



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**RAMIREDDY SUBBARAMI REDDY ENGINEERING
COLLEGE**

NH16, DIST-NELLORE, MDL-BOGOLE.

524142

www.rsrec.edu.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2022

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rami Reddy Subbarami Reddy Educational Trust established in September 2007 with headquarters at Kavali, a remote town in Nellore District of Andhra Pradesh, under the aegis of the Trust, Rami Reddy Subbarami Reddy Engineering college was established, The college got affiliation to JAWAHARLAL NEHRU TECHNOLOGICAL UNIVERSITY ANANTAPUR in the year 2008, The curriculum is prescribed by JNTUA which is implemented in the college since inception ,The college runs under graduate Engineering & Technology Programs such as Compute science and Engineering, Civil Engineering, Electrical and Electronics Engineering, Electronics and Communication Engineering and Mechanical Engineering for the last 5 Academic years. In the academic year 2021-22 we had added new program on Artificial Intelligence and Data science, the institute receives admission requests in excess of our intake capacity for programs like Computer Science & Engineering and Electronics & Communication Engineering. The institute being placed in Band Promising as per ARIIA Ranking 2021 under Ministry of Education added another feather in our Cap, have recently applied for setting up of JAN SHIKSHAN SANSTHAN for Nellore District under Ministry of Skill Development and Entrepreneurship as part of implementing National Educational Policy- 2020, our achievements are in line with our vision and mission which makes us feel elated, PO's, PSO's and CO's implemented for a Robust Assessment Mechanism, Feedback system already in Place for our stake holders (students, faculty members, alumni and employers). In 5 years from now we would become the leading college in Rural Innovation in the Nellore District.

Vision

To transform Rural Youth through Science and Technology and creating an innovative knowledge hub whose initiatives generates enterpreneurial value towards nation building.

Mission

To Teach ,empower rural youth and lead them towards innovation.

To hold ethical practices ,empathy and appreciate the culture of learning.

To nurture talents that transforms ,create and Innovate knowledge.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

UG Programs like Computer Science and Electronics Engineering wherein we receive admission requests, in excess of the intake capacity.

Excellent community connect among the rural youth as Correspondent of the Trust is Member of Legislative

Assembly Pradesh for Andhra Pradesh from Kavali.

Accessibility to the college is Excellent located on NH 16 (Nellore -Kolkata) Highway.

Self-sustaining college and Independent Academic team with no interference from trustees .

Resources like Land available for future development of the College.

Institutional Weakness

Research & Development limited due to absence of testing facilities.

Access to the college for students is excellent, but sourcing of experienced faculty members is difficult, locational disadvantage.

Communication Skills of students .

Institutional Opportunity

Through Implementation of Jan Shikshan Sansthan for Nellore District, National Educational Policy Implementation would start.

In ARIIA RANKING we are placed in Band Promising, in the process of setting up of an Livelihood Business Incubator through MSME.

Excellent community connect helps us to reach the entire population of Kavali District means effective implementation of government schemes.

Rural Innovation HUB.

Additional Skill sets by mapping Qualification packs of NSDC through Jan Shikshan Sansthan.

Institutional Challenge

Growth/Recreation facilities for faculty members limited, hence sourcing good faculty members become difficult.

Activating Research & Development .

Grooming of students .

MOUs with International Universities for new programs .

Promoting Programs like Electrical and Electronics Engineering, etc.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

RSR is affiliated to JNTUA, The faculty members have been working Academic council/BoS of JNTUA, Setting of question papers for UG/PG programs, Design and development of curriculum for add on/certificate/diploma courses, Assessment/evaluation process of the affiliating university. The Institute academic calendar is prepared in accordance with JNTUA Guidelines and is Implemented fully Implemented.

RSR prepares its own Academic Calendar under the Ambit of Academic Calendar by JNTUA which mentions the details of the month wise activity with Internal Examination dates in adherence with the academic calendar given by JNTUA, we schedule our CIE during our Ist and IInd schedule of Instructions which Includes Quizzes, Group Discussions, MCQ's and presentation by students, once the tests are completed calculation of CO-PO/PSO attainments are arrived, CIE is also done for practical examinations, Project work, Internships. The laboratory rubrics is followed in case of Laboratory examinations.

The Head of Departments is entrusted with the responsibility of Preparing PO's, CO's, PSO's and Mapping of the same, wherein the Principal RSR monitors the implementation on a weekly basis through an MIS system <https://www.webprosindia.com/rrsr/Default.aspx> under implementation.

Feedback from students is analyzed to improve the teaching learning process. Teachers deliver the lectures through blended learning and student centric learning methods, such as presentations, assignments, peer group learning, brainstorming, group discussions, workshops, quiz, role-play, seminars, tutorials, etc., learning etc.

Teaching-learning and Evaluation

Admissions are done basis EAMCET rank and scores and Intermediate marks. Out of the total earmarked seats for SC/ST/OBC (221), on average we enroll 215 students in the last five years as per the reservation policy making it 97% of students in the category of SC, ST, OBC, etc.

The institute has been following the Outcome-Based Education since 2017. Outcome based education (OBE) which is a student centric teaching & learning methodology is considered from course delivery to assess and to achieve the stated objectives & outcomes.

Special approach for slow learners and fast learners, Peer learning, group discussion, field work, expert interactions and teamwork presentation enables higher EQ and IQ levels, Zero tolerance towards academics. For assessment purposes the institute promotes the "learning outcome approach" that focuses on the results of learning i.e. teaching pedagogy, by designing the course in a manner to encapsulate three criterions knowledge, skill and competence.

Faculty appointment is as per AICTE norms, we have effectively implemented, expertinal, participative and problem solving techniques for improving the teaching learning effectiveness, Industrials visits and Internship is a default paradigm in RSR, The mode of education in RSREC is ICT enabled and the faculties are well equipped to conduct classes by using power point presentations, 2D/3D graphical depictions, simulations, audio-

video clips and presentations. Use of remote servers is also made to enhance online learning and course delivery. Faculty use the central WEBPROSINDIA.COM to impart the effective daily level classroom management, For instance, in many transdisciplinary course theoretical and practical sessions are taken by ICT and advanced software's are used and other management analytical tools Faculty have embedded course wise YouTube channels. Practical Sessions are conducted online through applications. Microsoft Office especially Power point and excel are used for presentation purpose. Video making skills and info graphic tools are substantially used for effective teaching and learning.

Research, Innovations and Extension

The institute has eight Active Research guides covering IT-ITES and Health Sector, with regularly workshops on Intellectual property rights, Patents, Research methodology and Entrepreneurship. RSR has put emphasis on creation of the innovation and incubations centres. To start with we have been placed in Band Promising in the 2021 Ranking <https://www.ariia.gov.in/Ranking/2021/Index.html#divPharmacyRanking>, as a proof the copy of the application submitted to ARIIA 2021 is enclosed as Proof.

RSR strategically is in the Process of establishing Centres of Excellence in tie up with Ministry of Skill Development and Entrepreneurship to promote the innovation and Upskilling by way of providing hands on training on cutting-edge technologies, we are already having centres in Counselling, Incubation & Innovation Cell, Information Technology & Management, for training and development carrier guidance. To cater to the development of these centre's a separate infrastructure has been developed in RSR with advanced air conditioning support, uninterrupted power supply, Entrepreneur Development Cell with a well-defined goals and objectives for encouraging the students for entrepreneurship we are also focussing on community innovation. This activity will be working in close association of the for Community Based Innovation relating Land, Water and Air and providing the interface for community development.

Infrastructure and Learning Resources

The Institution has an SOP in place for improving the infrastructural facilities

The institute has a Total area covered by building-2,55,330 Sqft , Total area occupied by academic area (All classrooms & labs)- 94,453 Sqft , Total area occupied by Administrative Block (Dean Office, Principal Office, Director Office, Faculty Offices and Accounts Office)- 14,908 Sqft , Total area access & circulation (Corridor, Staircase & Lobbies)- 47,361Sqft , Total area occupied for amenities (Mess, Cafeteria, Hostels & Dining Areas)- 62,430 Sqft , Total Area occupied by Classrooms-36,166 Sqft , Total Area occupied by Labs-58,071Sqft, 31 classrooms to accommodate all available courses, 2 seminar halls, 1 auditorium for discipline wise seminars and professional activities, 5 computer labs, and various departmental labs.

Total Outdoor Area (includes Cricket ground, Throw ball Area, Shuttle Court, etc.- 5 Acre , Indoor Area-753sqft , Gym Area-1506 Sqft , Table Tennis Court -753 sqft ,we have library management software by webprosindia.com ,The Institution has UBA (Unnath Bharath Abhiyan), EISC(Entrepreneurship, Innovation and Start-ups Centre), TPC (Training and Placement Cell), IC (Internships Cell), IPRFC (Intellectual Property Rights Facilitation Centre)

The SPV system was installed by GREEN ENERGY SOLAR SYSTEMS , NELLORE And the equipment used by the company with the Technical and Safety Standard by MNRE/ CESU, ETC PC Supra LPD

(58X2100) & (81000X2). The institute have 500+ computers, LCD Projectors in all classrooms, the entire campus is wifi enabled. The housekeeping work is managed by campus administrator for campus maintenance a Civil Engineer, System Administrator, Electrician, Plumber and Technicians are appointed.

Waste Management/E-waste is a CSR Activity of Samitha Builders Private Limited. The institution has separate offices for IPR Cell, UBA Cell, Alumni Cell and NSS Cell. Our college has spacious grounds and playfields for Cricket, Hockey, Football, Basketball, Volleyball, Tennis, Badminton, Yoga, Weightlifting, etc., The facilities like classrooms, labs, Audio visual room, seminar halls, auditorium, computer Lab, transport, sports room, Digital library, etc., are maintained as per the standard operating procedure.

Student Support and Progression

RSR has students from all the sections of the community and the meritorious students are receiving financial assistance college has scholarship schemes like Institutional scholarships/fees concessions, Students Professional Body Membership support. Private trust / NGOs also provide financial assistance through scholarships to the eligible students.

RSR has Career Guidance cell located in the second floor of the main building that offers specialized training for placement and improving communication skills, NSS cell is active in the college and conducts various programs like Tree Plantation, Blood Donation camps, Social Service, Awareness campaigns for establishing a connect with the society.

RSR has an active student's Grievance Cell, Anti-Ragging Committee, and an effective Mentor -Mentee system in Place ensures grievances received are sorted out in a maximum of 5 days, mechanisms of receiving grievances are also disseminated and received grievances are resolved immediately, RSR has a well established student progression to employability and/or to higher studies, academic and other support rendered, has resulted in increased placements and gradual improvement in average pay package.

RSR encourages talent and skill of the students in sports and cultural activities and our students won prizes at various university level competitions.

RSR Alumni association is registered and the Alumni association ensures regular interaction between alumni, students and faculty members.

Governance, Leadership and Management

The Correspondent is an MLA for the State of Andhra Pradesh for Kavali, wherein the college is located and is a respected person for Kavali Population, the Principal form the main members of the administration with the correspondent being the final authority in all financial matters and the Principal in all academic matters. The Principal has the overall responsibility of the various management functions of the college with due support from the Directors, Heads of Departments, the Programme Coordinators, the IQAC Coordinator, Controller of Examinations, and Administrative Officer.

An organogram given under shows the hierarchy in RSR with the roles and responsibilities is already enclosed

Some of the Key initiatives of the management were

- Obtained ISO-9000-2015 (Educational Organizations Management System) Certificate
- ARIIA RANKING 2021, we were placed BAND Promising colleges category.
- Digital campus is established by implementing webprosindia.com Online ERP software.
- Outcome Based Education (OBE) is implemented.
- Initiatives to go for additional infrastructure is completed.
- Smart boards are installed for technology enabled learning.
- Participation in NIRF (National Institutional Ranking Framework).

In order to establish the School of Computing Sciences and IT, in accordance with the feedback received all stakeholders and to meet the industry needs, three additional UG programmes are introduced, namely Artificial Intelligence and Data Science Launched in 2021.

IQAC of our institution is effective and improves the quality of teaching learning process through implementation of outcome based education, IQAC meetings are not restricted and can be conducted if the need arises any time of the year with external experts and have deliberations for improvement in academic functions RSR has well defined policies / procedures for the quality assurances Academic Audit committee committees functioning under IQAC cell that ensure attainment of desired course outcomes and programme outcomes.

IQAC strategizes to improve the effectiveness of teaching-learning process, innovation, techniques to improve the competency of the students and community engagement, policies, strategies, placement is a must in IQAC meetings.

Institutional Values and Best Practices

RSR promotes Gender equity and women are given key positions in RSR, in all departments we have women senior faculty members, whether it is committees, cells or IQAC RSR ensures adequate representation of all the committees/clubs/cells have included women as members and heads. The Women Protection Cell creates awareness and addresses any grievance in this regard.

