ organizations for the benefit of students.

- 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 outreach programmes.

- Introduction of skill development programmes.
- Introduction of MOOCs and Mandatory internships.
- Expansion of existing outreach 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 startups.

### **Institutional Challenge**

### **CHALLENGES**



- 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 maneuver 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 mindset 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 endeavoring passion to be conscious morally and socially.
- To encourage research attitude among students and instill 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.

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).

## 1.3 CRITERIA WISE SUMMARY

### Curricular Aspects

#### CURRICULAR ASPECTS

The motto of **Rajeev Gandhi Memorial College of Engineering and Technology (RGM CET)** is education for peace. The vision and mission statements of the institution are amply reflected in the various academic programmes of the college. To become the most preferred institute of technology, as outlined in the vision, the institution has adopted a holistic approach, for achieving excellence in academics and industrial research and development, using its academic programmes. All the academic programmes are targeted, to yield outcomes that support the institution’s mission of providing conducive academic atmosphere, for realising its vision.

The academic programs have their curriculum designed with inputs on various aspects like fundamentals, problem solving, modern equipment usage and application of knowledge to address the needs of the society. The processes like design of the syllabi, imparting of the knowledge and all important student assessments and evaluations are all aligned with the overall goals and objectives of the institution. The Institute makes every effort to realize its vision of developing competent human resources through quality education, by designing innovative educational environment and promoting creativity. The Institution has flexibility in designing the curriculum with its autonomous status and focus on OBE in all programmes and courses having well-defined objectives and learning outcomes aligned with institutional mission. Development and review of curriculum is done regularly to keep pace with developments in respective fields and meet the requirement of academia, industry and society. All the stakeholders are involved in the design and improvement of curriculum through feedback process. New courses are introduced by taking inputs from stakeholders’ feedback. The course contents are designed for enhancing knowledge, employability and entrepreneurial skills. To make the teaching and learning more innovative and interactive, the college encourages the faculty to use ICT tools. MOOCs, internships, projects, internships and field work are incorporated in the curriculum to enhance the higher-order learning skills. Choice based credit system is in vogue, since 2010, the year in which college was conferred autonomous status, to meet the requirements / interests and aspirations of students. Environmental Studies course and Universal Human Values are mandatory for all UG programmes. Also **06 Value-added courses are introduced in each branch of engineering** to make the students more employable. Apart from these value added courses we introduced mandatory industry internship programs (03), AICTE internship programs and number of 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. Effective feedback mechanism is available which serves as input for continuous improvement in curriculum along with results of outcome assessment. 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.

## **Teaching-learning and Evaluation**

### **TEACHING-LEARNING AND EVALUATION**

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 apprenticeships. These diverse pedagogic methods allow students to be exposed to the subjects of study in various formats, and thus strengthen the learning process. With well-prepared academic calendar and approved syllabus, the faculty plans for the delivery by creating a Course Plan / lesson dairy which generally also includes problem sets, assignments, self-study and library time. The institute also provides department wise opportunities for improving teaching and learning process by arranging special programs, lectures from renowned experts, short courses by industry experts (online/offline mode) and approved e-learning resources. With the availability of large number of online courses through SWAYAM portal students and faculty members are motivated to learn latest developments in their area of interest. Students' learning is evaluated employing different assessment tools suited for the subject under study using both continuous and semester end examinations. Weightage is in vogue for the internal examinations. Additional lab is introduced in each semester in all engineering specializations (in all 06 additional labs in each specialization) to enhance the practical knowledge of the students. To have transparency we have introduced computerized question paper generation from question bank and also introduced double evaluation, not less than 50 % subjects will be sent for external evaluation, evaluation by Chief examiner in each subject is in vogue. Outcome based education is implemented in this institute since 2010. 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 inforce. Remedial classes and bridge course will be conducted for needy students. The Institution makes available many latest technologies and facilities, to be used by the faculty for effective teaching. The facilities provide an opportunity for the faculty to supplement the conventional teaching methods and to impart subject knowledge. Siemens

Some of these include Digital library, Video lectures, Digital class rooms, Webinars, Online access to lectures, E-learning resources, NPTEL lectures, Group discussions / seminars / model making, Data share, Spoken Tutorial Project of NMEICT.

## **Research, Innovations and Extension**

### **RESEARCH, INNOVATIONS AND EXTENSION**

The institute is making all efforts to promote research culture among faculty and students. This is ensured by facilitating participation of faculty and students in research and related activities. The institution provides the necessary resources and other facilities required for carrying out research work.

The institute has a Research and Development (R&D) Cell for achieving the objective of promotion of research. A committee will look after the research activities of the institution. Most of recommendations of the research committee have been implemented and they have positively impacted the R&D scenario of the institution. It is seen improvement of research facilities in terms of laboratory equipment, Financial support, Establishment of specific research units, identifying thrust areas of research, Financial incentives to faculty, making availability many research journals, Conducting workshops/training programmes to promote research culture on the campus, Sanction of study leave for pursuing Ph.D. and Post-Doctoral programs, Encouraging the faculty to register for Ph.D and establishment of JNTUA recognized research centers to carry out regular Ph.D. with financial assistance in **seven** departments namely **CE,EEE, ECE, Mech., Mathematics, Physics, and English**. It is also observed Perceptible change in the attitude of the faculty towards R&D activities, Increase in number of publications in peer-reviewed journals (Mostly **Web of Science Publications** and **Scopus**) and Increased focus on sponsored research. Faculty members are encouraged to participate in conferences, workshops and seminars with special leaves, registration and travelling allowance. Institute encourages the faculty members to register themselves for Ph.D. The faculty members with doctoral degree are also encouraged to acquire Research Supervisor status to guide faculty members either of the same department or other colleges for Ph.D. All the faculty members are encouraged to apply for Minor/Major Research Projects, attend Symposiums etc., offered by AICTE, UGC and DST etc. Institute provides necessary infrastructure facilities and administrative support to augment research activities. Students are encouraged to carry out live projects based on latest technology with the guidance of experienced faculty members. 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. To nurture young minds, SAC (Student Activity club) was started and it is active.

## **Infrastructure and Learning Resources**

### **INFRASTRUCTURE AND LEARNING RESOURCES**

RGM CET takes utmost care in providing sufficient infrastructure and instructional facilities to realize their vision of imparting quality education to students. It has 32.04 acres of campus area with adequate class rooms and seminar/conference halls with ICT facilities. Laboratories as per the curriculum (03 laboratories per semester) and skilling centres to impart hands on training in cutting edge technologies are available. Licensed software and open source software are being used to make the students proficient in modern tool usage. Internet connectivity is in vogue with required accessible points through Wi-Fi. The institution has very good **Central library** with sufficient of titles, volumes, journals and back volumes to cater the needs of all the stake holders. It has many titles and volumes apart from digital learning material. Computers are available to access the online journals and e-books with internet connectivity. E-learning material offered by world famous universities and NPTEL are available to make the students competitive in the domain knowledge. Library is completely automated and many rare books are also in store. Apart from the library videos and learning material prepared by the faculty is available in various platform. All the departments have departmental libraries and computing facilities to cater the needs of department students and faculty members. All-round development of students is the underlying concept of the college while imparting quality education. To reach that goal, college has provided adequate sports and cultural facilities. It has facilities for outdoor and indoor games and a gymnasium. These facilities enable the students to maintain physical fitness and in turn mental health. Cultural centre

extends training in various musical instruments / dance by seasoned professionals. The Institute has been selected as one of the SIEMENS T-SDI Centre and established the following labs like; CBT Lab, CNC Programming, CNC Lab, Welding Lab, Two Wheeler Lab, Four Wheeler Lab and Agro Lab in collaboration with APSSDC to impart the industry oriented technical skills for the organized and unorganized sector peoples. Apart from this institute has also established **two CM skill** centers in association with APSSDC to impart job oriented skills to students. Maintenance of all the physical equipment, academic facilities, computers, sports facilities including gymnasiums take place as per the standard operating procedure of the institution. To inculcate self-learning among student's MOOCs courses are made compulsory. Students have to acquire the prescribed credits to get UG/PG degree certificate.

## **Student Support and Progression**

### **STUDENT SUPPORT AND PROGRESSION**

For every twenty students a counsellor is appointed from faculty member who regularly meets the students, either in groups or individually, to discuss and counsel them in both academic as well as non-academic matters. The counsellor helps their wards on study techniques, training opportunities, preparation for co-curricular events and other issues. They also occasionally get in touch with the parents of some students when there is a need for communicating or discussing matters affecting the student academic performance. College provides academically supportive environment, where in faculty continuously motivate the students for their progress. For the improvement of the mentoring system suggestions from alumni and other stake holders are taken into consideration. To foster ethical and human values among student's motivational talks by eminent personalities in the society, are arranged. Apart from class room work, the following provisions exist for academic mentoring namely Student chapters of professional bodies and societies, Participation in co-curricular activities, Remedial classes, Special lectures workshops / conferences / webinars and performance review by mentors. The academic programs offered at RGM CET is designed to encourage and motivate all the students to be regular and consistent in their efforts towards learning. In addition to this, RGM CET makes special provisions for both the above and below average students so that they may reap the benefits of the academic facilities available in the College. Provision is made in the curriculum to quench the knowledge thirst of enthusiastic students, in the form of optional electives. They can acquire additional credits over and above the stipulated one by studying optional electives. For slow learners the College organizes additional teaching sessions and support systems. Intensive company specific training will be imparted for the students by Career Development Centre(CDC) of the institution apart from job oriented skills training. Number of skilling Certificate Courses are offered by the institution for the institution to improve the employment opportunities for the students. Number of internship opportunities are provided to students. Library and Laboratories are kept opened beyond working hours. Students are encouraged to participate in extracurricular activities with financial assistance. Very good games and sport facilities are created to cater the needs of the students.

## **Governance, Leadership and Management**

### **GOVERNANCE, LEADERSHIP AND MANAGEMENT**

Institution's mission statement clearly brings out the distinctive characteristics of the college and reflects the various issues which it is intended to address such as needs of the society, Students it seeks to serve. The institution has had a long and rich tradition of offering quality education with orientation towards values, defines the scope of learning and development which would embody the traditional values, nurtured with great

care by the college. The vision statement is an indicator for the future efforts and policy matters that need to be undertaken to address the emerging needs of the society, academia and the industry. It would offer a strategic plan, with all stakeholders included in it. The Governance of the institution is reflective of an effective leadership, which encourages participative decision making process and helps in building the organizational culture. The leadership and guidance provided by the apex body, the College Governing Council, has ensured a very effective system development and improvement. Developmental needs are identified, discussed and reviewed periodically to remove the hurdles involved in the functioning of the college and furthering its progress. The governing body supports the college administration with decisions, approvals and developmental matters. The Management system development, implementation and continuous improvement are ensured by the leadership and they reflect the efforts of the institution in achieving its vision. Overall, the institution monitors and evaluates its policies and plans and implements the same for improvement on a continuous basis. The Governing body advises on the policies and overall management of the College. The Principal provides overall administrative and academic leadership to the College and he is supported by HoDs of various departments. Various academic disciplines are handled by the concerned departments, and they are mainly responsible for the concerned academic programs offered by the College. Each department is having a Head who is a Professor and supported by teaching, technical and administrative staff. Decentralized administrations, complete autonomy to the departments in academics, transparency in budget allocation are practiced in management of the institution. Academic, finance, library and examination activities are automated to the extent possible for ease of administration. IQAC has contributed in institutionalizing Quality Assurance Strategies and processes. The periodic audits have proved to be very effective in assimilating quality. The audit provides an effective feedback mechanism for improvement. The IQAC has external members on its committees whose 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.

