



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

RAJIV GANDHI COLLEGE OF ENGINEERING AND TECHNOLOGY

PONDY-CUDDALORE MAIN ROAD, KIRUMAMPAKKAM, PUDUCHERRY.

607403

www.rgcet.edu.in

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajiv Gandhi College of Engineering and Technology (RG CET), established in 1999, is a premier engineering institution in the Union Territory of Puducherry, India. As a leading private sector initiative in technical education, RG CET is strategically located on the Pondicherry-Cuddalore Main Road and is fully funded by the Sri Balaji Educational and Charitable Trust.

The college is celebrated for its dedication to academic excellence and innovation. It boasts a diverse student body and is the fourth largest engineering college in Puducherry. Under the guidance of experienced faculty, dedicated staff, and motivated students, RG CET creates a vibrant and inspiring educational environment.

RG CET's expansive 9.34-acre campus in Kirumampakkam, situated about 13 kilometers from Pondicherry, offers a pollution-free and elevated setting ideal for learning. The campus features over 20,903 square meters of construction, designed to international standards by Prof. A. Mohammad Harris from Anna University, Chennai.

The college's facilities include spacious classrooms, well-equipped physics and chemistry laboratories, an air-conditioned computer lab, a comprehensive library, workshops, staff rooms, student lounges, and a canteen. Its proximity to landmarks like the Aurobindo Ashram, Auroville, and the Manakula Vinayagar Temple, coupled with excellent road and rail connectivity to Chennai, adds to its appeal.

Under the leadership of Shri. M. K. Rajagopalan, Chairman of the Sri Balaji Educational and Charitable Public Trust, and Principal Dr. E. Vijayakrishna Rapaka, RG CET sets high standards in engineering education. The college's robust quality assurance and academic audit systems maintain the highest educational standards, preparing nearly 7,000 engineers for successful careers globally.

Rajiv Gandhi College of Engineering and Technology (RG CET), established in 1999, is AICTE-approved and affiliated with Pondicherry University. Founded with a mission to provide quality technical and professional education, RG CET aims to develop young entrepreneurs and leaders. As Puducherry's first self-financing technical institution, it operates under the Sri Balaji Educational and Charitable Public Trust, reflecting the vision of Shri. M.K. Rajagopalan to advance India's higher education sector by producing skilled professionals.

Since its inception, RG CET has expanded its offerings to include four undergraduate (UG) and four postgraduate (PG) programs, with an approved intake of 508 students for the academic year 2023-24.

Vision

The vision of RG CET is: "To be in the forefront of higher education in order to give India the high caliber manpower she needs."

Mission

- To provide quality education from undergraduate to postdoctoral programs.
- To ensure high standards of behavior and discipline among the student community.
- To create an environment of joyful learning.
- To impart skills that will enable students to succeed in their endeavors.
- To offer meaningful industrial education, research, and training at all levels.
- To provide a wide range of flexible options, particularly in non-formal and continuing education.
- To uphold high standards of professional conduct and ethics for both staff and students.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Rajiv Gandhi College of Engineering and Technology (RGCET) boasts a conducive working environment for both faculty and non-teaching staff, enhancing employee retention. The institution is supported by qualified and dedicated faculty members and undertakes various activities to promote social welfare and inculcate a sense of social responsibility among its community. RGCET offers a conducive research environment for both faculty and students, facilitating hassle-free research endeavors. The institution promotes excellence through awards for management excellence, social entrepreneurship, alumni achievement, quality research, entrepreneurship, and academic achievement. A continuous progressive evaluation system ensures the consistent assessment of students. The college practices participative management and has implemented numerous initiatives to support slow learners and students from diverse backgrounds. Innovative teaching methods are employed, and there is a strong emphasis on the holistic development of students. Additional strengths include transport facilities to nearby towns and villages, the formation of an Internal Quality Assurance Cell (IQAC) to ensure teaching-learning quality, an effective mentoring system with close monitoring and counseling, and excellent placement opportunities with an increasing number of companies visiting the campus annually. Various clubs and chapters have been constituted to facilitate co-curricular and extension/outreach activities, and in-house newsletters and magazines are published regularly. RGCET also offers facilities for various indoor and outdoor games and sports.