Student's mentors give advice and counsel students on all academic matters at regular intervals.

RSR promotes Environmental & Sustainability by reducing energy consumption by use of Solar water Heaters and energy conservation measures by Green Audits, CSR Initiative of Samhitha Builders Private Limited manages solid waste, liquid waste, waste water recycling, E-waste, waste recycling is done. Rain water harvesting, Bore-well /Open well recharge, tanks. The campus is green with trees and plants, plastic ban and Pedestrian-friendly pathways. The Institution has disabled- friendly, barrier free environment which includes ramps/lifts, disabled-friendly washrooms, wheel chairs, etc.,

The Institution has a prescribed code of conduct for students, teachers, administrators, and other staff and published in website. The Institution celebrates / organizes national and international commemorative days, events and festivals such as Science Day, Republic Day, Independence Day, Voters Day, Environmental day, Engineer's Day, Women's Day, etc.,

The two best practices successfully implemented by the Institution are,

1. Framework for Coordinated Growth.

2. Effective Implementation of Mentor -Mentee System.

The outcome is visible from good results in Placements, Competitions and Internships, students involve in rural activities like UBA etc.

NAAC

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMIREDDY SUBBARAMI REDDY ENGINEERING COLLEGE
Address	NH16, DIST-NELLORE, MDL-BOGOLE.
City	KADANUTHALA VILLAGE BOGOLE MANDAL
State	Andhra Pradesh
Pin	524142
Website	www.rsrec.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	P Veera Narayana Reddy	08626-297655	9640832229	-	principal.rsrec@gmail.com
IQAC / CIQA coordinator	Vendoti Suneel	08626-297657	9440216142	-	iqac.rsrec@gmail.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	19-06-2008			
University to which the college is affiliated/ or which governs the college (if it is a constituent college)				
State	University name	Document		
Andhra Pradesh	Jawaharlal Nehru Technological University, Anantpur	View Document		
Details of UGC recognition				
Under Section	Date	View Document		
2f of UGC				
12B of UGC				
Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-07-2021	12	EXTENSION OF APPROVAL

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	Yes
If yes, name of the agency	MINISTRY OF EDUCATION
Date of recognition	29-12-2021

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	NH16, DIST-NELLORE, MDL-BOGOLE.	Rural	12	23635

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering	48	INTERMEDIATE	English	120	132
UG	BTech,Electronics And Communication Engineering	48	INTERMEDIATE	English	120	132
UG	BTech,Electrical And Electronics Engineering	48	INTERMEDIATE	English	60	0
UG	BTech,Civil Engineering	48	INTERMEDIATE	English	60	18
UG	BTech,Artificial Intelligence And Data Science	48	INTERMEDIATE	English	60	66
PG	MBA,Master Of Business Administration	24	UNDERGRADUATE	English	60	10

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	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	6				14				72			
Recruited	5	1	0	6	12	2	0	14	42	30	0	72
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
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	38	20	0	58
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
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				16
Recruited	10	6	0	16
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	5	1	0	3	0	0	0	0	0	9
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	9	2	0	42	30	0	83
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	Male	Female	Others	Total
	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	161	0	0	0	161
	Female	187	0	0	0	187
	Others	0	0	0	0	0
PG	Male	3	0	0	0	3
	Female	7	0	0	0	7
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	97	102	100	97
	Female	77	83	78	80
	Others	0	0	0	0
ST	Male	13	13	13	15
	Female	12	14	10	7
	Others	0	0	0	0
OBC	Male	384	380	374	360
	Female	237	249	227	223
	Others	0	0	0	0
General	Male	316	340	343	373
	Female	359	379	385	400
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1495	1560	1530	1555

1. Multidisciplinary/interdisciplinary:

RSR VISION is to transform Rural Youth through Science and Technology and creating an innovative knowledge hub whose initiatives generates entrepreneurial value towards nation building and one of our missions aim to teach, empower rural youth, and lead them towards innovation can only be made possible through multidisciplinary knowledge to students not just limited to courses taught, This can be made possible if RSR gets autonomous status for revision of syllabus and curriculum and making multidisciplinary capacity building courses part of the Curriculum, RSR through its mentor -mentee system and through the procedure to identify slow and fast learners has tried to integrate, Business Acumen, Innovation/Creativity to solve complex problems, RSR has an average enrollment of 1500 plus every for value added courses with syllabus framed by faculty members for all First year and Second year Engineering students, guest lectures are given by experts and our MBA department faculty members on various concepts on Integration of Management practices with Engineering, RSR in totality follows CBCS curriculum designed by JNTUA, practical, theory and project work. The Institute Innovation Council (IIC) of RSR, encourage students to take up community oriented projects for better guidance and Implementation. The RSREC Institute conducts events like tree plantation drives, financial modelling workshop for students who wanted to go ahead with community innovation in and around Kavali, actively involved in government's initiatives like Jan Shikshan Sansthan, the application for JSS has been submitted recently for setting up a JSS in Nellore district as part of NEP-2020, Unnat Bharat Abhiyan, Swachh Bharat Abhiyan, etc., we are also in the process of integrating NSQF framework by associating with NSDC in the coming months and to implement NEP-2020, This would enable students to certification on Industry oriented courses and new skill sets apart from the curriculum prescribed by JNTUA. The Institution has Innovation Club, Universal Human Values Cell, Intellectual Property Rights Facilitation Centre, Board of Community Development through Education, for multi-disciplinary capacity building and addressing local community issues with solutions, Our Institute observes days of National Significance like National

	<p>Science day every year. The Institute Innovation Council (IIC) of our Institute would address emerging trends in Engineering involving multi-disciplinary endeavors and in ARIIA ranking 2021, RSR was placed under the Band Promising category, we have Multi disciplinary students groups have been formed by Board of Community Development through Education.</p>
2. Academic bank of credits (ABC):	<p>RSR is already registered on National Academic Depository (www.nad.digilocker.gov.in), we are already in the process of uploading the Marksheets and Certificates in Digi-lockers, which in further would enable any Institution or any organization recruiting RSR students making digital verification of certificates easy, by providing student academic and extracurricular performance in the NAD facility would also ensure RSR start implementing of NEP -2020, Training sessions would be scheduled for faculty members on how to use this facility enabling seamless integration of all stakeholders, we are affiliated to JNTUA and we identify the gaps in curriculum provided by JNTUA and try to enhance the same by encouraging the students to join online courses in NPTEL, Swayam, etc., we also have value added courses to bridge the gap, Reference the location, skill sets of the students, faculty members try to develop Value added courses to enhance the employability of the students, that can be in any form like theory, practical, project work or Internship. Student feedback mechanism is implemented for new value added courses, which has enabled RSR to get 100% admission in various programs, the competency of the students have improved.</p>
3. Skill development:	<p>RSR has a strategy in place for providing capacity building courses through association with NSDC under Ministry of Skill Development and Entrepreneurship and through various sector skill councils, so that the students get govt certification for these value added courses, Integrating NSQF framework as per NEP -2020, the main objective is to enhance employability along with acceptance among various companies who in turn in addition to skill sets demand a certification proving that the student has undergo the courses and completed the same as per the Norms set. Through industrial Visits we enhance the skills set of the students along with the Value added courses we provide, also ensure that the</p>

	<p>students get practical exposure to working conditions, whether it is manufacturing or IT-ITES sector. RSR have made it mandatory for slow learners/fast learners to undergo certain value added courses to enhance their skill set and ensure capacity building (skill development) which is very evident by the number of enrolments in the value added courses by using classroom education, practical oriented sessions, the Institute also has a dedicated Innovation cell for the same.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Practices pertaining to the appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course) in view of NEP 2020 are, (1) Activity based teaching. (2) Learning through social interventions is already implemented in RSR. RSR ensures promotion of Indian Culture and how Indian Values are integrated for growth of the society and the country, RSR promotes use of Indian Languages as a medium of Instruction wherever required so that the students can relate themselves to what is taught in the class, all Indian festive irrespective of religion, caste and sex is conducted by the Institute starting from Ugadi, Eid Ul Adha, Diwali, Ganesh Chaturthi and Christmas. The students and faculty members participate with full vigor in the celebrations and greet each other which ensures social and cultural harmony in the college, specialized training is given to faculty members to handle training in multiple languages and we have seen improvements in delivery and better contact between faculty members and students. The faculty members are directed to use the RSR Library for local folk stories, songs and local knowledge as part of the Teaching learning process. Yoga and other Indian Practices which enhances mental and Physical Health are already a part of our curriculum.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>RSR has appointed a Coordinator for Outcome based Education (OBE) implementation in line with NEP 2020, OBE implementation had begun in 2016 and now all the departments have implemented OBE and our Institution proposes to accredited with NBA by 2022. The institute has effectively implemented the Outcome Based Education (OBE). The vision, mission, PO, PSO & CO of various programs are framed to support OBE. NBA has identified 12 PO's which are common to all engineering branches and 12 PO's for MBA. The PSO's are prepared by the</p>

	<p>departments for their respective program. The course outcome are prepared for each course offered by selecting an action verb using Bloom's Taxonomy. There is no limitation for number of CO's, it depend on the course faculty and CO's are to be actually measured. The PO, PSO, CO are published at:</p> <ul style="list-style-type: none"> • Institute website • Department website • Departmental notice board • IQAC chamber • Principal & HOD's chamber, faculty rooms • Class room, seminar hall, corridor • Library • Course file, laboratory file, project file • Laboratory notice board <p>All the course outcomes are uploaded in our learning management system in webprosindia.com, and every student has access to the system wherein the programme objectives and outcomes are clearly stated for all the subjects. To sum up, learning outcome of the programs and courses are discussed with students at the beginning of the courses and the PO, PSO and CO's are incorporated in the curriculum for display on university website which can be accessed by all the stakeholders namely faculty, students, industry and alumni.</p>
6. Distance education/online education:	<p>In Line with NEP- 2020, the mode of education in RSREC is ICT enabled and the faculty members are well equipped to conduct classes by using power point presentations, 2D/3D graphical depictions, simulations, audio-video clips and presentations. Use of remote servers is also made to enhance online learning and course delivery. Faculty use the central WEBPROSINDIA.COM to impart the effective daily level classroom management. The faculty of RSREC continuously undergo various training to upgrade their ICT skills for course delivery, content development for add on courses, teaching and use of library resources to built their research and innovation capabilities suitably. E-learning is encouraged among the students and through various projects as well as assignments they learn new tools and techniques of ICT which further enables them to shape their capacities in tune with the current market trends. ICT based learning in RSREC has shifted the paradigm focus of education from constructing knowledge to acquiring it through knowledge transmission as a continuous and evolving process for the students. Through ICT based approach the students are encouraged and supported to self-learn and build their competencies accordingly. The</p>

learning approach is more analytical and problem-solving in nature. ICT based tools like video-conferencing, simulations, online sessions, web-based learning and interactive whiteboards allows access to a wide range of information to the students. For instance, in many transdisciplinary course theoretical and practical sessions are taken by ICT and advanced software's are used and other management analytical tools Faculty have embedded course wise YouTube channels. Practical Sessions are conducted online through applications. Microsoft Office especially Power point and excel are used for presentation purpose. Video making skills and info graphic tools are substantially used for effective teaching and learning. For some course, faculty also make use of case repositories that can be acceded and used to bring real world dilemmas and problem scenarios to the academic environment.

Extended Profile

1 Program

1.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
391	442	434	457	427
File Description		Document		
Institutional data prescribed format		View Document		

1.2

Number of programs offered year-wise for last five years

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

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
1495	1560	1530	1555	1372
File Description		Document		
Institutional data in prescribed format		View Document		

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
235	235	235	235	235

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2020-21	2019-20	2018-19	2017-18	2016-17
379	369	319	378	218
File Description	Document			
Institutional data in prescribed format	View Document			

3 Teachers

3.1

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

2020-21	2019-20	2018-19	2017-18	2016-17
95	92	93	93	121
File Description	Document			
Institutional data in prescribed format	View Document			

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
95	92	93	93	121
File Description	Document			
Institutional data in prescribed format	View Document			

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 31

4.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
132.59	194.77	191.18	168.58	138.48

4.3

Number of Computers

Response: 346

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

RSREC ensures effective curriculum delivery and also has a system in place for measuring the gaps in its implementation as follows:

1. Program outcomes

2. Course outcomes

3. Program specific outcomes

4. Mapping of PO's, CO and PSO's

The Head of Departments is entrusted with the responsibility of preparing PO's, CO's, PSO's and Mapping of the same, wherein the Head of HEI monitors the implementation on a weekly basis through an LMS system.

At the commencement of the academic year, the course are allocated to the faculty members based on specialization & preference by individuals faculty. The course allocation further approved by HODs and head of HEI.