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

#### **INSTITUTIONAL VALUES AND BEST PRACTICES**

RGMCET adheres to values and adopts best practices in its functioning. RGMCET promotes gender equity. Considerable percentage of staff and students are female.

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. The institute is secured by dedicated security guards for each departments and every important location within the institute premises. Campus is under electronic surveillance with the help of 250 CCTV cameras, available at academic blocks, amenities block, all the junction points and open areas without compromising the privacy of female staff and the students. Presence of Internal Complaints Committee (ICC) and Women Empowerment Centre (WEC) ensures protection of women from sexual harassment at work place. A professional Counsellor is extending counselling & Mental Wellness services to RGMCET students. The institution has made efforts to provide an inclusive atmosphere that encourages peace, tolerance, 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 Government of Andhra Pradesh 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. 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. 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, (student clubs, professional society chapters, participation in other co and extracurricular activities -RPL)- Affective domain skill set. The second best practice is "Go Green" campus. Initiatives have been taken for the Green campus and facilities, practice, as well as audits, are in vogue. Concession in tuition fee, hostel fee, medical expenses and transport is extended to faculty and students. Cash incentives to students, timely promotion to faculty, encouragement for higher studies are in vogue in RGM CET.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY NH-40, NERAWADA CROSS ROADS
City	Nandyal-518501
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 Day

Recognized Minority institution	
If it is a recognized minority institution	No



**Establishment Details**

Date of Establishment, Prior to the Grant of 'Autonomy'	08-06-1995
Date of grant of 'Autonomy' to the College by UGC	01-01-1970

**University to which the college is affiliated**

State	University name	Document
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	<a href="#">View Document</a>

**Details of UGC recognition**

Under Section	Date	View Document
2f of UGC	31-05-2010	<a href="#">View Document</a>
12B of UGC	21-05-2012	<a href="#">View Document</a>

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	25-06-2021	12	Applied for EOA Waiting for AICTE EOA for this academic year We have extended EOA for Five Years

<b>Recognitions</b>	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	30-08-2016
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	NATIONAL BOARD OF ACCREDITATION NBA
Date of recognition	17-02-2022

<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	RAJEEV GANDHI MEMORIAL COLLEGE OF ENGINEERING AND TECHNOLOGY NH-40, NERAWADA CROSS ROADS	Rural	32.04	51205

## 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	40
UG	BTech,Electrical And Electronics Engineering	48	Intermediate	English	120	95
UG	BTech,Mechanical Engineering	48	Intermediate	English	120	39
UG	BTech,Electr	48	Intermediate	English	240	240

	onics And C ommunicatio n Engineering					
UG	BTech,Comp uter Science And Engineering	48	Intermediate	English	180	180
UG	BTech,Comp uter Science And Engineering Data Science	48	Intermediate	English	60	60
UG	BTech,Comp uter Science And Engineering And Business Systems	48	Intermediate	English	60	54
PG	Mtech,Civil Engineering	24	B.Tech Civil Engg	English	18	0
PG	Mtech,Electr ical And Electronics Engineering	24	B.Tech EEE	English	18	0
PG	Mtech,Mech anical Engineering	24	B.Tech Mechanical Engg	English	9	0
PG	Mtech,Electr onics And C ommunicatio n Engineering	24	B.Tech ECE	English	18	0
PG	Mtech,Comp uter Science And Engineering	24	B.Tech CSE	English	9	0
PG	MBA,Master Of Business Administrati on	24	Any Degree	English	60	25

PG	MCA,Master Of Computer Applications	24	Any Degree with Maths	English	60	60
Doctoral (Ph.D)	PhD or DPhil,Civil Engineering	36	M.Tech	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Electrical And Electronics Engineering	36	M.Tech	English	6	0
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	36	M.Tech	English	5	0
Doctoral (Ph.D)	PhD or DPhil,Electronics And Communication Engineering	36	M.Tech	English	5	1
Doctoral (Ph.D)	PhD or DPhil,Master Of Business Administration	36	MBA	English	2	1
Doctoral (Ph.D)	PhD or DPhil,Mathematics	36	M.Sc	English	3	0
Doctoral (Ph.D)	PhD or DPhil,Physics	36	M.Sc	English	5	0

### 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				44				197			
Recruited	31	1	0	32	38	6	0	44	141	56	0	197
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				158
Recruited	155	3	0	158
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				58
Recruited	58	0	0	58
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.	31	1	0	25	4	0	24	2	0	87
M.Phil.	0	0	0	0	0	0	2	1	0	3
PG	0	0	0	13	2	0	115	53	0	183
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	2417	0	0	0	2417
	Female	1080	0	0	0	1080
	Others	0	0	0	0	0
PG	Male	106	0	0	0	106
	Female	81	0	0	0	81
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	2	0	0	0	2
	Female	0	0	0	0	0
	Others	0	0	0	0	0



<b>Provide the Following Details of Students admitted to the College During the last four Academic Years</b>					
<b>Programme</b>		<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
SC	Male	343	371	351	370
	Female	107	101	88	99
	Others	0	0	0	0
ST	Male	54	53	53	54
	Female	10	8	6	7
	Others	0	0	0	0
OBC	Male	1254	1222	1117	1181
	Female	460	417	353	365
	Others	0	0	0	0
General	Male	811	900	908	988
	Female	575	559	538	565
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		3614	3631	3414	3629

## 2.3 EVALUATIVE REPORT OF THE DEPARTMENTS

Department Name	Upload Report
Civil Engineering	<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 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>
Mathematics	<a href="#">View Document</a>
Mechanical Engineering	<a href="#">View Document</a>
Physics	<a href="#">View Document</a>

### Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>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. Faculty members are encouraged to take up the interdisciplinary or community development research work by identifying the problems in the society.</p>
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2. Academic bank of credits (ABC):	<p>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 follows a choice-based credit system for all of its programmes and is now in the process to pass a resolution related to the ABC in the Academic Council. RGM CET will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies.</p>
3. Skill development:	<p>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 is one of the institute to implement this concept to start its own DDUKK sanctioned by UGC under self-finance mode. Vocational programmes are introduced based on National Skill Qualification Framework (NSQF). RGM CET aims at providing quality vocational education through DDUKK combining class room cantered formal education and training with experience sharing of Industry practitioners and internships in business houses. The focus is towards integrated knowledge acquisition and upgrading human skill towards creating a new league of employable youth. Teaching and training methodology of courses offered under DDUKK are designed accordingly. Our MBA programme is designed in such a way to mould future managers thoroughly conversant with the application of tools and techniques of modern management practices in order to align with the Government of India's National Skills Qualification Framework (NSQF) and requirements of Industry 4.0. This newly adopted curriculum and the training imparted will help management programme aspirants to get fully trained</p>

	<p>in accordance with NSQF's National Occupational Standards (NOS) developed by Sector Skills Councils (SSC) and requirements of Industry 4.0 so as to enhance the employability for our graduates as per the industry's current human resources requirements. All these steps are marching towards the implementation of NEP in the real sense. The programme structure and contents adhere to the UGC guide lines for vocational programmes in line with National Skill Qualification Framework (NSQF). The programme offers multiple entry and exit options to students where each exit point is linked to a specific job role as specified in NSQF. We offered only 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 and 06 skill development courses in each branch of engineering to the skills of the students.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>RGMCET 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.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>RGMCET offers 07 UG Engineering and 05 PG Engineering apart from MBA and MCA. The institute offers Ph. D programs in 07 departments. All these programmes are offered as outcomes-based education (OBE) which are designed keeping in mind the regional and global requirements. RGMCET 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, Analyzing, 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</p>

	<p>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>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' combining 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.</p>

## Extended Profile

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### 1 Program

#### 1.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
21	21	19	21	24
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 1.2

##### Number of departments offering academic programmes

Response: 09

### 2 Students

#### 2.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
3686	3665	3475	3720	3996
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

#### 2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
583	732	732	886	835
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.3****Number of students appeared in the examination conducted by the Institution, year-wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
7217	7532	7409	7898	8128
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**2.4****Number of revaluation applications year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
37	54	96	57	65

**3 Teachers****3.1****Number of courses in all programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
607	611	575	682	537
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
273	291	236	262	322
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**3.3**

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

2021-22	2020-21	2019-20	2018-19	2017-18
207	213	219	228	311
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4 Institution****4.1****Number of eligible applications received for admissions to all the programs year-wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
5500	5500	5505	5550	6420
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

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

2021-22	2020-21	2019-20	2018-19	2017-18
550	550	550	555	642
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

**4.3****Total number of classrooms and seminar halls****Response: 69****4.4****Total number of computers in the campus for academic purpose****Response: 1700**



## 4.5

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

2021-22	2020-21	2019-20	2018-19	2017-18
1723	1329	1543	1991	1665

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## 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, national, regional and global developmental needs which is reflected in Programme outcomes (POs), Programme Specific Outcomes(PSOs) and Course Outcomes(COs) of the Programmes offered by the Institution.**

**Response:**

The curriculum is designed by considering the latest improvements in industry around the globe and to fulfil the requirements of global engineering requirements of hardware and software for societal development. These changes in the curriculum are aimed at meeting the objectives of global standards in the growth of industry. Based on the standards of firmware, hardware, design, service, students are able to learn new methodologies and latest technologies to adopt the current situation in industry. The primary objective of the curriculum is to learn the innovative technologies in various engineering streams.

***Factors for Curriculum Design:***

The Curriculum is designed to ensure that the students have the required domain knowledge, skills and attitude. The factors considered for the design of curriculum are (i) Syllabus of various reputed Indian and International Universities (ii) Model curriculum prescribed by AICTE, (iii) The Program Specific Outcomes of professional bodies, (iv) Suggestions by industry experts and alumni, (v) Syllabi of various competitive exams like GATE, IES, etc, (vi) Feedback from stake holders and (vii) Reports published by various agencies viz. NASSCOM, CII etc.

***Implementation of Outcome-Based Education (OBE) in the Curriculum:***

- The initial phase for ensuring academic quality is the design of the curriculum, in particular, the types of courses, the number of electives, and the curricular structure, with complete details of the course title and course contents as per the regulations.
- The next phase, the Course Outcomes (COs) for every course is mapped with the Program Outcomes (POs) and the Program Specific Outcomes (PSOs) of the program as per the guidelines of Washington Accord and NBA.
- An effective implementation of this Outcomes-Based Education (OBE) ensures that our graduating engineers have all the 12 POs defined by NBA, and hence can compete on a global platform, and have expected global attributes. Specific to the program, we have 3 - 5 Program Educational Objectives (PEOs) for each course that are measure the attainment of program outcomes and Program specific outcomes using direct (80%) and indirect (20%) methods of assessments.

The Institute keenly observes the attainments of PEO, PO, and PSO for the respective programs, which interrelate to the Vision and Mission of the institution and Departments as well.

***Process for Curriculum Design:***

The initial version of the curriculum is prepared by having the above design criteria, through discussions with stakeholders. The proposed curriculum is then discussed in DAC (Department Advisory Committee) and is put forth to BOS (Board of Studies) where the experts from industry, academia, Alumni in addition to senior faculty members. The curriculum is then placed for approval by the Academic Council (AC). The curriculum is finally evolved and published.

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

### 1.1.2 Percentage of Programmes where syllabus revision was carried out during the last five years.

Response: 100

#### 1.1.2.1 Number of all Programmes offered by the institution during the last five years.

Response: 21

#### 1.1.2.2 How many Programmes were revised out of total number of Programmes offered during the last five years

Response: 21

File Description	Document
Minutes of relevant Academic Council/BOS meeting	<a href="#">View Document</a>
Details of program syllabus revision in last 5 years(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

### 1.1.3 Average percentage of courses having focus on employability/ entrepreneurship/ skill development offered by the institution during the last five years

Response: 91.76

#### 1.1.3.1 Number of courses having focus on employability/ entrepreneurship/ skill development year-wise during the last five years..