Institutional Weakness

Despite its strengths, RGCET faces some hurdles. As an affiliated institution, it has limited academic flexibility. There is a lack of interest among rural students towards higher studies or research due to financial commitments, such as repaying educational loans. The institution has a limited number of faculty members with international exposure, and its departments are yet to gain recognition as research centers.

Institutional Opportunity

RGCET has several opportunities for growth and development. The institution can motivate a majority of students from rural backgrounds to join by providing merit scholarships, thereby enhancing its contribution to corporate social responsibility. There is potential to encourage and facilitate students to enroll in online courses, increasing the scope for consultancy and research projects. Achieving NAAC and NBA accreditation is a significant opportunity for the institution. Additionally, tying up with research laboratories can promote knowledge exchange and development.

Institutional Challenge

RG CET faces several challenges, including addressing the diverse needs of students from various backgrounds. Increasing the number of students opting for entrepreneurship, recruiting highly experienced faculty with doctoral and post-doctoral degrees, and gaining autonomy in the admission procedure to attract meritorious students are ongoing challenges. Many students from rural backgrounds lack good communication skills, and providing placements for the majority in core engineering sectors is a continuous effort. Securing funded research projects also remains a significant challenge for the institution.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rajiv Gandhi College of Engineering and Technology (RG CET) is a self-financing institution affiliated with Pondicherry University, Puducherry, offering six undergraduate and four postgraduate programs. The institution operates under a clearly defined vision and mission, which are effectively communicated to all stakeholders. A robust mechanism is in place for planning, executing, and monitoring curriculum delivery.

To align student skills with industry expectations and competitive examinations, RG CET has conducted 105 value-added courses over the past five years, benefiting 97% of the participating students. Additionally, the college actively encourages hands-on learning through projects, internships, and industrial visits, with 904 out of 1245 students (72.61%) taking part in these opportunities. Stakeholder feedback is regularly used to introduce new courses based on market demand, ensuring that the curriculum remains relevant and responsive to industry

Teaching-learning and Evaluation

RG CET has consistently increased the number of student placements each year. The faculty and students increasingly use NPTEL and other innovative methods, reflecting a commitment to progressive teaching practices. The college sees a growing number of students participating in co-curricular and extracurricular activities, with university rank holders achieved annually since its inception.

Over the last five years, the number of first-year admissions has varied, with 383 seats filled in 2018-19, 374 in 2019-20, 280 in 2020-21, 316 in 2021-22, and 343 in 2022-23. The total number of seats filled during this period was 1,696, which constitutes 51.7% of the 3,276 seats sanctioned.

Advanced learners receive additional support, and the student-centric learning environment promotes independent, interactive, and collaborative learning. RG CET encourages and supports all co-curricular and extracurricular activities to nurture critical thinking, creativity, and scientific temper. An effective mentoring system provides informal and formal counseling for slow learners and those who face academic challenges.

The college also supports faculty development, with sanctioned posts over the last five years being 126 in 2018-19, 120 in 2019-20, 104 in 2020-21, 91 in 2021-22, and 90 in 2022-23. Additionally, RGCET has a robust evaluation system; over the last five years, 2,004 out of 2,120 final-year students who appeared for university examinations successfully passed, achieving a pass percentage of 94.52%. Faculty members are encouraged and supported to attend development programs, and students benefit from a structured system of daily tests, continuous assessment tests, model tests, and retests.

Research, Innovations and Extension

Rajiv Gandhi College of Engineering and Technology (RGCET) is dedicated to fostering a robust research culture, advancing consultancy services, and engaging in extension activities. Central to these efforts are specialized centers that drive research and innovation.

The IBM Virtual Laboratory at RGCET is a hub for cutting-edge research in Information Technology, offering a platform for faculty and students to explore advanced IT solutions. Similarly, the Centre for Advanced Material Engineering Research & Applications (CAMERA) leads interdisciplinary research in material science, focusing on developing new materials for various industries. CAMERA integrates expertise from multiple fields to tackle global challenges in material science and engineering.