The class time table & work load allocations are prepared by time table Co-ordinators of individual department. This will provide a clearance to avoid shortage of faculty and required resources are to be added with appropriate instruction from head of HEI. The time table ensures exclusive hours for theory, laboratory, activities & sports. The time table is uploaded on the LMS and displayed in the department notice board time to time.

5. Teaching scheme

The course faculty prepare the teaching scheme before the starts of the semester (classes). Faculty members have to choose the mode of delivery, during Covid-19 the mode of delivery was restricted to online ICT mode and was later changed after the classes have resumed in campus. In general mixed mode of delivery mechanism with a fusion of ICT enabled teaching is used by the course faculty.

6. Course/ Lesson Plan

The course plan in itself has 15 sub components which bring in clarity to the students as well as the faculty members on how to take the same forward. The following components like, Title, Code, Faculty, theory, Credits, Learning objectives, Semester, Department, Course learning Objectives, Course Pre-requisites,

schedule of teaching, course materials and references, Assessment scheme, Course outcomes prepared is then mapped with learning activities and assessments.

7. Course file

A well planned course file by all faculty which contains Vision & Mission of department and institute, Academic Calendar from JNTU, Teaching Scheme, syllabus and credits, Class Time table and Faculty time table, Student list with contact detail, PO, CO's and Mapping of PO's and CO's, Course committee meeting Minutes, Lesson Plan, Course Materials, Previous years question papers, Methodologies to support low and fast learners, consolidated internal marks, university exam results, students feedback report & Action taken report, curriculum and course gap analysis, attendance register attested by principal.

8) **Class time table** along with course file is circulated across the department and monitored by various heads of the departments for effective implementation.

9) The academic heads with **exam section** provides a spot assessment of the students performance and corrective action can be taken without delay.

10) Learning Management System.

The LMS which monitors the effective curriculum delivery through daily attendance, course content, value added services ensures a well planned structure of effective curriculum delivery.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

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

Response:

JNTUA published the academic calendar prior to the start of the semester. The academic calendar details the Ist spell, IInd spell of instruction, Mid exam period, Practical exam schedule, university exam dates and term end date following the instruction of affiliated university.

Ramireddy Subbarami Reddy Engineering College prepares its own Academic Calendar under the ambit of Academic Calendar by JNTUA.

Our institute creates internal calendar to ensure timely delivery of curriculum and co-curricular activities. All faculty and stockholders follows a strict agenda that is published & approved by the head of HEI in institute academic calendar.

Further the academic calendar assures the details of each month activity with internal examination dates in

adherence with the academic calendar given by JNTUA, we schedule our CIE during our Ist and IInd schedule of instructions which includes Quizzes, Group Discussions, MCQ's and presentation by students. Immediately after the examination completion, focus on CO-PO/PSO attainments are arrived. CIE is also done for practical examinations, Project work, internships, the laboratory rubrics are followed in case of laboratory examinations.

The institute adheres CIE through examination reforms. It is an evidence of implementation with the guidelines clearly states that instructors are directed to prepare question papers for internal assessments as part of CIE on Revised Blooms Taxonomy and has already implemented it.

The principal reviews the same every 15 days with the HOD's for overseeing the implementation of the academic Calendar across RSR.

The assessments was conducted in three different levels, Subjective, Objective and assignment in case of R19 & R20 regulation also only Subjective and objective for R15, R13 regulations. Two sets of mid examinations are conducted as per two spell of teaching instructions. An average of both mid examinations is calculated on best with 80% & least with 20% weightage. The final internal marks are to be a maximum of 30 marks. The university examination was conducted for 70 marks.

The performance of the students is assessed on continuous basis by mentors and mentoring system ensured to improve the students performances.

The affiliated university updates the modification in academic calendar based on requirements and the college enforces the same. In any case, the institute cohere with academic calendar and ensure it.

File Description	Document
Upload Additional information	View Document
Link for Additional information	View Document

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

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

Response: B. Any 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 Number of Programmes in which CBCS / Elective course system implemented.

Response: 6

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Link for Additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 141

1.2.2.1 How many Add on /Certificate programs are offered within the last 5 years.

2020-21	2019-20	2018-19	2017-18	2016-17
28	28	29	28	28

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Link for Additional information	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 68.03

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

2020-21	2019-20	2018-19	2017-18	2016-17
1089	1101	1017	1059	853

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document
Any additional information	View Document

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:

The curriculum integrates cross cutting issues like professional ethics, gender, human value and environmental and sustainability. The institute has imbedded the same and there by leading to holistic development of students.

To elaborate on the following we have taken each of the above separately and explained below.

Professional Ethics and Human Values

The curriculum provides some course excluding like Human value and Professional ethics (13A52301), Business ethics and corporate governance (14E00301), and universal Human Values (19A52301). The courses covers the present content on human values, skills, happiness, behaviour, trust & Ethics. The

course develops a holistic perspective on self- exploration, development of the Commitment to act, strength of self-reflection and understanding of harmony in a family, society and nature.

Gender

The courses social value & ethics (15A99501) offered in the curriculum covers gender equality, social responsibility & gender sensitization. Further universal human values (20A52201) imparts gender based social justice, rights & equality. Additionally, in line with the curriculum course, the institute interface activities like guest lecture, Seminar, awareness program based on the gender sensitization action plan each year.

Environment & sustainability

The curriculum integrates various courses, to provide knowledge & allied problems in environment & sustainability. In trace with the curriculum, the institute celebrates, water day, earth day, world environment day to create more awareness to the students about sustainability & environment.

The following is the list of courses as part of curriculum prescribed by university under environment & sustainability.

- Environmental Engineering (13A01604), (15A01703)
- Environmental Engineering laboratory (13A01608) (15A01608)
- Disaster Management and mitigation (13A01710) (15A01607) Environmental impact assessment and Management (13A01810) (15A01804) Green business Management (14E00402) (17E00302)
- Environmental studies (15A1101)
- Environmental science (19A99301) (20A99201)
- Biology for engineers (19A01406)

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	View Document
Any additional information	View Document

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

Response: 21.44

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

2020-21	2019-20	2018-19	2017-18	2016-17
37	76	191	91	71

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document

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

Response: 29.03

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

Response: 434

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document
URL for stakeholder feedback report	View Document

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

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

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 83.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
317	382	422	428	451

2.1.1.2 Number of sanctioned seats year wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
480	480	480	480	480

File Description	Document
Institutional data in prescribed format	View Document
Any 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: 91.74

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

2020-21	2019-20	2018-19	2017-18	2016-17
188	206	238	231	215

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

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 institute assesses the progression of a learner from low to advanced is the endeavour, the course plans at UG & PG levels are designed logically, reflecting overview, theory and theoretical framework applications. To understand the learning outputs the continuous evaluation process is applied such as quizzes, test, classroom participations, assignments, seminar, mid exams and class test. Induction program /Bridge courses are conducted for the first year students immediately after joining the college to enable smooth transition from Inter to UG engineering.

Several parameters are used to asses and identify slow & advanced leaners

- EAMCET rank, intermediate marks.
- Interaction & participation of students during teaching learning process.
- Students level of interest & motivation level.
- Mid exam & university exam performances.

Slow learners' approach

- Doubt clearing sessions and additional remedial classes.
- Question bank with solution is provided.
- More assignments are given for practice
- Equality of opportunity for all learners to participate in competitions, conferences and seminars etc.
- The attendance criteria are an essential element to enhance the progress of student, also help in gauging the interest level of students.
- Individual centric approach on mentioning to improve academic performance.
- The faculty asses the specific area of challenge and can help the slow learners. For instance, if a student descriptive answer is not a strength area then answering through pointers or flow chart are encouraged.
- Peer learning, group discussion, field work, expert interactions and teamwork presentation enables higher EQ and IQ levels.

Advanced learners approach

- The advanced learners are given an opportunity to work on live projects with nearby industries in Nellore.
- Advanced reading material, stimulation exercises, assignments are given requiring higher degree of competence.
- Faculty members associate with students in their research, which imparts practical learning and improvement.
- The better performing students get an opportunity to be a part of various students bodies in the institute.
- CRT & Soft skill training programs

- An advanced learner is encouraged to go for higher studies and participate in competitive exams
- Constant academic counselling is provided to maintain performance.
- High performances are encouraged by awarding medals and certificates.
- Encouraged to attend conferences, symposium, paper presentation and events organised by professional bodies.

Learners approach applicable to both

- Regularity, timeliness and attendance.
- Constant, consistent monitoring, evaluation and feedback.
- Zero tolerance towards academics.

For assessment purposes the institute promotes the “learning outcome approach” that focuses on the results of learning i.e. teaching pedagogy, by designing the course in a manner to encapsulate three criterions: knowledge, skill and competence.

File Description	Document
Upload any additional information	View Document
Past link for additional Information	View Document

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

Response: 15.74

File Description	Document
Any additional information	View Document

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:

S.No.	Experiential learning	Participative learning	Problem Solving methodologies
1.	Project work- an integral part of hands-on learning which all students need to do in their final years –(visit to Andhra Pradesh Power Development company	Role play and stimulation exercises teaching with role playing especially in Environmental Pollution and Control	Analysis and reasoning, All questions in examinations are based on analysis and reasoning. Free internet access in the library and campus promotes the

	Limited , Near Krishnapattanam ,Nellore)		habit of self-learning and discussion
2.	Participation in Competition at various levels- for real time exposure, knowledge enhancement and networking students participate in national and international competitions in Colleges in Kavali .	Teamwork- All departments have domain specific committee interest committees., which organize several student centric activities with participating students from different departmen ts. Organization of these events promote leadership qualities along with the spirit of teamwork.	Quizzes and Case studies. Case studies are an important component of almost all programmes. An online Quiz, test is conducted in each semester for all UG and PG programs
3.	Field Visit – link of visits enclosed	Debates, presentations, and Group discussions Students under the supervision of faculty organize Group Discussions, Debates and seminars, where they explore the nuances of the topic and share their learning with the whole class	Research Work- Research groups have been formed in each department under the guidance of faculty were students of various years and work on emerging area.
4.	Industrial Visit – Visits Enclosed	Group work Practical's and workshops involve individual as well as group work, under the guidance of the teacher.	Designing business plans.
5.	Industry – Academia interface -Immersion courses, Leadership talks and Alum talk, Guest lectures, student exchange-link enclosed	Self- and peer- evaluation contribute to learning through participation	Helping the students be more acquainted with software's (tools) and programmes such as python, power point presentations, video etc and exposure to labs help students become more hands on.

File Description	Document
Upload any additional information	View Document
Link for additional information	View Document

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

Response:

Teachers use the central WEBPROSINDIA.COM to impart the effective daily level classroom management. The mode of education in RSR is ICT enabled and the faculty are well – equipped to conduct classes by using power point presentations, 2D/ 3D graphical depictions, simulations, audio- video clips and presentations. Use of remote servers are also made to enhance online learning and course delivery. The faculty of RSR continuously undergo various training to upgrade their ICT skills for course delivery, content development for add on courses, teaching and use of library resources to build their research and innovation capabilities suitably. E- learning is encouraged among the students and through various projects as well as assignments they learn new tools and techniques of ICT which further enables them to shape their capacities in tune with the current market trends. ICT based learning in RSR has shifted the paradigm focus of education from constructing knowledge to acquiring it through knowledge transmission as a continuous and evolving process for the students. Through ICT based approach the students are encouraged and supported to self – learn and build their competencies accordingly. The learning approach is more analytical and problem – solving in nature. ICT based tools like video – conferencing, simulations, online sessions, web-based learning, and interactive whiteboards allows access to a wide range of information to the students.

For instance, in many transdisciplinary courses theoretical and practical sessions are taken by ICT and advanced softwares are used and other management analytical tools. softwares linked to youtube mapping have been embedded in multiple courses .Practical Sessions are conducted online through applications. Microsoft Office especially PowerPoint and excel are used for presentation purpose. Video making skills and infographic tools are substantially used for effective teaching and learning. For some courses, teachers also make use of case repositories that can be accessed and used to bring real world dilemmas and problem scenarios to the academic environment.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 19:1

2.3.3.1 Number of mentors

Response: 77

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 100

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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: 5.97

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

2020-21	2019-20	2018-19	2017-18	2016-17
8	6	5	5	5

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	View Document
Any additional information	View Document

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: 5.71

2.4.3.1 Total experience of full-time teachers

Response: 542

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	View Document
Any additional information	View Document

2.5 Evaluation Process and Reforms

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

Response:

1. The institute strictly adheres to the reforms & regulation of affiliating university in examinations schedule and evaluation.
2. The internal assessment system at RSREC is well integrated and online exams are fully automated.
3. The internal assessment system is scientific, transparent, efficient and reliable.
4. The performance of students in theory, laboratory courses, seminar, comprehensive exam, project work is evaluated both internally & externally through CIE (Continuous Internal Evaluation).
5. Continuous Internal Assessment- Procedures and Process complied:- 1) Assignments and presentations 2) class Participation 3) quiz/surprise test 4) Mid examination 5) University Examination (Regular/Remedial)
6. The course plan provides a clear specific weight age and evaluation components. Midterm exams and end term exams are conducted at regular specified intervals.