2021-22	2020-21	2019-20	2018-19	2017-18
561	565	525	627	487

File Description	Document
Programme / Curriculum/ Syllabus of the courses	<a href="#">View Document</a>
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	<a href="#">View Document</a>
Average percentage of courses having focus on employability/ entrepreneurship(Data Template)	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

<p><b>1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years.</b></p> <p><b>Response: 44.51</b></p>	
<p>1.2.1.1 How many new courses are introduced within the last five years</p> <p>Response: 470</p>	
<p>1.2.1.2 <b>Number of courses offered by the institution across all programmes during the last five years.</b></p> <p>Response: 1056</p>	
File Description	Document
Minutes of relevant Academic Council/BOS meetings	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
<p><b>1.2.2 Percentage of Programmes in which Choice Based Credit System (CBCS) / elective course system has been implemented (Data for the latest completed academic year).</b></p> <p><b>Response: 100</b></p>	
<p>1.2.2.1 <b>Number of Programmes in which CBCS / Elective course system implemented.</b></p> <p>Response: 21</p>	

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

## 1.3 Curriculum Enrichment

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

#### Response:

In order to integrate the cross-cutting issues relevant to gender, environment and sustainability, human values, and professional ethics, The College has imbibed different types of courses in the curriculum to all departments, some enhance professional competencies while others aim to inculcate general competencies like social ethics values, human values, environment sensitivity, etc., thereby leading to the holistic development of students.

The courses on Ethics, Human Values, Environment and Sustainability, Human Values into the curriculum are as follows:

#### 1. Indian Heritage and Culture

Cultural development is a historical process. Our ancestors learned many things from their predecessors. With the passage of time, they also added to it from their own experience and gave up those which they did not consider useful. We in turn have learned many things from our ancestors. As time goes we continue to add new thoughts, new ideas to those already existent and sometimes we give up some which we don't consider useful anymore. This is how culture is transmitted and carried forward from generation to next generation. The culture we inherit from our predecessors is called our cultural heritage. This heritage exists at various levels. Humanity as a whole has inherited a culture that may be called human heritage. A nation also inherits a culture that may be termed as national cultural heritage

#### 2. Environment Science

In order to sensitize students about the environment and sustainability issues, a number of activities such as seminars, workshops, guest lectures, industry visits, and field excursions were organized for students of all programs. Environment Day, Earth Day, Water Day are celebrated every year, where students actively participate. Workshops and seminars on various aspects of environmental sustainability are organized periodically

#### 3. Professional Ethics and Human Values

A course of one credit on human values "Professional Ethics and Human Values" is offered as a Subject / open elective to all the students to take at least once during the program of study. IN view of Social development activities like working in NGOs, organizing blood donation camps, health check-up camps, hygiene and health workshops, environment awareness camps, river cleanliness drive, workshops on social issues, public health, gender issues, etc. All the activities of being monitored by the faculty in charge at each institution/campus.

As an integral part of student engagement in social activities during their program of study, the college also mandates all the students to enroll as NSS Volunteers. It aims at inculcating values, ethics, and socially responsible qualities. Students organize street plays, awareness campaigns, debates, etc. Human values activities by students are being conducted since inception.

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

### 1.3.2 Number of value-added courses for imparting transferable and life skills offered during last five years.

**Response:** 105

#### 1.3.2.1 How many new value-added courses are added within the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
16	24	21	26	18

File Description	Document
List of value added courses (Data Template)	<a href="#">View Document</a>
Brochure or any other document relating to value added courses	<a href="#">View Document</a>

### 1.3.3 Average Percentage of students enrolled in the courses under 1.3.2 above.

**Response:** 108.57

**1.3.3.1 Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4308	4319	3803	4402	3211

File Description	Document
List of students enrolled	<a href="#">View Document</a>

**1.3.4 Percentage of students undertaking field projects/ internships / student projects (Data for the latest completed academic year)**

**Response:** 49.46

**1.3.4.1 Number of students undertaking field projects / internships / student projects**

Response: 1823

File Description	Document
List of programs and number of students undertaking field projects / internships / student projects (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**1.4 Feedback System****1.4.1 Structured feedback for design and review of syllabus – semester-wise / year-wise is received from 1) Students, 2) Teachers, 3) Employers, 4) Alumni**

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

File Description	Document
Action taken report of the Institution on feedback report as minuted by the Governing Council, Syndicate, Board of Management	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**1.4.2 The feedback system of the Institution comprises of the following :**

<b>Response:</b> A. Feedback collected, analysed and action taken and report made available on website	
<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
URL for stakeholder feedback report	<a href="#">View Document</a>

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## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

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

**Response:** 68.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
793	896	711	694	814

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

2021-22	2020-21	2019-20	2018-19	2017-18
1101	1101	1101	1110	1284

#### File Description

#### Document

Institutional data in prescribed format (Data Template)

[View Document](#)

Any additional information

[View Document](#)

Link for Additional Information

[View Document](#)

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

**Response:** 81.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
518	544	398	411	446

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

## 2.2 Catering to Student Diversity

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

#### Response:

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
Any additional information	<a href="#">View Document</a>

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

**Response:** 14:1

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

## 2.3 Teaching- Learning Process

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

**Response:**

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, 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.

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

### **2.3.2 Teachers use ICT enabled tools including online resources for effective teaching and learning process.**

#### **Response:**

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
Any additional information	<a href="#">View Document</a>
Provide link for webpage describing ICT enabled tools including online resources for effective teaching and learning process	<a href="#">View Document</a>

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

**Response:** 14:1

#### 2.3.3.1 Number of mentors

Response: 273

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

### 2.3.4 Preparation and adherence of 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 Academic Calendar and Teaching plans for five years	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

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

**Response:** 118.94

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

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

**Response:** 25.83

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

2021-22	2020-21	2019-20	2018-19	2017-18
87	82	66	63	55

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)****Response:** 9.92**2.4.3.1 Total experience of full-time teachers**

Response: 2709

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**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 declaration of results year-wise during the last five years****Response:** 57.6**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**

2021-22	2020-21	2019-20	2018-19	2017-18
62	54	56	60	56

File Description	Document
Institutional data in prescribed format (Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

**2.5.2 Average percentage of student complaints/grievances about evaluation against total number appeared in the examinations during the last five years****Response:** 0.81**2.5.2.1 Number of complaints/grievances about evaluation year wise during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
37	54	96	57	65

File Description	Document
Number of complaints and total number of students appeared year wise	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

The impact of IT integration on examination reforms are as below

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

The withdrawal from writing an examination for a course is permitted to help exceptional genuine students to retain classification. **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>
Any additional information	<a href="#">View Document</a>
Link for Additional Information	<a href="#">View Document</a>

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

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

### **Response:**

In the strict compliance with the objectives of Outcome Based Education (OBE), the Program Outcomes (POs), 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.

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. They are clearly specified and communicated. The Course Outcomes are prepared by the course coordinator in consultation with concerned faculty members teaching the same course. The Module coordinator will verify it. Finally, they are discussed in the concerned department's BOS meeting course-wise and approved.

File Description	Document
Upload COs for all courses (exemplars from Glossary)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

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

#### Response:

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. CO-PO & PSO mapping for all the courses in the program is prepared by the program coordinator in consultation with other faculty members.

### ***CO Attainment***

Assessment methods include direct and indirect methods. The process of course 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.

### ***Rubrics:***

Rubrics are formulated for the assessment of Laboratory, Mini Project, Major Project, Seminar and Internship courses.

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

#### **2.6.3 Pass Percentage of students(Data for the latest completed academic year)**

**Response:** 84.27

##### **2.6.3.1 Total number of final year students who passed the examination conducted by Institution.**

**Response:** 814

##### **2.6.3.2 Total number of final year students who appeared for the examination conducted by the Institution.**

**Response:** 966

<b>File Description</b>	<b>Document</b>
Upload List of Programmes and number of students passed and appeared in the final year examination(Data Template)	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for the annual report	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

<b>2.7.1 Online student satisfaction survey regarding teaching learning process</b>	
<b>Response: 3.49</b>	
<b>File Description</b>	<b>Document</b>
Upload database of all currently enrolled students	<a href="#">View Document</a>

## 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 is a well defined policy for promotion of research which is uploaded on the institutional website and implemented**

**Response:**

The institute strongly believes and is driven by the adage “a teacher is a perpetual learner”. Accordingly, it encourages its teachers and students to carryout research in their respective areas. To succeed in their endeavors, college provides all the necessary infrastructural facilities, financial support and conducive environment to carryout research. Hackathons and Ideations conducted for students, Faculty members are motivated to submit the project proposals at the beginning of every academic year, to render a shape to their innovative idea. All the proposals are scrutinized department wise and feasible proposals are approved by granting requested budget. They are further encouraged to apply for research grants to procure necessary materials and equipment to various funding agencies like UGC, AICTE, DST etc. The facilities to conduct the research is continuously procured either through seed money in the name of internal R & D or through funded agencies. The equipment and other facilities to conduct research by faculty of engineering are available in Bio-fuel research laboratory (ME), Material testing laboratory (ME), Water Environment and Land center (CE), IoT laboratory (ECE), Nanoscience Laboratory (ECE) and Power electronics and systems laboratory (EEE). They act as platforms to conduct research activities by the faculty and the students in the form of project works. Efforts are under progress to augment the research facilities further according to the needs of stakeholders. Improvement of research facilities has led to the recognition of research centers by the affiliating university JNTUA, Ananthapuramu. All the engineering branches are recognized as research centers which enable the professors of the college to guide external scholars apart from in house faculty. College has a policy to promote research activity in the form of internal R & D and necessary incentives are granted to all the faculty to pursue Ph.D. It also felicitates faculty who acquires Ph.D. by additional incentives. It also allows faculty to visit industries, research centers, conferences and symposiums, either to enhance their interaction with external world or to know latest trends in technology or to get ideas from them.

File Description	Document
Minutes of the Governing Council/ Syndicate/Board of Management related to research promotion policy adoption	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
URL of Policy document on promotion of research uploaded on website	<a href="#">View Document</a>

**3.1.2 The institution provides seed money to its teachers for research (average per year, INR in Lakhs)**

**Response:** 1.84

**3.1.2.1 The amount of seed money provided by institution to its faculty year-wise during the last five years (INR in lakhs).**

2021-22	2020-21	2019-20	2018-19	2017-18
0.56	1.432	0.959	1.995	4.247

File Description	Document
Minutes of the relevant bodies of the Institution	<a href="#">View Document</a>
List of teachers receiving grant and details of grant received	<a href="#">View Document</a>
Budget and expenditure statements signed by the Finance Officer indicating seed money provided and utilized	<a href="#">View Document</a>

**3.1.3 Percentage of teachers awarded national / international fellowship for advanced studies/research during the last five years****Response:** 4.91**3.1.3.1 The number of teachers awarded national / international fellowship for advanced studies / research year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
13	9	21	12	13

File Description	Document
List of teachers and their international fellowship details	<a href="#">View Document</a>
e-copies of the award letters of the teachers	<a href="#">View Document</a>

**3.2 Resource Mobilization for Research****3.2.1 Grants received from Government and non-governmental agencies for research projects, endowments, Chairs in the institution during the last five years (INR in Lakhs)****Response:** 395.34**3.2.1.1 Total Grants from Government and non-governmental agencies for research projects ,**

**endowments, Chairs in the institution during the last five years (INR in Lakhs)**

2021-22	2020-21	2019-20	2018-19	2017-18
42.89	23.03	46.52	201.05	81.85

File Description	Document
List of project and grant details	<a href="#">View Document</a>
e-copies of the grant award letters for research projects sponsored by government and non-government	<a href="#">View Document</a>

**3.2.2 Percentage of teachers having research projects during the last five years****Response:** 2.6**3.2.2.1 Number of teachers having research projects during the last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
6	5	8	12	5

File Description	Document
Names of teachers having research projects	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

**3.2.3 Percentage of teachers recognised as research guides****Response:** 14.29**3.2.3.1 Number of teachers recognized as research guides**

Response: 39

File Description	Document
Upload copies of the letter of the university recognizing faculty as research guides	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

### 3.2.4 Average percentage of departments having Research projects funded by government and non-government agencies during the last five years

**Response:** 57.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
5	3	4	6	4

#### 3.2.4.2 Number of departments offering academic programmes

2021-22	2020-21	2019-20	2018-19	2017-18
9	9	7	7	7

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

## 3.3 Innovation Ecosystem

**3.3.1 Institution has created an eco system for innovations, creation and transfer of knowledge supported by dedicated centers for research, entrepreneurship, community orientation, Incubation etc.**

**Response:**

RGM CET has Innovation and Incubation Centre, that provides a platform for students, research scholars, research and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking



big.