RGCET faculty have demonstrated a strong commitment to research, publishing 349 research articles in peer-reviewed journals and conferences. This underscores the college's dedication to contributing to the global knowledge base.

To bridge the academia-industry gap, RGCET has established 27 Memorandums of Understanding (MoUs) with leading industries and industrial bodies. These partnerships offer faculty and students valuable industrial exposure through internships, collaborative research projects, and practical applications of academic work, ensuring that the curriculum remains aligned with industry trends.

RGCET also emphasizes inspiring the next generation through regular activities like science exhibitions, science camps, and career guidance programs for +2 students. These initiatives aim to ignite a passion for science and technology, helping young students make informed decisions about their future.

Through these efforts in research, consultancy, and extension activities, RGCET is committed to creating a dynamic academic environment that emphasizes both theoretical knowledge and practical application in solving real-world challenges.

Infrastructure and Learning Resources

Rajiv Gandhi College of Engineering and Technology (RGCET) offers a well-maintained infrastructure that fosters an optimal learning environment for both students and faculty. The college spans 9.34 acres with a built-up area of 20,903 square meters, housing classrooms and laboratories that meet All India Council for Technical Education (AICTE) standards, ensuring adequate facilities for academic programs.

The campus is equipped with modern, AVI-enabled classrooms and seminar halls that support interactive

learning. A high-speed internet connection with 300 Mbps bandwidth, provided by a BSNL Leased Line, ensures seamless connectivity for academic and research activities.

RG CET's library is a key resource, containing 34,557 volumes and offering access to 3,142 international journals through the DELNET Online platform. The library is managed using KOHA Software, an Integrated Library Management System (ILMS) that streamlines services such as cataloging and circulation, making it easier for users to access materials.

The college extends support to its students and faculty beyond regular hours, providing access to campus facilities for continued work and research. Reliable power backup is ensured through 250 kVA generators, and campus security is maintained with strategically placed CCTV cameras.

Extracurricular activities are also emphasized at RG CET, with spacious playgrounds available for sports and physical activities. Additionally, the campus includes a well-maintained digital library and internet center, offering a quiet, resource-rich environment for study and research.

Through its comprehensive infrastructure and resources, RG CET ensures that students and faculty have access to the necessary tools and facilities to support their academic and professional development.

Student Support and Progression

Rajiv Gandhi College of Engineering and Technology (RG CET) is dedicated to exceptional student support and holistic development through excellent infrastructure, mentoring, and diverse opportunities for personal and professional growth.

The college offers state-of-the-art facilities that foster an optimal learning environment. Mentoring by qualified faculty members guides students throughout their academic journey. The robust in-house placement and training department has achieved a 91.15% placement rate, reflecting strong industry connections. Additionally, 11.93% of students pursue higher education abroad, showcasing global opportunities available to graduates.

RG CET operates a fleet of seven buses, providing convenient transportation for students from neighboring areas. Special attention is given to slow learners through targeted support, including counseling, remedial classes, and retests to enhance academic performance.

The college encourages student participation in co-curricular and extracurricular activities through various clubs and student chapters. RG CET has a vibrant sports culture, with 264 students involved in sports and 50 sports winners, including achievements in roller skating at the All India Inter University competition.

To keep students informed and engaged, the college publishes in-house newsletters and magazines. Students actively participate in governance, with representation in academic and administrative committees. A grievance redressal cell and a student council ensure that student voices are heard and concerns addressed.

RG CET takes pride in its alumni, many of whom have progressed to higher studies, successful careers, or entrepreneurship. The college supports students with management scholarships for deserving and meritorious students, alongside government and agency scholarships.

Through these comprehensive support systems, RG CET is committed to nurturing student growth, ensuring

academic success, and preparing students for future endeavors.

Governance, Leadership and Management

Rajiv Gandhi College of Engineering and Technology (RGCET) operates with a well-structured organizational setup that ensures clear delegation of responsibilities and operational autonomy at various levels. Leadership development is a key focus at RGCET, with leadership being cultivated across all administrative and management tiers. This approach is supported by continuous monitoring and regular review meetings, which contribute to a conducive working environment that fosters staff retention and satisfaction.