7. Examination notification is notified through the website, students groups, department notice board & central notice board along with the code of conduct for exam.
8. Notification of the seating arrangements and exam rooms are published time to time. All rooms are well equipped with CCTV cameras.
9. Template of the question paper is shared, along with the invigilation duty chart, with the respective faculty, which mandates clear mark distribution and instructions.
10. The question papers are uploaded on the google drive which can be accessed by the exam cell.
11. The internal mid examinations, question papers consists of subjective (15) & objective (10) marks for R19 regulation. Added to this continuous evaluation like assignment, activity based learning, seminar, group discussion in the particular courses are assigned with 5 marks. So, as of total each mid exam is assessed for 30 marks.
12. Comparatively out of two mid exams the weightage are converted by a maximum 80% and minimum 20%. Totally 30 marks and external exam will be for 70 marks. Weak students are identified by the internal marks with proper measure.
13. Frequency of assessment for internal & external examination.

S.No.	Type of Exam	Frequency of Assessment
1.	Mid exam	Twice in a semester (Mandatory & No re-exam)
2.	University exam	Once in a semester
3.	Feed Back (Teaching Learning Process)	Once in a semester
4.	Project	Monthly reviews
5.	Seminar	Monthly

14. Post assessment marks are to be uploaded within appropriate time.
15. The faculty share the feedback on the papers with the students.
16. The tabulation of the marks is done by the course faculty.
17. In case of grievance in result the student can request for challenge evaluation as per affiliating university exam results & regulations.
18. If the student is held for malpractice, then the paper is cancelled / debarred and committee is constituted to investigate in the matter.
19. Internal assessment for project & Seminar are based on reviews, separate rubrics are formulated to assess the knowledge, skill, teamwork & participation of the students.
20. For laboratory courses, the internal assessment is based on continuous assessment of experiments

through daily performance, participation and viva.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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

Response:

The institute abides to the affiliating university in the mechanism to deal with examination related grievances. The institute implements all the mandatory practices prescribed by JNTUA and informed to the students time to time.

The examination cell is constitution with principal (Chief Superintended) . One head of exam cell and two exam in-charges additionally on need basis, any senior faculty members are added to address the issues related to examinations.

The institute conducts both internal & external examinations. External examinations are conducted by university and mid exams are conducted by the institute.

The internal grievances are addressed with in 5 days. Internal grievances are handled by the HOD's and senior faculty members of the respective departments. On issues not readdressed, the students have to forward it to the exam cell. Based on the gravity of the complaint the grievances are resolved on spot or at later dates.

Some internal grievances are listed below.

- Grievance on detention, condonation & re-joining
- Malpractice cases
- Name correction or address correction
- Marks
- Information about credits
- Distribution & verification of answer scripts

The external examinations are conducted by university hence, all the grievance are addressed to university COE through exam cell. The rules and regulations of university are published in notice boards & websites. The university policies are strictly followed by the exam cell. A proper record is maintained by the exam cell.

Some external grievances are

- Exam fee, registration issues

- Hall ticket mismatch or lost issues
- Question papers grievance
- Recounting, challenge evaluation & photocopy of exam papers
- Issue of PC/OD/CMM
- Transcription/Migrating related issues

The grievance redressal mechanism of institute is robust and The grievance detail as follows

Academic year	Grievance and Complaint Received	% of the Total Students
2020-2021	15	0.05%
2021-2022	4	0.02%

In case of student's unfair attitude during university examination, actions to be taken by the chief superintendent & external examiner by following university norms. After receiving the communication from the institutes, the university forward its decision and will be implemented by the college.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

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:

The institute has effectively implemented the Outcome Based Education (OBE). The vision, mission, PO, PSO of various programs are framed to support OBE.

NBA has identified 12 Pos which are common to all engineering branches and 12 Pos for MBA. The PSO's are prepared by the departments for their respective program.

The course outcome are prepared for each course offered by selecting an action verb using Bloom's Taxonomy. There is no limitation for number of CO's, it depend on the course faculty and CO's are to be actually measured.

The PO, PSO, CO are published at:

- Institute website
- Department website
- Departmental notice board

- IQAC chamber
- Principal & HOD's chamber, faculty rooms
- Class room, seminar hall, corridor
- Library
- Course file, laboratory file, project file
- Laboratory notice board

All the course outcomes are uploaded in our learning management system in webprosindia.com, and every student has access to the system wherein the programme objectives and outcomes are clearly stated for all the subjects. To sum up, learning outcome of the programs and courses are discussed with students at the beginning of the courses and the PO, PSO and CO's are incorporated in the curriculum for display on university website which can be accessed by all the stakeholders namely faculty, students, industry and alumni.

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	View Document
Past link for Additional information	View Document

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

Response:

The institute has been following the Outcome-Based Education since 2017. Outcome based education (OBE) which is a student centric teaching & learning methodology is considered from course delivery to assess and to achieve the stated objectives & outcomes.

Through OBE model, the progress of the graduate is measuring through the following parameters

- Program out comes (Pos)
- Program Specific Outcomes (PSO)
- Course Outcome (CO)

CO-Attainment:-

The CO-attainment was measured on the student performance in internal (Mid exam)& External examination.

In both the exams, the percentage of student scoring more than 50% marks are calculated

- For internal exam- the threshold ranges from 0-50% is 1, 50-75% is 2 a& more than 75% is 3.
- For university exam the threshold ranges from 0-40% for 1, 40-60% for 2, more than 60% for 3.

The COs POs & PSO's are in the scale of 1 to 3 attainment level, 1 being slight (low), attainment level 2 being moderate (Medium) & attainment level 3 being substantial (High).

Further, the CO-feedback are analysed. A weightage of 80% to student performance in course and 20% to CO feedback was define to yield the output of the final course outcome attainment.

Each CO's are prepared with certain PO's and PSO's and is known as course articulation matrix (CAM). The CAM shows relationship between CO & PO for a course.

Program articulation matrix is formed by the strength of correlation of CO's with PO's & PSO's.

The final direct attainment is calculated through PAM.

Indirect attainment

For indirect attainment, the following parameters are used

- Alumni feedback survey
- Teachers feedback survey
- Students feedback survey
- Employers feedback survey

The feedback and exit survey are mapped with respective PO's and PSO's based on the input data, the attainment was calculated on level 1,2 & 3. Average of all the indirect method of attainments is finalized for further process.

Final PO-Attainment

The final attainment of each PO of a Program is computed by summing direct PO attainment and indirect PO attainment values in the proportion of 70:30. The procedure is similar for PSO's.

Finally, all the UG program PO's & PG PO's are assessed and the achievement of level of PO are analysed.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 76.15

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

2020-21	2019-20	2018-19	2017-18	2016-17
310	290	228	294	155

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

2020-21	2019-20	2018-19	2017-18	2016-17
379	369	319	378	218

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey**2.7.1 Online student satisfaction survey regarding teaching learning process****Response:** 3.92

File Description	Document
Upload database of all currently enrolled students (Data Template)	View Document
Upload any additional information	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 0

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

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

File Description	Document
List of endowments / projects with details of grants	View Document

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

Response: 3.16

3.1.2.1 Number of teachers recognized as research guides

Response: 3

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 0

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

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

3.1.3.2 Number of departments offering academic programmes

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

File Description	Document
List of research projects and funding details	View Document

3.2 Innovation Ecosystem**3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge****Response:**

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

RSR has put emphasis on creation of the innovation and incubations centres. To start with we have been placed in Band Promising in the 2021. Ranking <https://www.ariia.gov.in/Ranking/2021/Index.html#divPharmacyRanking>, as a proof the copy of the application submitted to ARIIA 2021 is enclosed as Proof.

RSR strategically is in the Process of establishing Centres of Excellence in tie up with Ministry of Skill Development and Entrepreneurship to promote the innovation and Upskilling by way of providing hands on training on cutting-edge technologies, we are already having centres in Counselling, Training & Development, IIC, Centre for training and development carrier guidance. To cater to the development of these centre's a separate infrastructure has been developed in RSR with advanced air conditioning support, uninterrupted power supply, Entrepreneur Development Cell with a well-defined goals and objectives for encouraging the students for entrepreneurship we are also focussing on community innovation, This activity will be working in close association for Community Based Innovation relating Land, Water and Air and providing the interface for community development.

We recruit teaching faculty as per the UGC Norms The college has

- Established new research departments with advanced laboratory facilities - a policy on research and innovation is under preparation
- Seed funding is available to promote innovation culture

The faculty who pursue research work are provided with: - sabbatical leave

- Incentives
- Honorarium
- Travel allowances

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 10

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	2	2	2	2

File Description	Document
Report of the event	View Document
List of workshops/seminars during last 5 years	View Document

3.3 Research Publications and Awards

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

Response: 2

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

Response: 6

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

Response: 3

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document
Any additional information	View Document
URL to the research page on HEI website	View Document

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

Response: 0.89

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

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

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.6

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

2020-21	2019-20	2018-19	2017-18	2016-17
48	1	2	6	2

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

In RSR the NSS UNIT is involved in most of the extension activities, objective is to provide a holistic perspective learning, we also serve the community in the nearby areas, except due to COVID and the restrictions in place we have been continuously conducting the extension activities. We through these activities try to develop **self-respect, moral values**, Patriotism, Discipline, Human Values, Social Harmony, and Impact of economy on Environment, and above all students becoming responsible citizens .

The following are the various types of extension activities undertaken by the extension activities:

- Blood Donation Camp
- Medical Camps
- Road Safety
- AIDS day
- Social Services at Religious Institutions
- Tree Planation
- Swatch Bharat Activities - cleanliness and its impact on health
- Awareness on Rain water harvesting
- Career guidance
- Road Safety
- Covid-19 Awareness Campaigns

The students through these units organize a wide range of activities in collaboration with local administrative bodies, NGOs and local clubs. Some of these activites are tree plantation (twice a year), blood donation (Once a year), Medical Camps (round the year), safety cleanliness (once or twice a year) AIDS and its treatment (once or twice a year). In the past couple of years these students have substantially contributed in improving green cover and cleanliness of nearby areas of RSR ,These student bodies are committed to the cause of upliftment of local population through these regular activites, activities to help girl students become more aware of how to react and approach for help in case of emergency. year). The dimensions of diversity are understood, they develop value the importance of human relationships.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Number of awards for extension activities in last 5 year	View Document
Any additional information	View Document

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

Response: 31

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

2020-21	2019-20	2018-19	2017-18	2016-17
3	8	5	8	7

File Description	Document
Reports of the event organized	View Document
Number of extension and outreach Programmes conducted with industry, community etc for the last five years	View Document

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years**Response:** 42.13**3.4.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
225	770	545	1040	600

File Description	Document
Report of the event	View Document
Average percentage of students participating in extension activities with Govt or NGO etc	View Document

3.5 Collaboration**3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year****Response:** 45**3.5.1.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
17	11	7	5	5

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses

etc. during the last five years

Response: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document

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 has adequate infrastructure and physical facilities for teaching-learning, viz., classrooms, laboratories, computing equipment's, etc.

RSR has adequate Infrastructure in excess with the UGC norms, we have a total area covered is as follows:

S.No.	Particulars	Area in Sq. ft
1.	Total area covered by building	2,55,330
2.	Total area occupied by academic area (All classrooms & labs)	94,453
3.	Total area occupied by Administrative Block (Dean Office, Principal Office, Director Office, Faculty Offices and Accounts Office)	14,908
4.	Total area access & circulation (Corridor, Staircase & Lobbies)	47,361
5.	Total area occupied for amenities (Mess, Cafeteria, Hostels & Dining Areas)	62,430
6.	Total Area occupied by Classrooms	36,166
7.	Total Area occupied by Labs	58,071

Details of physical facilities as follows,

Floor	Classroom	Labs	Washroom (M/F) and PWD	Other Rooms
Ground	NIL	Surveying Lab Strength Materials Lab Heat transfer Lab Geo Technical Lab	Yes	GYM and PD Room

		Transportation Lab Mem/MSE Lab Electrical Machines Lab FM & HM Lab		
First Floor	Mechanical-4 MBA-2 CIVIL-1 CSE-2 ECE-2	NA	Yes	Principal office Accounts office Director office Administrative. Office Reception Seminar Hall -1
Second Floor	Civil -3	Digital Library Library IT workshop IT LAB-5 Communication Skills Lab-1	Yes	Seminar Hall -1
Third Floor	CSE-5 ECE-5 EEE-4	M. O. C. Lab E.C. Lab/E.M. Lab C.S. Lab/P.E. Lab Micro Processors Lab EDC Lab IC Applications Lab PDC/Communication Lab	Yes	Tutorial Room

An assessment of infrastructure requirement is undertaken every year, based on :

- a. new programmes started
- b. additional sections started
- c. increased intakes
- d. upgradation/replacement of obsolete teaching accessories

Classroom & Seminar Hall:

- 29 classrooms to accommodate all available courses
- 2 seminar halls
- 1 auditorium for discipline wise seminars
- 5 computer labs
- 1 physics laboratory
- 1 chemistry laboratory

Features of class rooms:

- ICT enabled classes & LCD projectors for other classes.
- 88 MPBS and more wifi connectivity

All Blocks and Rest Rooms are Disable friendly (*Divyangjan*) / ramps facility.