The main objectives are to:

Invoke innovative ideas and increase job opportunities. Motivate students to participate in technology transfer for maximum effectiveness and utilization of resources on research and development activities. Our management actively assists in the scope of research, its utilization and intellectual property rights. The Incubation Centre provides a creative atmosphere where ideas and projects can flourish. Incubation centre offers a Platform on business incubation and innovation to entrepreneurs. It provides incubation, counselling services on business management and technological solutions. Interaction with the industry helps in finding the workable issues and provide appropriate solutions. A systematic process designed for innovators to convert their ideas into product.

The centre works on the growth of staff and students, identifying the tools, devices, technologies and constructing products, commercializing the products or services. Innovators and entrepreneurs are benefited in technology, expertise and knowledge. The college has excellent infrastructure and good relations with industries nearby and with alumni. The research facilities provide a supportive platform for evaluation of novel ideas and solution development.

The existing facilities and the facilities extended by collaborating industries collectively form a highly conducive environment to encourage and nurture innovative ideas. Further students are encouraged to participate in Smart India Hackathon, Viswakarma awards, a theme-based competition by AICTE to extract and display their novel thinking in application to societal problems. The Entrepreneur Development Cell is taking care of promoting the entrepreneurial culture among students by conducting programs such as Entrepreneurship Awareness Camp, Entrepreneurship need and opportunities, Entrepreneurship Challenges in setting social business. Many departments are recognized as research centers and faculty are encouraged to conduct innovative research projects. Many of the faculty members are working on funded projects. Further college provides facility and financial support for select innovative projects proposed by faculty and students. They are encouraged to conduct project model exhibition, workshops and symposiums to present their innovative ideas.

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

### 3.3.2 Number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development during the last five years.

**Response:** 181

#### 3.3.2.1 Total number of workshops/seminars conducted on Research methodology, Intellectual Property Rights (IPR), entrepreneurship, skill development year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
7	37	44	42	51

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

### 3.4 Research Publications and Awards

**3.4.1 The Institution ensures implementation of its stated Code of Ethics for research through the following: 1. Inclusion of research ethics in the research methodology course work 2. Presence of Ethics committee 3. Plagiarism check through software 4. Research Advisory Committee**

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

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

**3.4.2 Number of Ph.D's registered per teacher (as per the data given w.r.t recognized Ph.D guides/supervisors provided at 3.2.3 metric) during the last five years**

**Response:** 0.87

3.4.2.1 How many Ph.Ds are registered within last 5 years

Response: 34

3.4.2.2 Number of teachers recognized as guides during the last five years

Response: 39

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

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

**Response:** 3.39

3.4.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
253	164	211	162	148

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

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

Response: 0.54

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	30	21	50	39

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

Response:

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:

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 (INR in Lakhs).

**Response:** 80.09

##### 3.5.1.1 Total amount generated from consultancy and corporate training year-wise during the last five years (INR in lakhs).

2021-22	2020-21	2019-20	2018-19	2017-18
0.02	8.57	21.89	24.36	25.25

File Description	Document
List of consultants and revenue generated by them	<a href="#">View Document</a>
Audited statements of accounts indicating the revenue generated through consultancy and corporate training	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

#### 3.5.2 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs).

**Response:** 66.32

##### 3.5.2.1 Total amount spent on developing facilities, training teachers and staff for undertaking consultancy during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
26.14	0	0.81	37.12	2.25

File Description	Document
List of facilities and staff available for undertaking consultancy	<a href="#">View Document</a>
Audited statements of accounts indicating the expenditure incurred on developing facilities and training teachers and staff for undertaking consultancy	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

### 3.6 Extension Activities

#### 3.6.1 Extension activities are carried out in the neighbourhood community, sensitising students to social issues, for their holistic development, and impact thereof during the last five years

##### Response:

Education is the process of preparing the individual to find out one's inherent potentialities and develop the same to the maximum extent in order to derive utility for himself and contribute to the society. Educational institution is an important social agency whose contribution to the development of the society is most expected and the national development too is revolving around it. Extension activities are the voluntary efforts of the educational institutes, inspired by ethical excellence toward social development through various activities like, enhancement of educational standard of underprivileged groups, adult education activities, environmental awareness, ecological conservation, health awareness, healthcare and sanitation, adoption of village for holistic development in addition to the academic commitment of the institution. Understanding the social responsibility, gratification of institutional social responsibility through enhanced extension activities will take the institution to eminence on the part of educational institution in general and the society where it is located in particular. GEC proudly conducts many extension activities for the benefit of surrounding community. GEC strongly believes that extracurricular activities will open avenues for the students to make social participation and contribute for the social empowerment.

Under the aegis of NSS and UBA, GEC has conducted following programmes involving the student volunteers: Swatch Bharath, Vanam Manam (Tree plantation program), Legal awareness programme, Blood Donation camp, Digital Financial Literacy Programme, Clean and Green, Voter's Day celebrations, Ban Plastic and Modern Farming Methods. The very purpose of conducting these activities are many folds. To create awareness of health, need of maintaining clean environment, to enlighten the adverse effects of plastic, importance of planting trees, modern methods of farming to achieve productivity in agriculture to rural people. By involving students in these activities, they will come to know the need of upliftment of villages, their responsibility as engineers, need of literacy and how to make rural population tech savvy at least to carry out their daily transactions. GEC treats extension activities as one of the important objectives to be fulfilled on par with its main activities like curriculum development, providing enough and appropriate infrastructure, examination and scholastic development etc. The impact of these extension activities is tremendous and commendable. Tangible change in communication, ability to face new people and empathy towards fellow men. This change reflected in better placements after their graduation.

The College was allotted a National Service Scheme (NSS) Unit by JNTUA Anantapur. About 500 students have enrolled their names as NSS Volunteers. The motto of NSS is "Not Me But You". Service to mankind is service to god. Imparting such values and attitudes into students is the motive of the institution. Believing in this, the institute carries out a number of extension activities in the neighbourhood community. Our NSS club received the most prestigious awards at the international level, national level, state level, and university level with more than 80 awards in community service through NSS since its inspection.

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

### 3.6.2 Number of awards and recognition received by the Institution, its teachers and students for extension activities from Government / Government recognised bodies during last five years

**Response:** 41

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	3	13	8	10

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

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

**Response:** 39

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

2021-22	2020-21	2019-20	2018-19	2017-18
8	5	9	9	8

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

### 3.6.4 Average percentage of students participating in extension activities listed at 3.6.3 above during the last five years

**Response:** 43.17

#### 3.6.4.1 Total number of students participating in extension activities listed at 3.6.3 above year-wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
2120	1630	1600	820	1830

File Description	Document
Reports of the event	<a href="#">View Document</a>
Average percentage of students participating in extension activities with Govt or NGO etc	<a href="#">View Document</a>

## 3.7 Collaboration

### 3.7.1 Number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

**Response:** 9.4

#### 3.7.1.1 Total number of Collaborative activities per year for research/ faculty exchange/ student exchange/ internship/ on –the-job training/ project work

2021-22	2020-21	2019-20	2018-19	2017-18
15	7	9	8	8

File Description	Document
Number of Collaborative activities for research, faculty etc	<a href="#">View Document</a>
Copies of collaboration	<a href="#">View Document</a>

**3.7.2 Number of functional MoUs with institutions of national, international importance, other institutions, industries, corporate houses etc. during the last five years (only functional MoUs with ongoing activities to be considered)**

**Response:** 65

**3.7.2.1 Number of functional MoUs with institutions of national, international importance, other Institutions, industries, corporate houses etc. year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
4	14	16	20	11

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



## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

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

**Response:**

The 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. The Time Table committee plans ahead for all requirements regarding classrooms, laboratories, furniture, and other equipment.

Optimal deployment of infrastructure is ensured through conducting workshops/awareness programs/training programs for faculty on the use of new technology. 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.

The available physical infrastructure is optimally utilized beyond regular college hours, to conduct certificate courses, co-curricular activities/extracurricular activities, parent-teacher meetings, Campus Recruitment Training classes, campus recruitments, meetings, seminars, conferences, etc., In general, two or three students will be working on each experimental setup. On the ratio of 1:1 computing facility will be provided in computing labs.

It is used as an examination center for Bank Recruitment examinations, Government examinations/University Examinations like JEE, EPACET, ICET, PET, GATE, MPSC, etc.

RGMCET management constantly interacts with various stakeholders about the changing trends and requirements for creation and enhancement of the infrastructure facilities. The college plans well in advance the requirement of infrastructural needs to meet the increase in intake and introduction of new courses besides improving the existing facilities to meet the requirements of the stakeholders by providing the cutting edge technologies keeping the requirements of the industry in view. 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. Campus maintenance and assessment of future requirements in association with academic and administrative authorities are monitored by an estate manager. 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 Manager who looks after campus maintenance to promote a good teaching-learning environment.

RGMCET has dedicated space for every department with classrooms and laboratories and other facilities with built-up area of 51205 Sq.mt spread over 32.06 acres

Facilities for teaching learning

Internet through LAN and Wi-Fi facilities across the campus including hostels

Office 365 (Microsoft Teams) for online teaching

Licensed software, LabVIEW, Cadence, Synopsys, AutoCAD, Solid Works, CATIA, ANSYS, STAT PRO, MATLAB, e-CAD, and open source software

Dedicated Research laboratories for all departments, Workshops

Skill development centers are supported by APSSDC and SIEMENS.

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

**4.1.2 The institution has adequate facilities for cultural activities, yoga, games and sports (indoor & outdoor); (gymnasium, yoga centre, auditorium, etc.,)**

**Response:**

The college has provided a number of facilities for supporting extracurricular activities related to culture, creativity, arts, and recreation. Three auditoriums with a seating capacity of 250 to 300 respectively, the College encourages students to participate in various college level, state level and National level competitions by providing financial support. On average Rs.15,00,000/- per year is spent on the arrangements and support for all the events carried out by Literary and Cultural Club. The college has established Cultural committee comprising of a committee including faculty and student 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 organize different events under different clubs throughout the year. Apart from club events, the Cultural Committee organizes Student-Parent meet, Freshers' day celebrations, National level technical, cultural, and sports fest, and Annual day celebrations every year. Other than organizing events, students are allowed to learn western dance, classical dance, music (vocal and instrumental) in Student Activity Centre (SAC) weekly twice by the concerned persons recruited by college at free of cost for the UG and PG students. YOGA classes are arranged every day at Open Air Auditorium for the students by yoga teacher.