The Internal Quality Assurance Cell (IQAC) at RGCET plays a pivotal role in driving the college's governance and management activities. The IQAC is actively involved in ensuring the highest standards of academic and administrative practices through systematic planning, implementation, and evaluation. Regular IQAC meetings are conducted to assess the effectiveness of various initiatives, recommend improvements, and promote a culture of quality enhancement across the institution.

RGCET's management is both proactive and participative, engaging with all stakeholders to ensure that the institution's goals are met. The management recognizes and rewards excellence, motivating staff members who excel in their responsibilities. This participative approach ensures that all members of the college community are aligned with the institution's vision and mission, contributing to its overall success.

Through these governance, leadership, and management practices, supported by the active involvement of the IQAC, RGCET maintains a dynamic and efficient operational environment that is committed to continuous improvement and excellence in all areas.

Institutional Values and Best Practices

Rajiv Gandhi College of Engineering and Technology (RGCET) is committed to fostering a green, eco-friendly campus where sustainable practices are embraced by both staff and students. The campus features rainwater harvesting systems to recharge groundwater and rewards students and staff for excellence in curricular and extracurricular activities. Special support is provided to slow learners through counseling and coaching, monitored by a continuous evaluation system. Campus automation has been implemented to streamline administrative and academic processes, enhancing operational efficiency.

A key practice at RGCET is the Mentoring System, which strengthens the teacher-student relationship and offers academic and personal counseling. This system helps students overcome challenges, build confidence, and receive career guidance, whether for jobs, higher studies, or entrepreneurship. The mentoring system addresses the need for academic excellence and helps students navigate competitive environments while improving attitudes, habits, and learning practices.

Another significant initiative is the RGCET Industrial Skill Education (RISE) program, focused on skill development to enhance employability and promote entrepreneurship. RISE addresses the gap between academic knowledge and industry requirements by providing hands-on training, such as assembling LED tube lights and component-level servicing. This initiative also contributes to reducing e-waste while equipping students with valuable technical skills. Additionally, the IBM Digilab offers virtual value-added courses, preparing students for the software industry with technology-driven training methods.

RGCET's distinctiveness lies in its commitment to excellence in teaching, learning, and evaluation. The college employs innovative teaching methods, comprehensive evaluation systems, and a supportive learning environment to prepare students for the demands of the modern workforce. By continuously improving these aspects and addressing challenges proactively, RGCET sets a benchmark for others to follow.

Through these best practices and its focus on innovation and excellence, RGCET provides a comprehensive, student-centered educational experience, preparing graduates for success in a rapidly evolving global landscape.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJIV GANDHI COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	Pondy-Cuddalore Main Road, Kirumampakkam, Puducherry.
City	PUDUCHERRY
State	Puducherry
Pin	607403
Website	www.rgcet.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	VIJAYAKRI SHNA RAPA K A E	0413-2615308	9367600780	-	info@rgcetpdy.ac.in
IQAC / CIQA coordinator	ELAVARAS AN P	0413-2615310	9787702015	-	iqac@rgcetpdy.ac.in

Status of the Institution	
Institution Status	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	
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State	University name	Document
Puducherry	Pondicherry University	View Document

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC	13-07-2018	View Document
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	15-07-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Pondy-Cuddalore Main Road, Kirumampakkam, Puducherry.	Rural	9.34	20903.18

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,Information Technology,Information Technology	48	HSC	English	60	54
UG	BTech,Computer Science And Engineering,Computer Science and Engineering	48	HSC	English	120	101
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Engineering	48	HSC	English	60	51
UG	BTech,Biomedical Engineering,Biomedical Engineering	48	HSC	English	60	26
PG	Mtech,Computer Science And Engineering,Computer Science and Engineering	24	UG	English	9	3
PG	Mtech,Electronics And Communication Engineering, Wireless Communications	24	UG	English	9	0

PG	MCA,Master Of Computer Applications, Master of Computer Applications	24	UG	English	60	29
PG	MBA,Master Of Business Administration,Master of Business Administration	24	UG	English	60	55