346 Desktop / Laptop computers with latest configurations

Well equipped Library

- Books
- Reference Books
- Journals
- E-journals
- E-books
- Digital Library facility

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

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

The details of the facilities are as follows:

S.No.	Particulars	Area
1.	Total Outdoor Area (includes Cricket ground, Throw ball Area, Shuttle Court, etc	5 Acre
2.	Total Indoor Area	70 Sq. Mtr.
3.	Total Gym Area	140 Sq. Mtr.
4.	Table Tennis Court	70 Sq. Mtr.
5.	Yoga Room	140 Sq. Mtr.

List of Indoor & Outdoor Games

The details of the indoor & outdoor games facilities are as follows:

S. No.	INDOOR GAMES		OUTDOOR GAMES	
	Name	Qty	Name	Qty
1.	Chess	20	Volley Ball	05
2.	Carrom	05	Badminton	05
3.	Table Tennis	01	-	-

File Description		Document
Upload any additional information		View Document
Paste link for additional information		View Document

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

Response: 100

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 31

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	View Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 27.28

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

2020-21	2019-20	2018-19	2017-18	2016-17
37.68	8.26	4.92	57.36	92.95

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	View Document
Upload audited utilization statements	View Document
Upload any additional information	View Document

4.2 Library as a Learning Resource

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

Response:

RSR Library is Automated using the Library Automation Software: from webprosindia.com, print screens of each module is enclosed as an attachments, which shows how the library processes are automated, book issue and return process is being automated

OPAC: We have a database of its own collection through the library software. Library is fully computerized with implementation of barcode-based issue and return is under process through webprosindia.com, Online Public Access Catalogue (OPAC) facility is available in the library

Department Libraries: have their own library facility with reference books and journals.

Reading Room: furnished to accommodate students in both the libraries and provides conducive environment for study.

e-Resources: The library provides e-journals to students and faculty members.

File Description	Document
Upload any additional information	View Document
Paste link for Additional Information	View Document

4.2.2 The institution has subscription for the following e-resources

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

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	View Document
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	View Document

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: 1.87

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

2020-21	2019-20	2018-19	2017-18	2016-17
3.09728	1.87411	1.69730	1.75748	0.94407

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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: 3.96

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

Response: 63

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

RSR has state of the art IT infrastructure which consist of 346 Nos. of latest computers/Laptops, In 2021 we purchased DDR3 4GB RAM of 30 Numbers, Internet Leased Link 1:1 with backup, RSR has Wi-Fi Access points to enable Wi-Fi facility campus wide including all Hostels.

RSR has its own datacentre and hardware infrastructure, which contains high end enclosure with physical blades, which contains virtual server on windows.

RSR has firewall to protect ICT network from outside cyber threat ,This unified threat management also providing NAT services where IP multiplexing and de- multiplexing takes place to provide internet to campus wide.

we have also DHCP, DNS, Domain and other servers for automating IT services in campus wide, with layers 3 core router/switch to break big broadcast into small segments VLANs to reduce delay in service.

Upgrades RSR ICT Facilities: Is enclosed as a Separate Sheet.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 4:1

File Description	Document
Upload any additional information	View Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. 250 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 61.72

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

2020-21	2019-20	2018-19	2017-18	2016-17
67.88	117.39	128.63	108.12	91.03

File Description	Document
Upload any additional information	View Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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:

RSR has already created systems and procedures for maintaining and utilizing for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

We already have an SOP in Place for maintaining the same which is already attached as an annexure along with this document with the following headings:

- **PROCESS FOR WORKSHOP (RSR/QMS/SP/006)**
- **PROCESS FOR SPORTS (RSR/QMS/SP/015)**
- **PROCESS FOR LIBRARY (RSR/QMS/SP/031)**
- **PROCESS FOR ADMINISTRATION (RSR/QMS/SP/017)**
- **IT SYSTEMS AND SUPPORT**

We already a process of IT Systems and Department records which is specified as **PROCESS FOR MAINTAINING DEPARTMENTAL RECORDS (RSR/QMS/SP/032)** IT network and systems are managed by our System Admin and the team assigned for the same, they have assigned for installations of various software applications, network problems, support for IT networks, maintenance of all IT equipment's in the classrooms, lab and all designated areas in RSR

They also have a stock keeping register which maintains the records regarding maintenance and usage of equipment's by students and faculty members. Major repair works are outsourced to an external agency .

Maintenance of Buildings and Infrastructure

We already have a process in place for administration purposes which is outlined as **PROCESS FOR ADMINISTRATION (RSR/QMS/SP/017)** with appointed civil and mechanical engineers responsible for the maintenance of building, staff such as carpenters, plumbers who are involved in managing the RSR infrastructure, they have process in place for carpentry works, painting of main building, hostels and upkeep of the building is completely under the control of the AO or the Admin officer of RSR

We have exclusive staff designated for the same, each floor has incharge from the teaching staff in RSR who checks the upkeep of washrooms, classroom cleanliness and hygiene on a daily basis and reports to the Principal RSR for any deviations, he in turns communicates to the AO RSR.

CCTV cameras are installed in each floor and is connected to the AO system and the Principal RSR for monitoring for any deviations

Physical resources like Class rooms, labs, seminar halls, auditorium, hostels etc come under daily maintenance. The Admin department takes rounds of all the class rooms and auditorium every day. In case of requirement for maintenance such as lights, fans, benches, etc., will be attended by maintenance staff.

Our garden area, sewage , bore-well is managed on regular basis, fire extinguishers are in place for any eventuality

Library

We already have a process in place for PROCESS FOR LIBRARY (RSR/QMS/SP/031),we have a digital library and the library is functional.

The library is fully digitized and is open even after class hours, it has internet facility, the library is managed through RFID mechanism, the Librarian is completely in charge, the Integration of the library is being done with webprosindia.com, we have good amount reading space .

Sports and Games:

We already have a process in place for PROCESS FOR SPORTS (RSR/QMS/SP/015)

We have a Physical Education Head who is the incharge , he ensures that the sport equipments and accessories are in good condition and the upkeep of the infrastructure for sports like cricket, volleyball, football, etc.

He maintains a stock register which has the details about the movement of sports items in a day .

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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: 66.79

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

2020-21	2019-20	2018-19	2017-18	2016-17
951	953	1050	1079	977

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 31.37

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

2020-21	2019-20	2018-19	2017-18	2016-17
487	523	480	476	395

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: A. All of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document
Any additional information	View Document
Link to Institutional website	View Document

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

Response: 8.39

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

2020-21	2019-20	2018-19	2017-18	2016-17
111	111	117	166	125

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

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

Response: A. All of the above

File Description	Document
Upload any additional information	View Document
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	View Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 15.91

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

2020-21	2019-20	2018-19	2017-18	2016-17
83	50	23	70	40

File Description	Document
Upload any additional information	View Document
Self attested list of students placed	View Document
Details of student placement during the last five years (Data Template)	View Document

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

Response: 3.96

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

Response: 15

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

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: 0

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

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

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

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

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

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: 2

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

RSR has a well-established Student Consultative Committee, which serves the purpose equivalent to Student Council. The Student consultative committee is held twice a semester where undergraduate class representatives from all the streams, put forward their views. Student consultative committee is formed to get feedback from the student representatives on all issues from conduct of classes(online/offline), academic rigor , extra-curricular activities, hostel and mess facilities, library and sport facility issue at RSR and any issue in RSR Campus , Student consultative committee is changed every year wherein the students gets nominated from various departments. The HODs, faculty members and class coordinators select the nominated student representatives from each class on the basis of their approach towards interaction with other students in the class and their academic performance. Two class representatives are selected from each class out of which one should be a girl student. All Faculty members of RSR are de-facto members of Student consultative committee.

In addition to the Student representation in Student consultative committee the following Committees have representation of the Students:

- 1.Student Grievance Committee & Internal Complaint Committee:** Student grievance/ issue related to Academics/examinations.
- 2.Women Empowerment Cell:** Two girl students nominated to the cell which looks after the

welfare of the female students and female staff.

3. **Placement Committee:** Students are also members of Placement Committee, These students take active part in the placement process when various companies visit RSR for campus placement.
4. **Hostel Mess Committee:** Students participate in the Hostel Mess Committee to look into the matters related to food and other hostel issues.
5. **College day Committee :** The organizing teams are entirely made up of students and the faculty coordinators, only providing general guidelines. During these events tasks like crowd controlling, discipline and conduct of events are efficiently handled by the students.
6. **Anti-Ragging Committee:** A committee of student's representatives from final year of the programs is constituted which helps the administrative staff in ensuring that no incident of ragging takes place .

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: 6.4

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	8	8	8	8

File Description	Document
Report of the event	View Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	View Document

5.4 Alumni Engagement

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

Response:

- The Alumni Association of Ramireddy Subbarami Reddy Engineering College is registered under the Society's Act with registration no- 135/2022 and named as RSRECAA in the presence of Dr. A.S. Rao, principal, Dr I. Malyadri - Associate professor of MBA (Coordinator, RSRECAA), Mr.R.V. Ramana Reddy A.O and other faculty members of all departments and many enthusiastic students, HODs of the college.
- The Alumni Association created for the purpose of maintaining relations with the Alumni of RSREC. It works to promote, nurture and build meaningful relationship between the Alumni and the institution. The Association provides an opportunity for the Alumni to interact with the faculty and the students to achieve synergy. It is also evolved for the needs from both the ends, i.e., academicians and professionals, in the aim of building a bridge between college life and career life, so that the fresher graduates are made proactive to face the current challenges of competitive professional world. Overall Summary of the RSRECAA meetings is as follows.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response: E. <1 Lakhs

File Description	Document
Upload any additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The Vision Mission and the Core Values constitute the guiding principles of the Institutions progression.

Being accountable for the effective functioning of the institution, the top management demonstrates leadership and commitment by:

- Deciding the policies and objectives in line with its Mission, Vision, and Values-wherein we have clearly targeted the rural youth based on the location
- How best RSR can serve the community based on its location and turn the locational disadvantage into a merit and how the stakeholders can be benefited .
- Resources required in terms of Manpower and Infrastructure for effective functioning of the college .
- Monitoring and Measuring the performance and making changes as required for overall development of the college
- Quality Teaching and Placement .

Vision

To transform Rural Youth through Science and Technology and creating an innovative knowledge hub whose initiatives generates entrepreneurial value towards nation building

Mission

- To teach, empower rural youth, and lead them towards innovation
- To hold ethical practices, empathy and appreciate the culture of learning To nurture talents that transform, create, and innovate knowledge
- The vision and Mission of RSR translates to the evolution of the core values of firstly, Academic excellence and integrity, secondly, Integration of human values, ethics and professional etiquettes with teaching. This is followed by Outstanding teaching and service and Encourage quest of life-long learning.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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

Response:

Salient governance measures practiced are in line with decentralization and participative management are

- 1. Empowerment & Feedback**

- 2. Symbiotic Relationship: Faculty Members and Administration:** Both the Faculty and Administrative Staff complement each other in the functioning of RSR .

- 3. Transparency and Accountability:** The Senior Management interacts with staff and students at formal and informal levels, at various occasions. Such forums are regular and consolidated during the span of an academic session. Internally, a 360 degree feedback process along with recourse for appraisals is present.

- 4. External advisory.**

- 5. Faculty input:** All the statutory bodies of the institute have faculty members representation as mandated by the UGC regulations.

Salient Practices: Further every department conducts HoD's meetings periodically wherein faculty members input on academics, administration and research is discussed and decisions taken. At the department level, faculty provide their input on various student issues in departmental meetings so that the interests of the main stake holders, namely, students, are taken care of. In addition to the above,

Faculty members act as coordinators wherein they usher in changes in teaching methodology and evaluation methodology after interacting with the students.

Case Study

Designated Faculty Members are responsible to scrutinize the recommendations of JNTUA for various departments and forward the same along with its recommendation to the Academic Council for its approval.

A close door meeting is organized as and when required with the following team

- | | |
|---|------------|
| • All HODs | - Members; |
| • All Faculty In charge (Under Graduate Programs) | - Members; |
| • 03 (three) expert members nominated | - Members; |

Recommendations of the above committees shall be placed before the principal verbally. The said committees will have meetings at least four times in a year.