**Sports and Games:**

The Physical Education Department of RGMCET was established in 1995. It took the responsibility not

only to provide the necessary infrastructure that helps the students to inculcate good habit of playing games but also to develop the sportsmanship and comradeship.

1. The college earmarked five acres of land for Outdoor games, namely: Cricket, Volley Ball, Basket Ball, Ball Badminton, Throw Ball, Tennycoit and multipurpose ground for Soft Ball, Foot Ball, and Hockey.

The college is provided with Indoor games also in an area of nearly 300 Sq.mt which is furnished with Gymnasium and accommodating the indoor games like Table Tennis, Caroms,

1. Chess etc., to hone the skills in the respective games as well as to enhance the physical fitness of the students and faculty.
2. The institution has indoor game facilities for Table Tennis, Shuttle, and Badminton.
3. Full Time qualified trainers, train the students in caroms, chess, table tennis, and students participate in National tournaments.
4. The institute has lawn tennis clay court, Basketball court, etc. where games can be played during night also under flood lights.
5. From the inception of the college, the Department is proudly associated in helping to conduct the JNTUA (JNTUA) Inter Collegiate Tournaments. Institution itself organizes Inter departmental tournament and also inter-university selections and games in the campus. Institute offers incentives for the student who represents at the National/State/ University level. We encourage the students for their all-around development.

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

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

**Response:** 57.97

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

Response: 40

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 4.1.4 Average percentage of expenditure for infrastructure augmentation excluding salary during

the last five years (INR in Lakhs)

**Response:** 20245.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
544875	299988	330539	243470	222817

File Description	Document
Upload Details of Expenditure , excluding salary during the last five years	<a href="#">View Document</a>
Upload audited utilization statements	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

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

**Response:**

The central Library is located in spacious and gratifying premises. The Central Library has more than **12,451** titles, **74,631** volumes and subscribes **150** Print international and national journals. **3076** back volumes are also available. Reprographic facilities and Internet facilities are available in the Central Library. The main reading hall can accommodate more than **220** students at a time. 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 students can loan three books at any time.

RGMCET Central Library subscribes **IEEE ASPP DIGITAL LIBRARY** and are made available through IP based ACCESS round the clock to the students and faculty.

RGMCET Central Library is having membership of **INFLIBNET** (Information library network), **DELNET** (Developing library network) and **NDL National Digital Library of India**. Through **INFLIBNET- NLIST** we can access 34,38,000 e-books and 8100 online journals. **DELNET** (Developing library network) we can access e-books and online journals. RGMCET Central Library is the institutional member of National Digital Library (NDL) of India where we can access 72,03,195 documents like books, video lectures, audio lectures, articles, thesis and so on. RGMCET Central Library is the member in JNTUA Consortium and subscribed to Taylor and Francis and JGATEPLUS an electronic gateway to global e-journal literature.

The Central library is equipped with **LIBSYS LSEASE software with web OPAC** and Barcode facility. The central Library procured **Subject video hard disks NPTEL** from **IIT Madras AND Videos on Demand** procured from **IIT, Kharagpur** and are made available to the students and faculty via intranet

through campus wide network and also **Wi-Fi** both in hostels and college round the clock.

Shortly we are moving to Newly Constructed three storied building built exclusively for central Library. we are updating the Central Library services with RFID Labels, RFID gates, self Issue and Return Kiosk with KOHA Library Management Software. We are pasted RFID tags 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.

RGMCET Central Library subscribes various Digital library resources, made available to the students and faculty through IP based ACCESS round the clock via Campus wide networking and remote access through username and Passwords.

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

**4.2.2 Institution has access to the following: 1. e-journals 2. e-ShodhSindhu 3. Shodhganga Membership 4. e-books 5. Databases 6. Remote access to e-resources**

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

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Details of subscriptions like e-journals, e-books , e-ShodhSindhu, Shodhganga Membership etc	<a href="#">View Document</a>

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

**Response:** 17298.4

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

2021-22	2020-21	2019-20	2018-19	2017-18
20246	16758	12099	23333	14056

File Description	Document
Details of annual expenditure for purchase of and subscription to journals/e-journals during the last five years	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

#### 4.2.4 Percentage per day usage of library by teachers and students ( foot falls and login data for online access) during the latest completed academic year

**Response:** 35.99

##### 4.2.4.1 Number of teachers and students using library per day over last one year

Response: 1425

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

### 4.3 IT Infrastructure

#### 4.3.1 Institution has an IT policy covering wi-fi, cyber security, etc., and allocated budget for updating its IT facilities

**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. Currently we are using 1GBPS leased line from D-VoiS Communications Private Limited. We are providing Wi-Fi facility to students at both hostel as well as in campus. Campus is having 1GBPS of high speed internet facility. The institute has a 24X7 Wi-Fi facility in the 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 for students with the following configuration: Processor i7/i5, 8GB RAM, 1TB/500 GB Hard Disk, 3.10 GHz or more CPU Speed.

**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), McAfee 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:** Computers in the institutes are upgraded every year by replacing certain old machines with the new ones. Already 550 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 are 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:** 2:1

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

#### 4.3.3 Bandwidth of internet connection in the Institution.

**Response:** 750 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	<a href="#">View Document</a>

#### 4.3.4 Institution has the following Facilities for e-content development

1. Media centre
2. Audio visual centre
3. Lecture Capturing System(LCS)
4. Mixing equipments and softwares for editing

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

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

**4.4.1 Average percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component during the last five years**

**Response:** 76411.84

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

2021-22	2020-21	2019-20	2018-19	2017-18
1117226	983265	1150891	1685603	1398316

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	<a href="#">View Document</a>
Audited statements of accounts	<a href="#">View Document</a>

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

**Response:**

The institution has adequate infrastructure and facilities for teaching-learning and evaluation process. These facilities are being utilized optimally and they are augmented from time to time. The college campus is spread over 32.04 acres of area with a total built up area of 51,205 Sq.m.

**Plan:**



The college has a well defined plan for its growth and allocates budget for

- Infrastructure
- Laboratory equipment
- Other supportive facilities

The process of planning starts with a meeting of college planning board, organized at the end of every academic year to discuss utilization of the sanctioned budget and plan for the next academic year. The budget estimates are approved, finally, by the Governing Body. The spending of the sanctioned budget and procurement are looked after by the departments

### ***Physical facilities:***

The college has the physical facilities for catering the needs of the following activities:

- Academic
- Co-curricular & Extra curricular
- Sports & Games
- Others

### ***Academic activities:***

- Class rooms
- Laboratories/workshops
- Drawing halls
- Central library
- E-Class rooms
- Digital library
- English language lab
- Placement cell
- Departmental libraries
- Computer center

Co-curricular & Extra curricular activities:

- Three fully air conditioned seminar Halls
- Conference Hall
- Board room

Sports and Games:

1. Indoor facilities
2. Gym
3. Table Tennis
4. Chess

ii). Outdoor facilities

1. Basket ball

2. Foot ball

Volley ball

Cricket practicing nets

Tennis Court

Other activities

- Medical Center
- Bank with ATM
- Post office
- Stationery shop
- Boys Hostel (2 No) & Girls Hostel (2 Nos)
- Transportation (30 buses)

### ***Optimal Utilization:***

The college utilizes the infrastructure facilities optimally. Some of the features of optimal utilization include

- Class rooms and seminar halls are used to conduct various other courses and classes like certification courses / value added courses and remedial / training / practice classes.
- Sports & games facilities are utilized by students of neighboring institutions on prior permission.

The college has an estate office / designated officer for overseeing the maintenance work related to buildings and class rooms / Laboratories. The designated officer, known as the Project Engineer, oversees various civil and Electrical works. He also supervises the cleanliness aspects. The college does have a policy for creation and enhancement of infrastructure to promote a better teaching learning environment. Expansions and additions are undertaken, whenever necessary to augment the infrastructural facilities from time to time.

### **Policy**

The college has a policy of annual budgeting and review for the growth of infrastructure. Enhancement in the infrastructural facilities and their maintenance are taken care of, by the departmental requirements submitted before the annual budget meeting at the institution level. The following infrastructure facilities were created / enhanced by adopting a policy of growth.

- Internet services
- Telecommunications (Intercom system)
- Drinking water (R.O. Plant with 5000 LPH Capacity)
- Landscaping and Greenery. The growth of infrastructure has to keep pace with the developments taking place in the institution, both academic and non-academic. Some of the recent initiatives in this direction include

- Providing LCD projectors in all class rooms
- Additional block for Girls & Boys hostel
- Reprography machinery
- Digital class rooms in association with M/s Pearson pvt ltd
- Internet facility in class rooms

NPTEL/ VODs and other learning resources

***The college provides Office room (Where the HOD's office is located), Separate rest rooms for women students and Staff, Separate rest rooms for all Men staff and students.***

The college ensures that the requirements of students / staff with disabilities are met with the infrastructure facilities available in the college. Some these measures are

- Providing wheel chairs for handicapped persons
- Location of class rooms in ground floor, wherever required
- Ramps to supplement the stairs wherever needed

The college has made arrangements to cater the residential requirements of boys and girls. More than 2000(Boys and Girls are accomodated in the hostels.

Faculty quarters

Play grounds >48,000Sq.m

- Health center with a medical officer and necessary supporting staff / assistants is located in the campus which can take care of any medical needs of students and staff.

### ***Beyond campus:***

- For all medical emergencies, an ambulance is available at call. We have our own medical college which is in the close proximity of RGM institute and all health issues will be taken care by SRMC and General Hospital.

In addition to the above, the services of a Psychologist are also made available to the students, whenever needed.

The hostels are equipped with the recreational facilities for the overall developments of the inmates of the hostel. The following facilities are available.

- Yoga teacher (as a part of EAA) , Surveillance is ensured by providing CC TV cameras(261) at strategic places.

### ***Sports & Games:***

The supportive facilities on the campus are developed to contribute to the effective ambience for extra-curricular and co-curricular activities.

The Physical Education Department is headed by a Director. , with adequate supporting staff to assist them and conduct the various events, throughout the academic year.

Cultural events:

The Institution has a cultural & literary forum, to serve the cultural and literary interests of the student community. SAC will take care of these activities

Specific initiatives:

The following are the specific initiatives undertaken to improve physical ambience of the campus.

1. Conversion of class rooms into e-class rooms.
2. Plantation of trees and Greenery
3. Painting of buildings

Routine maintenance works like waste water disposal, power distribution and maintenance of roads are looked after by the establishment headed by the project Engineer.

An exclusive Engineering section, headed by a Project Engineer is responsible for maintaining the infrastructure facilities, services and equipment.

***Minor maintenance:***

Attended within the college by the staff of Engineering section and departmental staff, as needed.

***Major repairs and maintenance:***

Carried out under AMC for different equipment by respective external agencies.

- Regular maintenace and calibration of the equipment is carried out when ever required.
- The Institute was established SIEMENS T-SDI Centre with the following labs like; CBT Lab, CNC Programming, CNC Lab, Welding Lab, Two Wheeler Lab, Four Wheeler Lab and Agro Lab in collaboration with APSSDC to impart the industry oriented technical skills for the organized and unornised sector peoples.
- Established Industry Oriented Infrastructure & Learning Resources in SIEMENS T-SDI Centre by APSSDC.