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	13				21				69			
Recruited	10	3	0	13	8	5	0	13	32	31	0	63
Yet to Recruit	0				8				6			

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				79
Recruited	38	41	0	79
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				23
Recruited	17	6	0	23
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	10	3	0	8	5	0	0	0	0	26
M.Phil.	0	0	0	0	0	0	3	2	0	5
PG	0	0	0	0	0	0	29	29	0	58
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/ LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	0	0	0	0
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	0	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	82	44	0	0	126
	Female	87	19	0	0	106
	Others	0	0	0	0	0
PG	Male	30	14	0	0	44
	Female	24	19	0	0	43
	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	77	70	67	69
	Female	49	37	36	36
	Others	0	0	0	0
ST	Male	0	1	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	802	733	686	687
	Female	506	437	394	378
	Others	0	0	0	0
General	Male	23	19	20	17
	Female	34	21	22	19
	Others	0	0	0	0
Others	Male	14	17	13	27
	Female	6	6	3	12
	Others	0	0	0	0
Total		1511	1341	1241	1245

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>Institutional Preparedness for NEP 2020 at Rajiv Gandhi College of Engineering and Technology Rajiv Gandhi College of Engineering and Technology (RGCET) is committed to aligning its operations with the National Education Policy (NEP) 2020 to become a comprehensive multidisciplinary institution. By integrating engineering, humanities, and sciences, RGCET aims to produce graduates equipped with both technical expertise and a humanistic perspective. Multidisciplinary Education and Interdisciplinary Programs RGCET plans to create interdisciplinary programs that bridge STEM fields and the humanities, integrating social and emotional learning (SEL) principles into the</p>
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curriculum. This approach will foster self-awareness, social awareness, and ethical decision-making among students. For instance, engineering students will be exposed to topics like environmental ethics and the societal impacts of technology, providing a balanced understanding of both technical and humanistic aspects. Innovative and Flexible Curriculum RGCET intends to introduce a flexible, innovative curriculum designed to meet society's dynamic needs. The college will offer credit-based courses alongside hands-on projects in areas like community engagement, environmental education, and value-based learning. Key initiatives include:

- Community Engagement Projects: Students will address local needs, developing civic duty, problem-solving skills, and community involvement.
- Environmental Education: The curriculum will emphasize sustainable engineering practices and environmental impact assessments, equipping students to tackle global environmental challenges.
- Value-Based Learning: Programs will focus on ethical practices and social responsibility, fostering a commitment to positive societal contributions.

Multiple Entry and Exit Points for Enhanced Flexibility To accommodate diverse student needs, RGCET will implement a multidisciplinary curriculum in line with Pondicherry University guidelines, offering multiple entry and exit points after the first, second, and third years of undergraduate education. This structure allows students to earn certifications, diplomas, or degrees based on completed coursework:

- 1 Year: Certificate in Foundational Engineering
- 2 Years: Advanced Diploma
- 3 Years: Bachelor's Degree

This flexibility enables students to pursue lifelong learning at their own pace. Multidisciplinary Research and Collaboration RGCET plans to establish multidisciplinary research centers that bring together experts from various fields to address critical issues such as sustainable development, public health, and technological innovation. By fostering collaboration between academia, industry, and government, the college aims to drive impactful research and create solutions to pressing societal challenges. Holistic Campus Culture and Support Systems In alignment with NEP 2020, RGCET will promote a campus culture that values diversity, peer support, and emotional well-being. SEL integration will be complemented by co-curricular activities,