The quorum of the meeting of the above committee shall be 3/5 (three-fifth) of the total members.

Powers and functions of the above mentioned adhoc committees shall be as decided by the Board of Trustees on the recommendations of the Principal RSR.

Constitution of adhoc committee (ensures participation not limited to any committees or individual's or any previous reference documents, which ensures equal opportunity) for the moderation of Question Papers of Internal Examination

The following shall be the constitution of adhoc committee for the moderation of Question Papers of Internal Examination:

- One Senior Professor - Chairman of the committee
- Head of the Department (Each department) - Member
- One Senior Faculty from each Department - Member

Role and Responsibilities of adhoc Committee:

(i) The chairman of the adhoc coordinate the Moderation of Question Papers fifteen days before the commencement of Internal Examination.

(ii) The chairman of the adhoc committee shall prepare the schedule of moderation such that all the Moderated Question Papers must reach to the exam office one week before the Commencement of Examination.

(iii) The Committee shall go through the Question Papers to check:

- a) Repetition of questions.
- b) Marks Distribution
- c) Clarity in question paper
- d) Name of Subject/Course, Subject/Course Code, Year, Semester, Maximum Marks, Duration etc.
- e) Syllabus Covered.
- f) Any other.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

Keeping in mind the vision of becoming a premier institution in rural Andhra Pradesh and emerge as a centre for community innovation , the following institutional strategic perspective plans are effectively deployed.

- Obtained ISO-9000-2015 (Educational Organizations Management System) Certificate
- ARIIA RANKING 2021 , we were placed BAND Promising colleges category .
- Digital campus is established by implementing webprosindia.com Online ERP software.
- Outcome Based Education (OBE) is implemented
- Initiatives to go for additional infrastructure is completed
- smart boards are installed for technology enabled learning,
- Participation in NIRF (National Institutional Ranking Framework)

In order to establish the School of Computing Sciences and IT, in accordance with the feedback received all stakeholders and to meet the industry needs, three additional UG programmes are introduced, namely Artificial Intelligence and Data Science Launched in 2022.

Subject to approval from JNTUA University, the institution is planning to introduce two more UG programs from the next academic session

File Description	Document
Upload any additional information	View Document
strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

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 Correspondent and the Principal form the main members of the administration with the correspondent being the final authority in all financial matters and the Principal in all academic matters. The Principal has the overall responsibility of the various management functions of the college with due support from the Directors, Heads of Departments, the Programme Coordinators, the IQAC Coordinator, Controller of Examinations, and Administrative Officer.

An organogram given under shows the hierarchy in RSR with the roles and responsibilities, It illustrates the hierarchy, flow of authority, responsibility and communication process. A pictorial representation of RSR structure indicates the academic relations between the teaching and non-teaching staff within RSR. The order in which the authority and power is exercised and delegated is important for executing the related activities and achieving the targeted goals and objectives successfully, Also defines how the activities, such as, delegating tasks, coordination and supervision are directed towards achieving the mission and vision of an RSR

In line with the Mission and Vision of RSR an Organogram of the institution is specified below.

File Description	Document
Paste link for additional information	View Document
Link to Organogram of the Institution webpage	View Document

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	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

1. RSR provides a grant of Rs.25,000/- one time seed money for startup research grant to the faculty members who hold Ph.D. degree at the time of joining from the academic year 20-21.
2. All eligible staff members at RSR are covered with PF, Personal Accident Insurance Policy and COVID-19 illness Group Insurance Policy.
3. A cultural extravaganza is organized for all staff members and their family members on annual basis.
4. An orientation programme is being organized for all staff members .
5. Faculty members who publish research papers are given incentives based on the Impact factors.
6. Faculty Members with a feedback of 4.7/5 and 95% above results are felicitated during various functions.

7. In case of any Annual Membership, the Institution bears appropriate cost.
8. Leave with Pay is given to faculty who want to pursue Ph.D., subjected to the condition that they rejoin the institute after completing Ph.D.
9. Faculty Members are encouraged to attend FDP in nearby and reputed colleges.
10. Increment is given to the faculty members who have completed Ph.D while in Service.
11. Special Increments are given to faculty members who complete 5 years and 10 years at RSR.
12. Maternity leave with pay, free personal and family counseling and medical consultation facilities.

For All Staff:

1. Coverage in Employee Provident Fund as per the provisions of Employee Provident Fund Act, 1952.
2. Group Medical and Accidental Death Insurance for all Full Time employees.
3. All full-time regular employees of RSR below the minimum ceiling wage as prescribed by the statutory authority are eligible for ESI as per the provisions of Employee State Insurance Act, 1948.
4. All full-time regular employees of RSR are eligible for Gratuity as per the Payment of Gratuity Act, 1972.
5. Felicitation of Employees for Long Service- On completion of 5, 10, 15 and 20 years of Meritorious Service.
6. Provision of Maternity Leave for all eligible female employees as per rules.
7. RSR is committed to providing equal access and opportunities to job applicants and employees who are differently-abled.
8. Performance Appraisal process is in effect for Teaching & Non-Teaching Staff so as to appreciate performance and incentivize the valuable contributions of employees year on year.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

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: 0

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

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

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 5

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

2020-21	2019-20	2018-19	2017-18	2016-17
7	4	6	3	5

File Description	Document
Reports of Academic Staff College or similar centers	View Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	View Document

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: 38.65

6.3.4.1 Total number of teachers attending professional development Programmes viz., Orientation /

Induction Programme, Refresher Course, Short Term Course year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
92	30	19	5	46

File Description	Document
Upload any additional information	View Document
Details of teachers attending professional development programmes during the last five years	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff**Response:**

RSR is committed to move with a clear vision for quality of capacity building and community innovation, henceforth it becomes necessary to review the performance of all employees to ensure the following.

- (i) *The work done by the staff member is in tune with the JNTUA university's requirements*
- (ii) *Faculty members benchmark against the best and set high standards of teaching and community innovation.*

Once an employee at RSR completes the probation period the employee shall be considered for the Performance Appraisal cycle, based on their performance the following decisions shall be taken:

1. Services shall be confirmed and thereafter shall be eligible for the increment/promotion cycle; or
2. Probation period may be extended for another one year and they shall not be eligible for increment/promotion cycle; or
3. They may be required to relinquish from the services of the College

Only those employees who have completed a minimum 02 years and confirmed in the services will be considered for Performance Appraisal cycle, Those employees whose probation period is extended shall not be eligible for the current performance appraisal cycle.

We follow a 3 stage Performance Based Appraisal System to evaluate the annual performance of the employees' and consider for promotion/change in role/increment.

- 1) The faculty member fills the Self-Appraisal form which covers Teaching, Research and Administrative capabilities of an individual wherein they rate themselves on a scale specified by the management
- 2) Principals office shares the Self-Appraisal report as received from staff with the respective Heads of Department for their evaluation on Teaching / Research & Administrative skills and also suggestion on future Training needs. The Heads evaluate on a scale specified by the Principals office

3) The Principal office submits the consolidated assessment report received from respective HOD's to the management for recommendation on increments and promotions as applicable.

The management does a study of the assessment reports and post discussions, arrives on the outcome of the appraisal ,for Teaching Staff ; an analysis of quantitative and qualitative feedback submitted by students is given 80% weightage in management review. This helps the management to take corrective actions as required. Faculty members are encouraged to register for Trainings for FDP,s i.e MOOCS, NPTEL courses etc.

File Description	Document
Paste link for additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

RSR established a foolproof mechanism for conducting internal and external audits on the financial transactions in every financial year Internal audits are conducted on half yearly basis by the Finance team headed by the Finance Head of RSR.

RSR has engaged a Team of Qualified Chartered Accountant through Firm of Chartered Accountants of NELLORE to supervise the Internal Audit Functions and to ensure that all the laid down procedures and monitoring as set by the Board of Trustees are strictly adhered while carrying out transactions Faculty and Staff along with accounts team are working for legal compliances .

Internal Audit for I half (Apr'20 To Sep'20) was conducted in October 20. Inter Audit for the II half (Oct'20 To Mar'21) was conducted on April 21.

Audit is conducted on the budget allocated that includes recurring expenses such as salary, electricity, maintenance cost, stationery, other consumable charges etc., and non – recurring expenses like purchase of lab equipment, furniture and other infrastructure development, The institution has not so far come across any audit objections, All these mechanisms exhibit the transparency being maintained in financial matters and adherence to financial discipline of the institution.

The Chartered Accountants and team also ensures that the posting and recording of transactions are carried participate in the purchase procedure/approval of purchases initiated by the respective Dean / Directors of the faculty.

RSR has Statutory Auditors Firm are reputed practicing Chartered Accountants, for carrying out the Procedural, Transactional, Financial and compliance Audit and submit their reports either Quarterly or Half Yearly Audit reports commenting on their observations and highlighting the corrective and preventive checks and measures that need to be taken to ensure proper compliance as per observations.

The External Auditors' observations are reviewed by the Trustees and forwarded to the respective accountants / HOD/ Concerned department to bring in improvements in the areas highlighted by the RSR thus ensures that proper checks and balances are in place in respect of Financial/Procedural aspects and also ensures that the transactions are recorded in books with proper approvals.

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

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

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

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

Response:

RSR resource mobilization is carried out by any of the following strategies,

- Domestic student Tuition and other fee.
- Interest on Fixed Deposits and Saving accounts.
- Skill Development Programs.
- Conducting External Exams (Examination Center).

- Labs for Research and Investigation- Under Process.
- Other earnings from training or workshops and events.
- Rent from commercial establishments inside the campus.

Domestic student fee:

Due to High demand for various Technical courses wherein we have 100% intake in many courses, the domestic student are enough to meet out the revenue and Capital expenditure of RSR to maintain a healthy revenue system .

Interest from Fixed Deposits:

RSR is maintaining saving accounts for all fee collection. Any fee received in excess to the monthly expenditure requirement will be kept in terms of Fixed Deposit to earn better interest.

Skill development Programs:

RSR often participates in various Skill development programs of Central Government and State Government, we are in the process of generating revenue for the university through such programs.

Conducting External Exams (Examination Center) :

At RSR, Department of Computer Science & Engineering is equipped with "State of the Art" Computing Facility with more than 1200 high end Computers with updated Hardware and Genuine software's to cater cutting edge technologies. These state of the Art labs can also be used for conducting online entrance exams, which requires latest configuration with faster computing power on paid basis.

From the year 2022-23, Labs for Research and Investigation:

At RSR, Department of Computer Science & Engineering is equipped with "State of the Art" Computing Facility with more than 700 high end Computers with updated Hardware and software's to cater cutting edge technologies like Cyber Security, Analytics, Big Data, Cloud Computing, Artificial Intelligence and Data Science ,These labs can be used by various Govt and Pvt Agencies for research, development and Investigation of issues related to technologies stated earlier.

File Description	Document
Paste link for additional information	View Document

6.5 Internal Quality Assurance System

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

Response:

Quality management system in RSR is implemented to provide academic excellence, quality education is provided through our robust faculty recruitment process, deserving students are attracted by our admission policy which facilitates them, and Faculty members are encouraged to enhance their teaching and innovation skills by utilizing the HR policy benefits and also are directed to upgrade their Technical Knowledge, students at RSR are provided with a platform to boost their personality skills through our career services training and development Centre, Providing opportunities to start their professional journey in their dream company through our placement team, alums are encouraged to acquire lifelong learning skills attitude by involving them in various activities & committees of RSR.

- The strategies are implemented, progress is monitored regularly through quarterly meetings, and the same is documented along with ATR; the recommendations are implemented in academic and administrative practices.

1. Indicator: Employability**1.1 Operational Definition:**

IQAC is constituted of academic, industry and student members. We have worked to enhance the student's employability through quality education which can serve as a prime factor for the indicator.

RSR students have enhanced professional skills through curriculum updation and the opportunity to acquire the technical skill set in their field of interest in a choice-based credit system with many electives in various programs.

1.2 Assessment:

The students would undergo continuous internal assessment through quizzes, online tests, seminars, end-term examinations, and practical examinations, via- a voice with weightage as per university guidelines implemented with full rigor helps the student perform better.

1.3 Source of evidence:

Students' employability has been significant since the first graduating batch. The placements for **2017-18, 2018-19 and 2019-2020 batches** have witnessed a higher number of placements with better salaries and resulted in applications for various courses over the sanctioned strength.

2 Indicator: Capacity building in Slow/Fast Learners**2.1 Operational definition:**

Students through our language lab acquire communication skills, aptitude building corporate training, and technical skills right from the first semester. Placement orientation training was provided to final year students during holidays over two weeks.

2.2 Assessment:

Assessment is done through various modes, performance through continuous evaluation mode by Online tests, Quizzes, Seminars, Internal tests etc.

2.3 Source of evidence:

Result analysis for the Last 5 Years of CSE, ECE, EEE, Enclosed for Reference.