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

Response: 83.45

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

2021-22	2020-21	2019-20	2018-19	2017-18
3031	2967	2740	3379	3372

File Description	Document
upload self attested letter with the list of students sanctioned scholarships	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	<a href="#">View Document</a>

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

Response: 17.77

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

2021-22	2020-21	2019-20	2018-19	2017-18
625	642	593	789	644

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Number of students benefited by scholarships and freships besides government schemes in last 5 years	<a href="#">View Document</a>
Institutional data in prescribed format	<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) 4. Awareness of trends in technology**

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

File Description	Document
Details of capability enhancement and development schemes	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>

**5.1.4 Average percentage of students benefited by career counseling and guidance for competitive examinations as offered by the Institution during the last five years.**

**Response:** 12.34

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

2021-22	2020-21	2019-20	2018-19	2017-18
573	484	471	403	342

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

**5.1.5 The institution adopts the following for redressal of student grievances including sexual harassment and ragging cases 1. Implementation of guidelines of statutory/regulatory bodies 2. Organisation wide awareness and undertakings on policies with zero tolerance 3. Mechanisms for submission of online/offline students' grievances 4. Timely redressal of the grievances through appropriate committees**

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

File Description	Document
Upload any additional information	<a href="#">View Document</a>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<a href="#">View Document</a>
Details of student grievances including sexual harassment and ragging cases	<a href="#">View Document</a>

## 5.2 Student Progression

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

**Response:** 128.09

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

2021-22	2020-21	2019-20	2018-19	2017-18
1439	1013	774	706	583

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

### 5.2.2 Percentage of student progression to higher education (previous graduating batch).

**Response:** 13.89

#### 5.2.2.1 Number of outgoing student progressing to higher education.

Response: 81

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Details of student progression to higher education	<a href="#">View Document</a>

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

**Response:** 88.8

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	55	32	30

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

2021-22	2020-21	2019-20	2018-19	2017-18
12	12	60	36	31

File Description	Document
Upload supporting data for student/alumni	<a href="#">View Document</a>
Number of students qualifying in state/ national/ international level examinations during the last five years	<a href="#">View Document</a>

### 5.3 Student Participation and Activities

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

**Response:** 161

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



2021-22	2020-21	2019-20	2018-19	2017-18
14	9	43	68	27

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

#### Response:

Students have active representation in academic and administrative bodies and various committees of the Institution.

#### Academic Council

It meets twice in a year and has active student participation represented by four students from different branches of study. The suggestions and feedback of the students on regulations, curricula and syllabi are recorded for further action.

#### Library Advisory Committee

In includes the class representatives. They register their suggestions, grievances regarding the functioning of the library and submit their request through HOD's for purchase of books, journals and e-resources.

#### Grievance Redressal Committee

Student is a part of it, it is by the Principal. All grievances represented are addressed then and there.

#### Anti-ragging committee

As per UGC recommendations, students are also members of anti-ragging committee

#### Class committee

All programmes have class committees that comprise of student members representing meritorious as well as weak students, along with faculty members handling the courses and a faculty coordinator nominated by the Head of the Department, other than the course teacher. It provides feedback on all aspects of the programme and respective courses and the discussions are recorded with the minutes being circulated to

the members. The class committee meetings are regularly held twice in a semester.

### Department Advisory Committee (BoS)

Every department has advisory committee with all the stakeholders of the education system - the faculty, students, parents and members from academia and industries. The committee is chaired by the head of the department and is conducted annually. The agenda of the discussions include the development of the student, their academic performance, skilling, competency enhancement, internships, placements, cocurricular and extra-curricular activities and the holistic development and continuous improvement of the department in full filling their vision.

### Student Affairs Cell

Student affairs cell is functioning in every department to guide, foster and nurture the students for their academics and career development. This helps in improving the personality of the students. The activities of the clubs, technical associations and professional society chapters are conducted by the students with faculty taking up the role of a facilitator and the students as the office bearers

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

### 5.3.3 Average number of sports and cultural events / competitions organised by the institution per year

Response: 9

#### 5.3.3.1 Number of sports and cultural events / competitions organised by the institution year - wise during the last five years.

2021-22	2020-21	2019-20	2018-19	2017-18
17	2	10	11	5

File Description	Document
Report of the event	<a href="#">View Document</a>
Number of sports and cultural events / competitions organised per year	<a href="#">View Document</a>

## 5.4 Alumni Engagement

**5.4.1 The Alumni Association / Chapters (registered and functional) contributes significantly to the development of the institution through financial and other support services.**

**Response:**

RGMCET Alumni Association registered as a society under the Societies Registration Act XXXV of 2001 on 3rd June 2003. It was started with a motive of bringing together all the Alumni and share their experiences they faced outside the college and also extend their helping hands from all aspects for the budding engineers of the college. RGMCET Alumni association organizes various technical seminars / guest lectures, motivates and guides students for their academic improvement.

Significant move from the RGMCET Alumni association is 'MENTOR' - a career building programme for first B.Tech students. This programme will be organized every year for the benefit of I B. Tech students. This programme was started in the year 2009 with the purpose of guiding the first B. Tech students through all the four years of their study in this college and for the betterment of their careers.

The following points are highlighted in MENTOR Programme:

1. The budding steps an engineering student needs to take during four years of his/her study.
2. The expectations of the industry from an engineering graduate and how an engineer should adapt to changing industry expectations.
3. The various career options available for engineers in the light of present economy and educational system.
4. Need of acquiring skill set by doing certification programs through online resources like NPTEL, coursera, udemy etc
5. Importance of communication skills, and allocation of adequate time for keeping the body fit by participating in sports and games.
6. Emphasis on development of wholesome personality.

It offers scholarships to meritorious economically poor students and has also instituted cash award to the GATE top ranker of the college. A database for the alumni has been created, which will be constantly upgraded. This effort was initiated with the view to keep alive, the interaction between the alumni, so that, the alumni may, learn the where about of their batch mates, benefit from the placement cell, where in vacancies and opportunities may be put to use. This also helps in identifying potential among alumni who may, if willing, contribute useful service to the institute. The alumni association thus acts as a platform to share views and experience, on common interests.

All the outgoing students of RGMCET every year are welcomed into RGMCET Alumni's fold. Their presence in the association helps to promote personal relationship and thereby improving public relations. The Alumni Connect with the college and other members of the group through

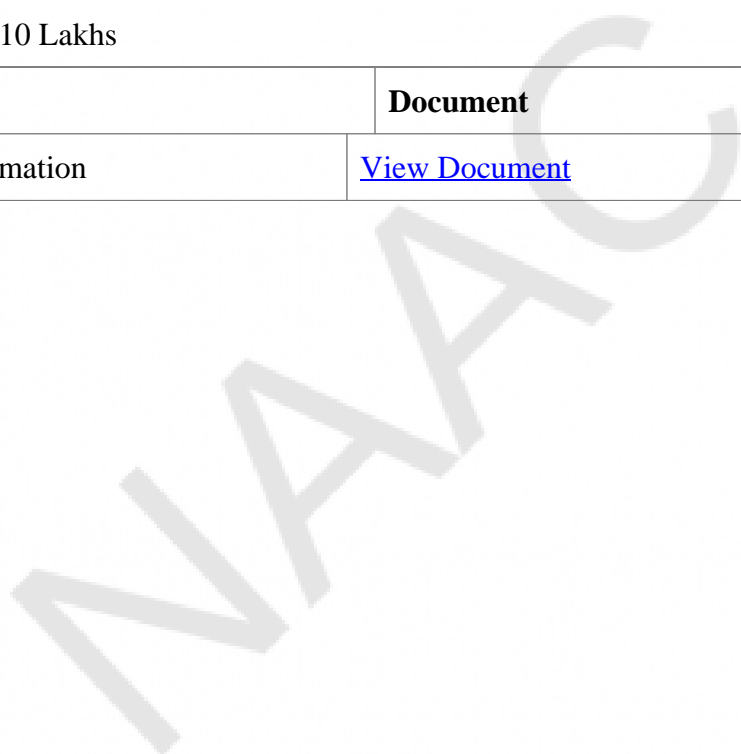
<https://alumni.rgmcet.edu.in/>

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

**5.4.2 Alumni financial contribution during the last five years (in INR).**

**Response:** C. 5 Lakhs - 10 Lakhs

File Description	Document
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 governance of the institution is reflective of an effective leadership in tune with the vision and mission of the Institution

**Response:**

***Response:***

The governance of the institution through the Governing Body chaired by the Managing Trustee i.e Chairman is reflective of an effective leadership.

The members of the Governing body include the nominees from the University Grants Commission, 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 a 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 the 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 Industrialist in addition to the chairpersons of all the Boards of Studies. The Professional experience of the members provide inputs with a focus to develop the students as knowledge engineers excelling with domain expertise both in theory and practice. The student members of the academic council provide feedback on the learning process, the holistic development of the students with co-curricular and extra-curricular activities.

The leadership ensures the participation of the teachers in the decision making, improving the accountability and the responsibilities. The faculty members are part of the various administrative committees and academic bodies like internal Quality assurance cell, Planning and Monitoring Board and Grievance redressal committee to name a few. The parents are also members in a few committees like department advisory committee offering inputs and feedback for the improvement of the system.

The Governance of the institution with the participation of the stake holders of the system, Management, faculty, students and parents is reflective of an 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 practising 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 which 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 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.

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

**6.1.2 The effective leadership is reflected in various institutional practices such as decentralization and participative management.****Response:*****Response:***

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

***Decentralization***

The Governing Body has empowered and authorized the Principal for the everyday academic administration of the institution. As the head of the institution and as the chairperson of the academic council the Principal can take decisions on the academic functioning of the institution.

The Governing Body has authorized the Principal for any **financial decision** up to **Rs. 50,000 per month** and also the **cheque signing** power of up to **Rs.2 lakhs**. As the warden of the hostels, the Principal is totally authorized for all the purchases, running of the hostels, staff recruitments and payments.

The Heads of the departments have academic and administrative freedom for the day to day administration and as the chairperson of Boards of Studies have the responsibility of the curriculum design, enrichment of the syllabi content. All the Heads of the departments have been vested with the **financial freedom** of

**Rs.10,000** per month towards their respective departments. HoDs have bank accounts in the name of department and can operate independently. All day to day needs of the department will operated through banks only.

### ***Participative Management***

The Governing Body believes in delegation of the responsibilities ensuring active participation, thus increased level of accountability. Every senior faculty holds additional responsibilities in addition to their regular academics, administration and research. Such additional responsibilities include **the faculty members** as **convenors** of the various **committees** like Grievance redressal, Anti-ragging, class committees, ISO, Discipline and Welfare, IQAC, Student Counselling, Women Empowerment, Magazines, Newsletters & Academic calendar. Apart from being the convenor, the faculty members also hold responsibility as members of various such committees. Such participative management brings in better **ownership** towards the vested responsibilities, higher **accountability** and hence the **best possible outcomes**. The feedback is collected from the **students** on the teaching- learning process, assessment and other activities through class committee. The **feedback** is also collected on the **end semester examinations** from students through the course instructors. This participative management brings out better performance.

<b>File Description</b>	<b>Document</b>
Any additional information	<a href="#">View Document</a>
Link for strategic plan and deployment documents on the website	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## **6.2 Strategy Development and Deployment**

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

**Response:**

#### ***The 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>
Any additional information	<a href="#">View Document</a>
Link for Strategic Plan and deployment documents on the website	<a href="#">View Document</a>

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

**Response:**



The academic and administrative bodies are quite effective and have formulated policies for appointment of the teaching and non-teaching faculty, administrative and support staff.

The service rules have been framed incorporating all the necessary details for any employee of the organization. The appointment of any teaching faculty is based on the norms of the **apex bodies** both in terms of the qualifications and number of positions.