	<p>wellness services, and faculty training, ensuring graduates are technically proficient, socially responsible, and emotionally intelligent. Through these initiatives, RGCET is poised to take a leading role in shaping education's future in line with NEP 2020. The college's focus on multidisciplinary learning, innovative curricula, and research-driven solutions will position it as a forward-thinking institution dedicated to creating a sustainable future.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>Academic Bank of Credits (ABC) at Rajiv Gandhi College of Engineering and Technology (RGCET)</p> <p>Introduction of ABC Rajiv Gandhi College of Engineering and Technology (RGCET) has adopted the Academic Bank of Credits (ABC) as part of the National Education Policy (NEP) 2020. Implemented in collaboration with Pondicherry University, ABC facilitates the efficient management and transfer of academic credits across courses and institutions. This initiative aligns with NEP's emphasis on flexible learning pathways, enhancing students' academic mobility and allowing them to tailor their educational journey. Compliance and Credit-Based Systems</p> <p>RGCET is integrating a credit-based system, which assigns value to courses based on learning outcomes, instructional hours, and assessments. This approach ensures that the curriculum aligns with NEP objectives, providing students with a clear understanding of their academic progress. Additionally, all academic records, including transcripts and certificates, will be digitized by Pondicherry University and integrated into the ABC platform, ensuring secure management of student data and smooth credit transfers. Standardization of Credit Transfer To ensure transparency and consistency in credit transfers, RGCET will establish standardized procedures. These will allow students to transfer credits seamlessly while maintaining the integrity of their academic records. The institution will also form Credit Transfer Committees to review and approve credit transfers, ensuring course equivalence and compliance with RGCET's standards in consultation with Pondicherry University. Student Support and Counseling RGCET will offer comprehensive student support and counseling services to help students navigate the ABC framework effectively. These services will guide students through the process of accumulating</p>

	<p>and transferring credits, ensuring they benefit from flexible entry and exit points. Collaboration and Interoperability RGCET will collaborate with other institutions to enhance data exchange and credit transfer, promoting academic mobility. This collaboration will enable students to accumulate credits from different institutions, providing them with the flexibility to customize their educational paths. Faculty Innovation and Development To align with the ABC framework and NEP 2020, RGCET will encourage faculty to adopt innovative practices in teaching and assessment. Faculty will select materials that align with course objectives, design assignments fostering critical thinking, and engage in professional development. Regular training sessions will keep faculty updated on modern teaching methodologies and ABC implementation, ensuring continuous improvement in teaching practices. Good Practices in ABC Implementation RGCET's initiatives surrounding the ABC align with NEP 2020, enhancing educational flexibility and providing diverse learning opportunities. The institution's commitment to digitization, collaboration, and professional development ensures effective ABC implementation, benefiting students and faculty. These practices will keep RGCET at the forefront of educational innovation, offering a dynamic and adaptable learning environment.</p>
3. Skill development:	<p>Future Initiatives for Strengthening Vocational Education and Soft Skills at Rajiv Gandhi College of Engineering and Technology (RGCET) Rajiv Gandhi College of Engineering and Technology (RGCET) is launching initiatives to enhance vocational education and soft skills, aligning with the National Skills Qualifications Framework (NSQF) and National Education Policy (NEP) 2020. These efforts aim to equip students with the technical, professional, and interpersonal skills necessary to excel in the job market and contribute positively to society. Curriculum Enhancement RGCET will continuously update its curriculum to include skill-based courses and practical training across various disciplines. By integrating electives, workshops, and industry-oriented projects, the college will provide students with real-world knowledge and hands-on experience, ensuring they acquire relevant skills and insights into their chosen fields. Skill Development Programs</p>

RG CET plans to collaborate with industry partners, training providers, and sector skill councils to offer skill development programs in high-demand areas like IT, manufacturing, healthcare, and entrepreneurship. These programs, including boot camps, hackathons, and hands-on training sessions, will help students develop technical skills and problem-solving abilities directly applicable in the workforce. Entrepreneurship and Innovation Through its Entrepreneurship Development Cell (EDC) and innovation labs, RG CET will foster entrepreneurship by providing incubation support, mentorship, and funding opportunities. Courses on entrepreneurship, business plan competitions, and startup accelerators will further support students in translating their skills into viable business ventures. Programs to Promote Vocational Education In partnership with the Skill Development Council of India, RG CET will offer specialized vocational courses to enhance technical competencies in fields such as Mechanical, Electrical, Civil, Electronics and Communication, Computer Science, Automobile Engineering, and Renewable Energy. These practical, industry-relevant courses will ensure students are well-prepared for the job market. Value-Based Education RG CET will emphasize ethical and humanistic values through workshops on communication, leadership, emotional intelligence, and stress management. This value-based education will help students excel in their technical fields while also becoming responsible and empathetic individuals. Future Efforts to Enhance Vocational Education • Credit Structure: Every student will complete at least one vocational course as part of their academic journey. • Industry Experts: The college will engage industry veterans for training and mentorship, providing practical insights from professionals. • Modular Education: RG CET will offer modular programs through online, distance, and on-campus learning formats, providing flexibility for students. • NSDC Collaboration: The college will collaborate with the National Skill Development Corporation (NSDC) for skill mapping and certification. • Flexible Learning: RG CET will offer online and distance skilling courses, allowing students to access vocational education from anywhere. Good Practices RG CET will contribute to the Skill India Mission through regular curriculum updates, skill development programs, and