File Description	Document
Paste link for additional information	View Document

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:

1. Indicator: Effective and result-oriented Implementation of the Program Objectives.

1.1 Operational definition:

Teaching and pedagogy are implemented in each course of various programs based on the program's specific course objectives. The outcomes of the same were regularly monitored at the departmental level through UG. & IQAC. IQAC ensures quality. Assessment is done through continuous evaluation. The results are further reviewed in IQAC meetings at regular intervals. CO's and PO's Course attainments are assessed after each semester. Teaching procedures are regularly monitored through IQAC and evaluated by students' performance in the midterm. End-of-term examinations, etc. As a part of the continuous evaluation process in place. Final grades are assigned by the relative ranking system, making the entire system transparent and efficient.

1.2 Assessment:

The courses are aligned by their program-specific objectives, course objectives, course outcomes and the attainment calculated and submitted to IQAC at the departmental level. Course attainment outcomes are discussed and deliberated in IQAC meetings, along with result analysis.

1.3 Source of evidence:

The CO's and PO's attainment for each course data is already enclosed .

2. Indicator: Transparency in Evaluation (Assured)

2.1 Operational definition:

Students are allowed to see their evaluated answer scripts in the Continuous Evaluation process in a stipulated period before the publication of Internal Examination results.

2.2 Assessment:

Students are directed to verify the answer booklet after seeing their evaluated answer booklet, wherein they categorically agree on the marks allotted and scored against each question; this process brings complete transparency to our evaluation and answer booklets were retained in the Examination office as per norms

2.3 Source of evidence:

Students' grievances about the examination were minimized to **0.02 %** as evidence of transparency in our teaching and evaluation processes; a scanned copy of the grievances received is enclosed for your reference

File Description	Document
Paste link for additional information	View Document

6.5.3 Quality assurance initiatives of the institution include:

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

Response: A. All of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

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:

RSR takes all steps, regulatory and initiatives to make it gender responsive and a safe place for both men and women to study, work, RSR prioritizes the wellbeing and safety of all its stake holders. Throughout the year, Women's Day, women's specific socially significant issues, special forums, lectures and activities are held to raise awareness among students about necessary aspect of Women's Empowerment at all levels and fields.

The explicit initiatives undertaken towards this are entailed and detailed below:

SAFETY AND SECURITY

- CCTV surveillance system is installed in RSR campus across all blocks and for safety and security.
- Surveillance system which is monitored through Administrative staff via is active 24*7 with high resolution cameras with audio recording facility to safeguard RSR against any untoward happening. This arrangement makes the women of RSR feel safe and secure.
- Security personnel both men and women are deployed in RSR across the campus.
- A dedicated hostel team with wardens and security guards work round the clock to ensure the safety and security of the students especially women.
- Hostel Manual of Polices lays down guidelines of discipline and decorum within the campus and Hostels. Any violation is strictly dealt with.
- The Grievance Redressal Policy and Procedures are developed to facilitate open communication for employees and student.
- Anti ragging committees and squads are formed.
- Committee constituted for Sexual Harassment (prevention, prohibition, redressal)
- RSR strict deterrence policy towards Alcohol deterrence and prevention of drug abuse. Also, Deterrence towards causing bodily harm or mental harm, and damage to infrastructure.
- Finally, the university plays a very critical role in deterring cyber space violations. (MoP)

MEDICAL FACILITIES

- Availability of a Female Doctor and Female Nurse from Uma Chand Hospital Dr. Uma Chand M.B.B.S., M.D. (Medicine) -Male Dr. Madhuri (M.B.B.S., M.D. (D.V.L.) and female ensures immediate medical care and facility to the students.
- A dedicated medical center, 24*7 ambulance and first aid kit are available in the campuses.

COUNSELLING

- RSR has a dedicated committee for counselling the PG and UG students.
- The Hostel wardens, Administrative Staff and Faculty Mentors are always available to help female students at all points of time.

- Faculty mentoring includes inculcation of ethical and moral values as well as respect for gender diversity and encourages inclusivity in all spheres.
- All Senior Officials and Management representatives are always available for all the students to solve any problem or issue at any point of the day.
- Common rest rooms for women are available in each floor of all hostel, academic and administrative block of the campuses.
- Separate girl's common room is also available.
- Gym facilities and indoor as well as outdoor game arrangements are also provided for the female students.

The unique interest committee -*People Respecting Equality, Sexuality and Mental Health* is a committee formed to build a community to discuss and sensitize; on issues like gender equality and mental illnesses like Bipolar Disorders, Depression. Initiatives that the committee has undertaken are Webinars on a selected topic by Mental Health Expert/ Men or Women Rights Activists, etc.

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

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: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- Solid waste management
- Liquid waste management
- Biomedical waste management

- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:**Solid Waste Management:**

Solid waste management would be accomplished either by in house utilization/ consumption or by outsourcing and disposal as directed by SAMITHA BUILDERS PRIVATE LIMITED, 250 BINS have been kept across the campus for collection of the solid waste disposed from different sources in the campus, These bins have three category for collection.

1. Biodegradable.
2. Recyclable waste like paper, cartons, cans, metallic items etc.
3. Non-degradable waste like glass, blades, expired medicine, bandages etc.

Non – Biodegradable / Recyclable

Collection and disposal of all OF THE ABOVE is managed by SAMITHA BUILDERS PVT LIMITED as a part of their CSR activity.

Frequency

- 1.SOLID -DAILY
- 2.LIQUID – DAILY
- 3.FOOD-DAILY
- 4.PAPER, CANS AND CARTONS -15 DAYS

Main Aim to do this activity

- Environmental Sustainability
- Ensuring effective waste management

E-Waste Collection Centers are located inside the college and subsequently managed by SAMITHA BUILDERS PRIVATE LIMITED.

E-WASTE COLLECTION PROCEDURES

- Computer parts would be dumped in the laboratory in a designated space as approved by the administrative officer.
- electronic components from electronic laboratories would be stored in the laboratories store room only.
- Measuring equipment's, power supplies, CRT, CRO, etc. which are non-serviceable, would be removed from the working space, with prior approval from HOD and Principal. It would be stored in the separate space allocated within the laboratories

- Worn out bulbs and waste electrical items are disposed along with the above

THROUGH THIS WE AIM AT

- 1.Awareness on waste collection methodologies.
- 2.Effective e- waste management.
- 3.Conserving natural resources.
- 4.Health and well being.
- 5.Helping the Rural Community in Kavali District who can reuse the same in Kavali Constituency.

File Description	Document
Link for Relevant documents like agreements/MoUs with Government and other approved agencies	View Document
Link for Geotagged photographs of the facilities	View Document

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: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

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

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Link for any other relevant information	View Document

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

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Link for any other relevant information	View Document

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: B. 3 of the above

File Description	Document
Link for any other relevant information	View Document

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:

RSR, our correspondent being an philanthropist strives to be in the forefront of respecting diversity from

gender, religion to race, eradication of stereotypes , encouraging students and faculty members to respect each other. The Institute in order to achieve the said objective has taken the following steps:

- SIP (Students Induction Programme) orientation programme of RSR seeks to imbibe the spirit of tolerance and harmony right from day one.
- Formation of Cultural Club, Grievance Redressal Committee, Internal Complaints Committee, women's protection cell, women empowerment cell , UBA (Unnath Bharath Abhiyan), SGRC (Students Grievance Redressal Committee), Cultural Club, UHVC(Universal Human Values Cell) Within RSR working towards communal, socio-economic, cultural harmony as well as tolerance and respect for other diversities.
- National days like Independence Day, Republic Day, Gandhi Jayanti along with festivals and pujas in the student community from Ugadi and Sankranti (Pedda Panduga) ,Pongal ,Diwali to Eid and Christmas is a step towards building tolerance and harmony.
- Communication classes are held to make students from diverse backgrounds effectively communicate . •Industrial visits, and Kavali – Village visits nurtures in embedding values deep into the way of life of the students.
- Cultural and sports programmes are organized in RSR for students to interact with one another.
- Student driven extracurricular activities through committees and clubs of the Institute inculcate the spirit of teamwork and event management, which gives inputs to boost up their business acumen as a stepping stone for startups .
- Students have shown interest in participating to create, innovate and culture in multidimensional way.,Students from diverse areas come together to develop a culture of oneness.

RSR organizes various activities to provide an inclusive environment like:

- STUDENT INDUCTION PROGRAMME , is celebrated every year by the students to welcome the freshers
- Each student gets an opportunity to introduce him/herself, Fourth Year students give the highlights and importance of various programmes like CSE and AI , enables a healthy interaction with the seniors
- Farewell – RSR organizes Farewell Function every year to the outgoing students ,during this the outgoing students share their experiences with the first year students .
- SGRC (Students Grievance Redressal Committee) , is the apex student body which oversees all the student driven grievances and works in tandem with all the existing committees in the institute for an Healthy environment in RSR
- The core committees include Cultural Club, Grievance Redressal Committee, Internal Complaints Committee, women's protection cell, women empowerment cell , UBA (Unnath Bharath Abhiyan), SGRC (Students Grievance Redressal Committee), Cultural Club, UHVC(Universal Human Values Cell). These faculty /student driven committees are aimed at developing well- rounded graduates with strong interpersonal and organizational skills.
- Cultural committee of RSR is responsible for hosting cultural events in the academic year. Members of the committee do not just work in this committee, they also experience it.
- The Unnath Bharath Abhiyan of RSR encourages students to play a key role as responsible citizens,NSS and women protection cell of RSR celebrates womens day on a yearly basis

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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:

Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens.

RSR nurtures a culture which is respectful of the Indian Constitution and citizenship Working toward this direction RSR has undertaken the following measures:

- Emphasis on JNTUA curriculum for programs have courses designed on Indian constitution, Values and Ethics etc. •Celebration of National Days wherein faculty members and students come together speak on the same.
- RSR organizes blood donation camps, awareness on AIDS, Environment Day, Women and Womens day by womens protection cell are organized throughout the year for students.

Unnath Bharath Abhiyan at RSR: The objective is of promoting the well-being and and the process of uplifting the vulnerable population in the society , we get united to make a difference to the society .

RSR conducts various activities to sensitize the students about the constitutional obligations. Like Teachers day, Gandhi Jayanti, Republic Day, Independence Day, etc. are celebrated in the campus. During this time we ensure they take a pledge to abide by the constitution of India.

Every year Republic Day is Celebrated on 26th January by activities highlighting the Indian Constitution, Independence Day is celebrated every year on 15th August to make students aware on the struggle of freedom and the Indian constitution , starts with flag hosting followed by national anthem , the concerned person delivers a speech, on our constitution, sensitizing the students on their responsibility towards the constitutional values, rights, duties and responsibilities of citizens. The speech followed by distribution of sweets.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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	View Document
Code of ethics policy document	View Document

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

Response:

RSR is dedicated towards understanding the importance of national and international commemorative days and observes the same without fail, the management (NSS) along with the student bodies take up the onus of organizing functions on important days Commemorative days Republic Day Celebration, Independence Day Celebration, Women's Day Celebration, Engineers Day Celebrations, Sardar Vallabhai Patel's Birthday, National Children's Day, World AIDS Day, Teacher's Day Celebration, GruruPoornima Celebrations, World Water Day, APJ Abdul Kalam's Birthday, Mother Theresa's Birthday.

The students, staff and faculty members celebrate each significant festival here beginning from Ugadi, Pongal, Diwali, Saraswati Puja, Ganesh Puja, Eid and Christmas every year. This includes activities that ensure creating an inclusive environment. Various games and cultural activities are included in these celebrations that give opportunity for all to showcase talents. This establishes positive interaction among people of different racial and cultural backgrounds.

We have organized Special Camp At SC And ST Colony, Ulvapalla Village, OLD BITRAGUNTA VILLAGE, For A Week, doing the following activities Swachh Bharat, Purification Of Drinking Water, Enrolment Of Dropouts In School, Blood Group Testing Camp, Conservation Of Rain Water And Awareness On Water Pits, Sports & Ethical Values Awareness Programme to Children's, Tree Planation.

As a mark of solidarity towards the constitution of India, RSR passionately nurtures a pluralist bent of mind towards all religion functions and encourages the students and faculty to showcase the same.

File Description	Document
Link for any other relevant information	View Document

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:

INSTITUTE'S BEST PRACTICE- 1

1. Title of the Practice: "FRAMEWORK FOR COORDINATED GROWTH"

2. Objectives of the Practice:

The Institute encourages each student to be empowered to be a productive, ethical empathic and responsible citizen of India. Our vision. In elaborating, we move towards a comprehensive development; an institution to take up such a critical responsibility mandates equal importance to all the parameters mentioned.