Any teaching faculty recruitment is done through an advertisement both in print media and digital. The eligible applicants are called for a selection process and take up a screening test. A **selection committee constituted** with the **external expert** conducts the interview for the candidates shortlisted after the screening test and selected based on the merit. All the candidates go through a probation period and annual appraisals for confirmation of probation and career advancement. The promotion of the faculty is based on the vacancy position as per norms of the cadre ratio.

An internal circular calling for the applicants for promotions is communicated during the month of March and interview conducted through the constituted committee. The **service rules** have been unambiguously framed covering the norms for career advancement, promotion and leave rules with individual copies provided to all the **faculty members**.

The technicians and the instructors in the various laboratories and the administrative staff also have a well-defined growth path for **career advancement** and also **promotions**. These policies are **transparent** and **are communicated** to all the non-teaching staff enabling them to work towards the progress.

The Heads of Departments are requested to submit the **annual budget** requirements during the month of February/March for the forth coming academic year under the various heads- capital purchase, consumables, Innovation and research, conferences and extension activities. These requirements are consolidated and presented to the **finance committee** and then to the **Governing Body** for approval.

The meeting of Heads of the Departments chaired by the Principal is conducted normally whenever it is required to discuss on the communications from the apex bodies and other academic and administrative activities of the institution. The discussions in these meetings are disseminated to faculty members in the respective department meetings. The Administrative office of the college has the Accounts section, Establishment section headed by a selection grade assistant. Student section headed by a senior grade assistant, inward and dispatch section. The administration is totally computerized. As an autonomous institution the examinations are handled by the office of the Controller of the Examinations, Controller being supported by a 10-member administrative team.

A senior professor designated as Deans who support the Principal in discharging the administrative duties followed by organization chart.

Various committees have been formed to look after different issues for the smooth functioning of the institution.

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

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

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

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

File Description	Document
Screen shots of user interfaces	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>
ERP (Enterprise Resource Planning) Document	<a href="#">View Document</a>
Link for additional information	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1 The institution has effective welfare measures for teaching and non-teaching staff and avenues for career development/ progression

**Response:**

*The institution has welfare measures and schemes both for teaching and non-teaching 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.

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

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

**Response:** 7.92

##### **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**

2021-22	2020-21	2019-20	2018-19	2017-18
5	6	21	32	47

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

**6.3.3 Average number of professional development / administrative training Programmes organized by the institution for teaching and non-teaching staff during the last five years.**

**Response:** 24

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	24	34	16	39

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

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

**Response:** 228.73

**6.3.4.1 Total number of teachers attending professional development Programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes year wise during last five years**

2021-22	2020-21	2019-20	2018-19	2017-18
231	1110	960	489	271

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

## 6.4 Financial Management and Resource Mobilization

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

**Response:**

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

The internal and external audits are regularly conducted. The **internal audit** is conducted **quarterly** by the trust appointed team of auditors and the audit reports are submitted for the **external audit**.

The external audit is an **annual audit**. The audited statements of accounts are presented to the **finance committee** and the **Governing Council**. For any funding/ grant-in-aid received from the Government funding agencies, **separate bank accounts** is available for R & D grants, SERB and AICTE funds. Such accounts are also subjected to **internal audit** and during completion of the project, audited by an **external auditor** for submission of the utilization certificates to the respective agencies.

The ISO audits are also conducted both- surveillance audit and external audit. The audit is also conducted by the team appointed by the Principal for annual stock verification of all the departments and library. The **Academic and Administrative** audit is conducted **annually** to ensure smooth functioning of the activities.

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

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

**Response:** 61.09

#### 6.4.2.1 Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)

2021-22	2020-21	2019-20	2018-19	2017-18
9.13	18.16	6.46	4.47	22.87

File Description	Document
Institutional data in prescribed format	<a href="#">View Document</a>
Any additional information	<a href="#">View Document</a>
Annual statements of accounts	<a href="#">View Document</a>

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

#### Response:

#### *Funds Mobilization*

The major revenue mobilization for the institution is through the tuition fees paid by the students. The tuition fees are payable either directly by the students, Govt. schemes or through the education loan from the banks. The students also receive scholarships from the State Government under different categories like First Graduate scholarship, Backward community scholarship, SC/ST scholarship. This revenue from the student are usually generated during the beginning of the academic year. The students pay the examination fee for the end semester examinations and all the examinations related expenditure like honorarium for question paper setting, invigilation, evaluation, result passing board and scrutiny are met from this revenue collected. The scholarships from the Government are received from time to time. The institution being a self-financed category there are no Government grants other than the grants which are sanctioned based on the proposals submitted to the Government funding agencies. Such grants received are spent for the exclusive purpose for which it was approved and sanctioned like infra structure, research, skill development, innovation, startup etc.

The industry connect cell through the consultancy carried out by the faculty generate revenue and this also helps in establishing industry sponsored centers of excellence in the campus.

#### *Utilization of funds*

The Heads of the departments submit the annual budget for every academic year under different heads of capital purchase, consumables, research, extension activities and innovations. The department requirements are consolidated along with the other budget provisions – salary, statutory requirements like PF, gratuity, electricity, building maintenance, electrical maintenance, laboratory equipment, maintenance, housekeeping, estate maintenance, student welfare activities, etc. To arrive at the overall annual budget requirements at the end of every year the departments prepare a utilization statement based on the budget allocated to them. The total revenue generated and the total expenditure are arrived at and presented to the finance committee and also to the Governing Council. Any deviation from the projected budget is appropriately justified to the members of both finance committee and Governing Council.

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

## 6.5 Internal Quality Assurance System

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

### **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
Link for additional information	<a href="#">View Document</a>

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

### **Response:**

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. The improvements are suggested wherever required in order to improve the contents for a better teaching methodology and improved outcomes.

Any faculty member joining the institution, afresh is instructed to prepare the question paper for the internal assessment test adhering to the revised Blooms taxonomy.

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. Any deviation pointed out by the audit team in any of these audit parameters is communicated to the concerned faculty through the Head of the Department for any possible improvement.
3. The IQAC also ensures that any course common to the students across the departments involving multiple course instructors for the internal assessment, a single common question paper is only set by the course instructors after mutual discussion and also a common evaluation key is arrived at.
4. 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 formed for every programme of study the list of recommended courses that the students could register enabling credit transfer in lieu of either professional electives or open electives as approved in the regulations / curricula and syllabi. 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.

The committee then identifies and analyses the various courses based on the aspects like pre-requisites, duration, usefulness, outcome of the course, etc. 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.
- 5) The students upon the completion of the NPTEL course, will be requesting for the credit transfer to the tutors, which again will be reported to the in charge of credit transfer courses.
- 6) The in charge will submit the same to the Controller of Examination, upon the approval of Head of the Department.
- 7) The Controller of examination will approve the requisition letter of the student along with his/her score sheet and will update it the mark sheet.

### ***Outcomes:***

- 1) Students can earn the credits during their second and third year itself and will be able to dedicate

completely for internship during their final year.

2) Students will have in depth knowledge and exposure on various courses conducted by the IIT professors.

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

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

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

**Response:** All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

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

**Response:**

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

The institution has a high focus for promotion of gender equity and gender sensitization. Out of the total teaching faculty **23%** are women and of the total student strength 31.87% 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
Specific facilities provided for women in terms of: a.Safety and security b.Counselling c.Common Rooms d. Day care center for young children e. Any other relevant information	<a href="#">View Document</a>
Annual gender sensitization action plan	<a href="#">View Document</a>

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

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

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

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

### 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.

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. Several conservation steps like closing of taps after usage maintenance and monitoring of values in supply system to avoid overflow, leakages & spillage and Conducting water conservation awareness programme for new students.

## ***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.

<b>File Description</b>	<b>Document</b>
Relevant documents like agreements/MoUs with Government and other approved agencies	<a href="#">View Document</a>
Geotagged photographs of the facilities	<a href="#">View Document</a>

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

- 1. Rain water harvesting**
- 2. Borewell /Open well recharge**
- 3. Construction of tanks and bunds**

**4. Waste water recycling****5. Maintenance of water bodies and distribution system in the campus**

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

<b>File Description</b>	<b>Document</b>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

**7.1.5 Green campus initiatives include:**

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

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

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

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

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

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

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

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

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

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

<b>File Description</b>	<b>Document</b>
Policy documents and information brochures on the support to be provided	<a href="#">View Document</a>
Geotagged photographs / videos of the facilities	<a href="#">View Document</a>
Details of the Software procured for providing the assistance	<a href="#">View Document</a>

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

**Response:**

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

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

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

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

**Response:**

The institution organizes National and International commemorative days and celebrates national and international festivals. A few such commemorative days and festivals celebrated are presented below.

- 26th Jan Republic Day of India.
- 8th March International Women's Day
- 5th June World Environment Day
- 21st June International Day of Yoga.
- 15th Aug India's Independence Day
- 5th Sep Teacher's Day
- 15th Sep Engineer's Day

## ***Republic day***

The Constitution was adopted by the Indian Constituent Assembly on 26th November 1949 and came into effect on 26th January 1950 with a democratic government system, completing the country's transition towards becoming an independent republic. RGM CET celebrates republic day by hoisting flag and recollecting the sacrifices made by the freedom fighters.

## ***International women's day***

**International Women's Day** is a global day celebrating the social, economic, cultural and political achievements of women. The day also marks a call to action for accelerating gender parity. Every year on March 8th women's day is celebrated at RGM CET to dispel the notion that they are inferior to men and to promote the gender equity. It is Celebrated to motivate both girl students and women faculty to be successful both in their profession and also in their personal lives.

## ***World Environment Day***

The **World Environment Day** is celebrated on 5th of June to make the students conscious about the environment and also protecting the same. On this day, Various activities such as Tree Plantation, Essay writing Competitions on restoration of rivers and Poster Making are conducted. The NSS Volunteers, Students, Faculty and Students are actively participated in this Program.

## ***International Day of Yoga.***

The **International Day of Yoga** is celebrated on 21st of June. The yoga teacher of the institution conducts awareness Programme on yoga and it's benefits to mankind to the students and faculty members. The yoga programmes are also conducted for the Students and Faculty members making them understand the value of practising yoga.

## ***Independence Day***

Independence is celebrated every year to commemorate the sacrifices made by the freedom fighter who liberated India from the clutches of British rule. Principal presides over the function and enlightens the staff and students to preserve the fighting spirit of those great leaders for noble cause.

## ***Teacher's Day***

Every year Teacher's day is celebrated on September 5th recognizing the contributions and achievements of teachers. Teacher's day is celebrated every year at RGM CET to reinforce the feeling of immense satisfaction for being a teacher, as a teacher is the light of the world, the beacon in the dark and the hope that gives strength to students.

## ***Engineer's Day***

**Engineer's Day** is Celebrated at RGM CET on September 15th every year to remember birthday of ancient Engineer Sir Mokshagundam Visvesvaraya. Engineer's day is dedicated to all the engineers who strived to

make the lives of people in a better way. On that day every department conducts model exhibitions, poster presentations, technical quizzes and guest lectures by the eminent personalities.

File Description	Document
Geotagged photographs of some of the events	<a href="#">View Document</a>
Annual report of the celebrations and commemorative events for the last five years	<a href="#">View Document</a>

## 7.2 Best Practices

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

**Response:**

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

***Objectives of the Practice***

Holistic education also referred to as 'alternative education' focuses on preparing students to meet any challenges that they may face in life and in their academic and professional career. Engineering curriculum developers and all the stakeholders involved in the education process must realize that it is a misconception to think academic achievement and professional success alone is sufficient to lead a happy life. Modern education, has lost sight of the concept of actively cultivating the development of the whole child; his emotions, his social skills, his spiritual beliefs, his participation and contribution to the country and his role in the world in general. Engineering graduates face a very complex life with anxiety and fear about their future. Many professional bodies especially engineering educators are voicing their concerns about how engineering graduates struggle to find balance and meaning in their professional and personal lives. Engineering education has to rethink and develop teaching systems in relation to for example, learning objectives, choice of teaching and learning methods, assessment and organizational culture.

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 Behavior. In the first year, during the first two 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 -52.

Certification Courses- NPTEL Local Chapter with rating of A.

Skill Development Labs- APSSDC Center of Excellence in ME, 02 CM Skill Centers.

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

### ***Student Activity Club.***

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

Students Achievements-

Placement – above 85% of eligible students.

Foreign Languages-Germen, Spanish 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. Further challenge lies in introspecting the ability of students. 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.

### **Notes (Optional):**

The purpose of education is to prepare the students to face the challenges in life.

To make the students to excel in their life RGM CET is imparting holistic education which offer knowledge, skill and behavior. In life, one has to face unanticipated situations. Sometimes favorable and other times bitter experiences. In both circumstances, one has to exhibit a calm pose or balanced behavior to go ahead with the flow of life. To practice this mental attitude, one needs to undergo variety of experiences. Such learning experiences are provided by allowing the students to participate in debates, elocutions, dramas, games and sports. By participating in curricular, co-curricular and extracurricular activities the person becomes a seasoned person encountering all sorts of experiences, both positive and negative. And one will be ready to face the challenges of life.

### **2.Title of the Practice:**

The students are the main back bone of the institute. Institute makes all the efforts to provide required infrastructural and instruction facilities for the benefit of the students. Students will be given at most importance in decision making, if it helps the development of the institute. Students are given free 155 Mbps internet facility. They are allowed to make use of the facilities in the college on 24X7 basis it need arises. They can make use of all the softwares and learning resources available in the college on 24X7 basis through CWN and Wi-Fi even by staying the hostel. GATE classes and remedial classes are arranged regularly by all departments. Old question papers are kept in the server for the benefit of the students. CTR classes are arranged for all students by external professional agencies. All efforts will be made to provide campus placement for the eligible students.

Counseling the students in academic and nonacademic matters is regular practice in RGM CET. Students

are encouraged to participate and present papers in conferences and one-way fare is paid to all the students who have taken part in the presentation.

Number of cash incentives is 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 at the time of admission based on the marks obtained in 10+2 Examination
- One-way bus / train fare for attending conferences to present technical papers in anywhere of the country to encourage the research activity among the students.
- Financial Assistance for deserving students from poor boys fund.

This has increased the students really to motivate towards their studies and grab the opportunity being floated by the management.

The institution is also providing lot of incentives to faculty and staff. Noteworthy of them includes

- Reimbursement of travel and registration fee for presenting papers in international/national conferences.
- Encouragement to attend workshops/winter/summer schools, short term courses.
- Medical leave/Special leave/study leave.
- Paid maternity leave of 45 days for eligible female faculty.
- Allowed to go on study leave for acquiring higher qualifications.
- 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 Associated Professors and Professors in addition to H.R.A.
- Registration fee, TA & DA for attending seminars/workshops/ conferences to present technical papers.
- Incentives for paper publications in WOS and Scopus peer reviewed journals.
- Concession in transport charges

### ***Title of the Practices.***

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

This has allowed us to introduce one addition value added course in each semester so that in all 06 value added courses have been introduced in each branch of engineering which an edge for the student in learning latest Technologies. The student will leave the institute as a finished product by learning this additional course.

## **Introduction of additional Laboratory courses in each semester from 2nd B.Tech onwards in Curriculum**

To have more practical exposure to the students we have introduced additional (02+01) laboratory in each semester which makes the student to have 06 additional labs in each branch of engineering. All the laboratories and mini and major projects and comprehensive viva voce will be carried out external examiners from outside the institute.

## ***Introduction of Gap Year.***

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 startup project that period will be given as additional period for completion of his Course.

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

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 evaluation purpose.

## **Introduction of Honor / Minor concept**

In addition to fulfilling all the requisites of a Regular B.Tech Programs, a student shall earn 20 additional credits to be eligible for the award of B.Tech (Honors) degree. This is in addition to the credits essential for obtaining the Under Graduate Degree in Major Discipline (i.e. 160 credits). Of the 20 additional Credits to be acquired, 16 credits shall be earned by undergoing specified courses listed as pools, with four courses, each carrying 4 credits. The remaining 4 credits must be acquired through two MOOCs, which shall be domain specific, each with 2 credits and with a minimum duration of 8/12 weeks as recommended by the Board of studies.

Students who are desirous of pursuing their special interest areas other than the chosen discipline of Engineering may opt for additional courses in minor specialization groups offered by a department other than their parent department. For example, Mechanical Engineering student selects subjects from Civil Engineering under this scheme, he/she will get Major degree of Mechanical Engineering with minor degree of Civil Engineering.

## **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.



File Description	Document
Best practices in the Institutional web site	<a href="#">View Document</a>
Any other relevant information	<a href="#">View Document</a>

### 7.3 Institutional Distinctiveness

#### 7.3.1 Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

**Response:**

***Portray the performance of the Institution in one area distinctive to its priority and thrust.***

Since from its inception RGM CET strives to provide quality education to the students with aim of all-round development of its development. Never compromised on the standards of infrastructure and instruction facilities in the campus. More focus is placed on the training of it students in all technical aspects and always tried to focus to send the students outside as a finished product.

After getting autonomous status conferred by UGC in 2010 the institute has focused to have better curriculum and teaching learning process like any higher learning institute. Focused on more practical oriented and outcome based quality education. The institute is very strong in examination system, question bank concept is introduced/ introduction of external evaluation for all laboratories and mini and major projects, more transparent in evaluation methods etc.

More focus is placed towards skill development among the students after conferment of Autonomous status. Introduced 06 skill development course with credits in the curriculum. Introduced weightage in the internal examinations.

Strong in conducting training program in job oriented skills / company specific training programs /Gate coaching which has resulted increased number of placements in MNCs with higher packages. Introduced Extra Academic Activities apart from introduction of foreign languages for the benefit of students. There is a remarkable improvement in the placements.

More focus is placed on the faculty publications which has resulted in 270 WoS and 314 Scopus. Faculty members have been encouraged to apply for research funding projects and MODROBs etc., which enabled us to receive an amount of Rs.4,82,25,430/.

The institute has been placed in the rank band of 251-300 in 2020, 201-250 in 2021 and 201-250 in 2022 in NIRF, MoE, Govt. of India.

***Concluding Remarks:***

RGMCET offers UG Engineering, PG Engineering, MBA, MCA and Ph.D (CE,EEE,ECE, Mech., Physics, Mathematics and MBA) programs focussing on skill development as envisaged in NEP. The programmes offered cater to the regional and global needs to provide high quality and comprehensive education in an environment conducive for learning and cutting edge research.

The teaching learning processes are integrated with innovative practices and are student centric which ensure excellent learning outcomes and provide best opportunities to students.

The departments and research centres of the departments together creates an ecosystem for fruitful research, enabling the RGMCET to attract research funding from various funding agencies such as SERB, DST, AICTE etc.

The institute has adequate infrastructure facilitating learning including class rooms equipped with ICT/multimedia facilities, laboratories, libraries and e- learning facilities. The student support systems include various incentives schemes, mentoring system, career guidance and placement services, technology business incubators and counselling centres. The institution strives to provide best services to all its stakeholders through its human resource development, research and extension activities.

All these measures have resulted in institute achieving a place among the 201-250 NIRF Rank Band in the country in engineering colleges. The institute is now poised for scaling further heights making the best of the opportunities presented in the NEP, with the support of State and Central Governments.

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

## 5. CONCLUSION

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### Additional Information :

#### RGM's growth

*1995: Established with B.Tech Branches ECE, EEE, ME & CSE Initial intake of 220 . .*

*2003: i) NBA Accreditation for ECE, EEE, CSE & ME upto September, 2006 ,*

*2004: i) Introduced M. Tech in ECE (DSCE) [18] & CSE (CS) [18]., Selected for World Bank assisted TEQIP-I with a soft loan of Rs.11.94 Crores.*

*2006: Started MBA and MCA*

*2007: Renewal of NBA Accreditation for all EEE, ECE, CSE, IT, ME, EIE valid up to May, 2010.*

*2008 Started B.Tech. Civil Engineering (60).*

*2010: ii) Accorded 2(f) & 12(B) Status by UGC.*

*iii) Conferred Autonomous Status by UGC for a period of Six years (valid till 2016).*

*2012: i) Accredited by NAAC with 3.34 CGPA out of 4.0 with 'A' grade.*

*2013: i) ECE, EEE, CSE & MECH recognized as "Potential Research Centers" under JNT University Anantapur, and Renewal of NBA Accreditation (3rd time) for all EEE, ECE, CSE, IT, ME, EIE valid up to September, 2015.*

*2015: i) Government of Andhra Pradesh has sanctioned Skill Development Centre(SDC) .ii) UGC has sanctioned "DEEN DYAL UPADHYAY KAUSHAL KENDRA (DDU KAUSHAL)"*

*iii) Physics, Mathematics, Chemistry, English and MBA recognized as "Potential Research Centers" .*

*2016 i) Conferred renewal Autonomous Status by UGC.*

*ii) Recognized as "TECHNICAL SKILL DEVELOPMENT INSTITUTE (TSDI)" by the Government of Andhra Pradesh in association with Siemens Inc.*

*iii) Conferred "College with Potential for Excellence" (CPE) status by the*

*UGC in August 2016.*

*2017 i) Accredited by NAAC with A+ Grade (19-07-2017) with 3.54 out of 4 CGPA.*

*ii) Accredited by NBA Tier-I (CE., Mech., EEE & ECE) for 03years (08-06 - 2017)*

**2018** i) Established Two CM's Skill Excellence Center by APSSDC Govt. of A.P.

ii) Conferred Autonomous status by UGC from 2018-19 to 2027-28(10 Years)

**2019** i) Received Extended EOA from AICTE for a period of 5 years from

2019-20 to 2023-24.

**2020** i) NIRF RANK in 2020 Announced by MHRD **251-300** Rank band.

**2021** i) NIRF RANK in 2021 Announced by MHRD **201-250** Rank band.

2022 Accredited by **NBA Tier-I** (CE., Mech., EEE & CSE) for 03years (17-02-2022).

## **Concluding Remarks :**

Now the Institution has taken the initiative to apply for reaccreditation (3rd cycle) with NAAC not only to maintain its reputation but also to ensure further development and growth.

Data of the college is recorded in the given formats, as suggested by the NAAC and is being submitted as the Self Study Report (SSR) consisting of the Evaluative Reports of the Institution and Departments. The following faculty members were involved in the preparation of the Self Study Report, submitted to the NAAC.

1. Dr.T.Jayachandra Prasad, Principal

1. Dr. D.V. Ashok Kumar, Dean Admin

1. Dr. D. Satyanarayana, Professor & Controller of Examination

1. Dr. K. Tirupathi Reddy, Professor & HOD of Mechanical

1. Dr. K.Mallikarjuna, Professor & HOD of ECE

1. Dr. G. Srinivasulu, Professor & HOD of CE

1. Dr. K.Subba Reddy, Professor & HOD of CSE

1. Dr. V.Nagabhaskar Reddy, Professor & HOD of EEE

1. Dr.K.Rajendra Prasad, Professor & HoD of CSE & BS

1. Dr.G.Kishorkumar. Professor & HOD of CSE(DS)

1. Dr. Sudarsana Reddy, Professor & Coordinator, First Year

1. Sowjanya, Asst.Professor & HOD of MBA

1. Dr.P.V.Gopikrishna Rao Professor and Steering Coordinator.