- 1.Scholarly superiority
- 2.Character Development
- 3.NSS
- 4.Clubs & Societies
- 5.Honour & Appreciation
- 6.Health & Fitness

Student Participation – “Design - Correlate - Assemble - Control”

3. Contextual Features:

The stages for developing strong leadership abilities are “**Design - Correlate - assemble – Control**”. The goodness of this process on how you can navigate through the processes with ease; KAVALI is a rural area, mainly the parents of these students belong to agricultural background, so the main challenge here is developing the essential qualities of leadership, which has to be done by mentors, hod's, coordinators, the various clubs, the faculty members encourage these students to these clubs, as these are voluntary without any merit, the students can participate, enabling the first time to be participate guided by existing senior members.

The follow-up process is who the faculty at RSR can align them with social concerns,

At this stage, we can increase awareness regarding community innovation, state and national level awareness is grown, how they can contribute to the society, state and the nation, the students in themselves, start understanding and students and staff with the same objective form groups and start working on the same.

4. The Practice:

National Educational Policy -2020, in addition to academic excellence, personality development should go hand in hand; this becomes essential for standardizing and maintaining uniformity and can be measured.

The process of “How” has become a standard across RSR We are creating a provision for students to evolve. Activities of application in community innovation offset the rigour of the academic curriculum; the transformation from a - Rural Indian “School to an Engineering College” warrants changes in mindset. Here, we give the students a chance to get an identity, which further necessitates the need for mentors and counsellors. We face “Cultural and Social” issues related to co-educational institutions and rural students. Reorient to compete/ co-operate with the opposite gender, especially in village areas, The need to change from “forced to Study” to “Choices to Excel”. Self-study and use of infrastructure like Library – E-books and how to utilize the same.

5. Evidence of Success:

Reviewing the results of the last five years, the critical ingredient of the above practice is the elements of placements, admissions, retention in companies, dropping out from a course etc. feedback from the employers helps us in curriculum development, the nature of industrial requirement that is to be focused on and the overall health and wellbeing of the institution. The outcome is reflected in the intake/ admissions of the succeeding years. Statistically, this aspect enclosed

The above tabulation helps us analyses and reveal how the college's efforts to transform a student into influential leaders and good citizens combine academic excellence and holistic development. The supporting documents enclosed in the earlier criteria are also evidence of the efforts we put in to achieve along with the audited financials, which is a fact on the expenditure incurred. We have already developed an in-house personality development Centre with dedicated staff members.

6. Problems encountered and resources required:

One of our most challenging phases is making the student understand the importance of such value-added capacity enhancement programs and maintain the same level of rigour in students starting from the first semester to the last semester, it is a real challenge, and our team at RSR has managed the same with passion, we ensure that the first year these activities are based on credit for students to attend such programs, second and third year attendance become mandatory, by the time the students reach final year the assessment give the student their development and where they standards in terms of state and national level and the students automatically come forward to improve upon their holistic skills.

In addition, RSR Provides specialized Training to students interested in higher studies and competitive examinations at state and national levels.

INSTITUTE’S BEST PRACTICE- 2

1. Title of the Practice: "EFFECTIVE IMPLEMENTATION OF MENTOR - MENTEE SYSTEM "

2. Objectives of the Practice:

It is the most critical area; the objective of the Mentor-Mentee system is to provide development-inducing feedback, is related to Faculty mentoring, includes the inculcation of ethical and moral values as well as respect for gender diversity, and encourages inclusivity in all spheres, All Senior Officials and Management representatives are always available for all the students to solve any problem or issue.

A separate girl's standard room is also available.

The Hostel In-Charges, Senior Administrative Staff, and Faculty Mentors are always available to help female students at all points of time if any difficulty or problem arises.

Faculty mentors and the respective heads of the department regularly review academic progress and counsel students to improve performance and ensure academic growth. Special measures are taken to support advanced as well as slow learners

3. Contextual Features:

The Institute follows a universal principle that evaluation of any kind should follow the application of mind and natural justice, Transparency, ethics and equal opportunity to be made available to each student at RSR to attain grades. We have a process, and there is the process standardization across all programs and progressive and focus on ensuring, monitoring and maintaining the standards of Higher Education by NEP -2020.

4. The Practice

- Regular Meetings between Mentor and Mentee
- Mentor allocated a Maximum of 20 students
- Slow learners and Advanced learners are identified by the mentors and informed accordingly to the concerned HOD
- Fast Learners are encouraged to take up competitive examinations and given further coaching
- Slow learners are given more attention in the class

5. Evidence of Success and the Impact of the Practice

For 1495 students, we have 77 mentors for 1495 students with a mentor-mentee ratio of 1:20. Mentors have guided the students to participate in the value-added courses and CRT classes.

Table 5.1 Details of Students

enrollment in Add-on Courses.

Year	2020-21	2019-20	2018-19	2017-18	2016-17
Students' enrollment in Add-on Courses	1089	1101	1017	1059	853

As evidence of success, the mentors achieved a maximum of 95% of the final year students to participate and successfully complete the value-added course and skill development sessions arranged by the institute through the professional bodies.

6. Problems encountered and resources required:

Capacity building the Mentors is cumbersome; continuous Monitoring leaves the students and staff busy throughout the semester, reducing the time for Personality development; the ability of the mentor to identify and classify is the main criteria which can be a success factor in the mentor-mentee system. Training of Mentors, rewards and recognition for Mentors and Mentees for outstanding performance in

academics /games and sports and cultural events held from time to time at state, national as well as international levels.

File Description	Document
Link for Best practices in the Institutional web site	View Document
Link for any other relevant information	View Document

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:

Institutional Distinctiveness

Devoted to a Cause, “RSR – Society –ANDHRA PRADESH – India “

Constitution of Trust: The Trust was formed as a Corporate Social Responsibility (CSR) initiative for the overall development of the constituency for establishing an AICTE-approved college in KAVALI for capacity building for the deprived people of NELLORE DISTRICT and gained further importance because of the stagnated rural belt in the adjoining areas.

1. **Vision** - This would form a document for the Trust constitution; Trustees deliberate upon what are the components to be introduced in RSR
2. **Strategic Initiatives**
 1. Bringing the youth of KAVALI to mainstream education with the help of the industry network.
 2. Create Centers for Community Innovation to foster community innovation leading to the development of the district and benighted affected areas.
 3. Align the focus of RSR to National priorities – Electric Vehicles, Solar Mission, Swachh Bharat, Low-cost housing etc.
 4. Impart Soft skills training to students & teach them different languages to enhance their placement potential.
 5. Application completed for setting up of Jan Shikshan Sansthan <https://www.jss.gov.in/> under MSDE, Govt of India, Jan Shikshan Sansthan aims to provide vocational training to non-literates, neo-literates as well as school drop-outs in rural regions by identifying skills that have a relevant market in that region. Over two-thirds of India’s population comprises rural citizens. The objective of JSS is to uplift this rural population economically by imparting essential skills training, thereby enabling local trades to grow and creating new opportunities for the natives of the region.
 6. Application for NON-FUNDED Partner under NSDC for employment-oriented programs through Sector Skill Councils.

3.Short Term Measures

- 1.Renewed focus on extracurricular activities and physical health by providing nutritious food and community initiatives
- 2.Reduction of Teaching load for Faculty members
- 3.Due to locational disadvantages trying to source faculty members with Industrial experience in nearby areas rather than faculty with only teaching experience and not Ph. D is a mandatory criterion for experienced members to improve the quality of teaching.

Focusing on the Strategic Initiatives

Through our strategic initiatives, we have increased the per capita income of the people in the villages; we have tried to align our objectives with the government of India, **“Make in India - Digital India - Startup India - Innovate India - Skills India”**.

- 1.Increase awareness and Industry-Academia Partnership
 - 1.Community Innovation Centre's
 - 2.Certification & Skills
- 2.Adapt the curriculum.
- 3.Recognize contribution.

File Description	Document
Link for appropriate web in the Institutional website	View Document
Link for any other relevant information	View Document

5. CONCLUSION

Additional Information :

A. Application completed for setting up of Jan Shikshan Sansthan <https://www.jss.gov.in/> under MSDE, Govt of India, Jan Shikshan Sansthan aims to provide vocational training to non-literates, neo-literates as well as school drop-outs in rural regions by identifying skills that have a relevant market in that region a step forward in implementing NEP -2020 , Over two-thirds of India's population comprises rural citizens. The objective of JSS is to uplift this rural population economically by imparting essential skills training, thereby enabling local trades to grow and creating new opportunities for the natives of the region.

B. Application for NON FUNDED Partner under NSDC for employment oriented programs through Sector Skill Councils .

Concluding Remarks :

As an Academic Institution our credential and credibility has been conferred; not just by the number of students (Approximately 1500) who opt for our Institution (RSR Engineering College).

Marked our humble beginning in the year 2008 and today we are 13 years old with **2** Campuses having buildings of plinth area 3,60,000 sq. ft, Four Members of the sponsoring Trust have ventures in Samhita Builders Pvt. Ltd., Bengaluru; Samhita Constructions, Bengaluru; Vision PU College, Bengaluru; and Sradha Builders, Bengaluru.

Our Endeavour, mission and vision has always been to be instrumental in creating opportunities that create skill sets and individuals who are hands on in craving a niche for themselves. We believe in creating work force identities, that are not limited to a geography or a scheme.

Therefore I consider this to be a great chance to create a meaningful impact by associating with NAAC. Believe that we could not have gotten more lucky, for when hardwork meets opportunity, success is the only outcome.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.1.3	<p>Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years</p> <p>1. Academic council/BoS of Affiliating university 2. Setting of question papers for UG/PG programs 3. Design and Development of Curriculum for Add on/ certificate/ Diploma Courses 4. Assessment /evaluation process of the affiliating University</p> <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: B. Any 3 of the above Remark : Observation accepted & Input edited as per supporting documents provided by HEI</p>																				
2.1.2	<p>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)</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>188</td><td>206</td><td>238</td><td>231</td><td>215</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>188</td><td>206</td><td>238</td><td>231</td><td>215</td></tr></table> <p>Remark : Observation accepted & Input edited as per documents provided by HEI</p>	2020-21	2019-20	2018-19	2017-18	2016-17	188	206	238	231	215	2020-21	2019-20	2018-19	2017-18	2016-17	188	206	238	231	215
2020-21	2019-20	2018-19	2017-18	2016-17																	
188	206	238	231	215																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
188	206	238	231	215																	
3.3.3	<p>Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years</p> <p>3.3.3.1. Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>50</td><td>1</td><td>2</td><td>6</td><td>10</td></tr></table> <p>Answer After DVV Verification :</p> <table><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	50	1	2	6	10										
2020-21	2019-20	2018-19	2017-18	2016-17																	
50	1	2	6	10																	

2020-21	2019-20	2018-19	2017-18	2016-17
48	1	2	6	2

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
6	21	18	27	27

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	8	5	8	7

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1495	1560	1530	1555	1372

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
225	770	545	1040	600

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
21	14	12	9	8

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
17	11	7	5	5

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
15	11	7	6	5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

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)**

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)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
106803	182196	224984	214303	334366

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3.09728	1.87411	1.69730	1.75748	0.94407

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
67.88	117.39	128.63	108.12	91.03

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
67.88	117.39	128.63	108.12	91.03

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

5.1.2.1. Number of students benefitted 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)

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
487	523	1116	898	461

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
487	523	480	476	395

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
444	307	234	332	250

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
111	111	117	166	125

Remark : Input edited as per documents provided by HEI

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

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

Answer before DVV Verification:

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

78	52	28	70	42
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Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
83	50	23	70	40

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.

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	1

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	2	0

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

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	18	18	18	18

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	8	8	8	8

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

Answer before DVV Verification : A. ? 5 Lakhs

Answer After DVV Verification: E. <1 Lakhs

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).

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
98	39	25	6	54

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
92	30	19	5	46

Remark : Observation accepted & Input edited accordingly

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**

Answer before DVV Verification : A. Any 4 or all of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted & Input edited as per supporting document provided by HEI

2.Extended Profile Deviations

ID	Extended Questions																				
1.2	<p>Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>252</td><td>252</td><td>252</td><td>252</td><td>252</td></tr></table> <p>Answer After DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>235</td><td>235</td><td>235</td><td>235</td><td>235</td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17	252	252	252	252	252	2020-21	2019-20	2018-19	2017-18	2016-17	235	235	235	235	235
2020-21	2019-20	2018-19	2017-18	2016-17																	
252	252	252	252	252																	
2020-21	2019-20	2018-19	2017-18	2016-17																	
235	235	235	235	235																	
2.1	<p>Number of full time teachers year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td></td><td></td><td></td><td></td><td></td></tr></table>	2020-21	2019-20	2018-19	2017-18	2016-17															
2020-21	2019-20	2018-19	2017-18	2016-17																	

98	95	97	95	124
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Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
95	92	93	93	121

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
247.94	331.66	236.43	218.93	185.75

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
132.59	194.77	191.18	168.58	138.48