	<p>entrepreneurship support. The college will also provide internships, industry immersion programs, and recognition of prior learning, ensuring students are well-prepared for the evolving job market. Continuous monitoring will ensure these initiatives remain effective and aligned with industry needs. Through these comprehensive initiatives, RGCET will align with NEP 2020's vision of holistic and practical education, setting a benchmark for vocational education and skill development in the region.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>Future Strategy for the Integration of the Indian Knowledge System (IKS) at Rajiv Gandhi College of Engineering and Technology (RGCET) Rajiv Gandhi College of Engineering and Technology (RGCET) will integrate the Indian Knowledge System (IKS) into its curriculum to provide a holistic educational experience that embraces traditional Indian knowledge, languages, and cultural heritage. This approach aligns with the National Education Policy (NEP) 2020. Vision and Strategy RGCET's vision is to embed Indian knowledge and cultural practices into the academic framework, creating a curriculum that honors traditional Indian wisdom while equipping students for modern challenges. This integration will balance heritage with contemporary education.</p> <p>Curriculum Integration</p> <ul style="list-style-type: none"> • Indian Languages: RGCET will offer courses in both English and regional languages, enhancing accessibility for students from diverse backgrounds and fostering a deeper cultural connection. • Cultural Education: The curriculum will include modules on Indian culture, traditions, and arts, such as classical texts, traditional crafts, and performing arts, providing a well-rounded education that incorporates India's cultural richness. • Online Courses: Collaborating with platforms like NPTEL, RGCET will offer online courses on Indian philosophy, ancient sciences, and traditional practices, enriching students' educational experience with convenient access to India's heritage. <p>Faculty Training for Bilingual Education RGCET will support bilingual education through various faculty training programs:</p> <ul style="list-style-type: none"> • Language Proficiency Workshops: These will enhance faculty skills in regional languages, enabling effective bilingual teaching. • Pedagogical Training: The college will offer training focused on bilingual

	<p>teaching methods, multimedia tools, and instructional material development, ensuring faculty can engage students in both regional languages and English. • Collaborations with Language Experts: RGCET will collaborate with language experts to provide specialized training in bilingual education, adapting to the diverse needs of students. Preserving and Promoting Indian Knowledge and Culture RGCET will take significant steps to preserve and promote Indian knowledge and culture through: • Ancient Traditional Knowledge: The curriculum will include Ayurveda, traditional medicine, and ancient sciences, supported by seminars and workshops. • Indian Arts: The institution will support classical music, dance, and fine arts through student clubs and cultural events, ensuring these traditions thrive on campus. • Indian Culture and Traditions: Modules on Indian history, philosophy, and ethics will be integrated into the curriculum, with cultural immersion programs providing hands-on experiences with India's traditions. Good Practices for Integration RGCET will implement NEP 2020 guidelines through: • Cultural Festivals: Organizing festivals that celebrate India's diverse heritage, allowing students to participate and learn. • Interdisciplinary Courses: Developing courses that blend modern science with traditional Indian wisdom, encouraging exploration of their intersections. • Community Engagement Projects: Promoting projects that engage local communities and apply traditional knowledge practically. • Digital Archives of Traditional Knowledge: Creating digital archives to preserve and provide access to traditional knowledge for future generations. Through these initiatives, RGCET will successfully integrate the Indian Knowledge System into its educational framework, offering students a holistic education that honors India's cultural heritage while preparing them for the future.</p>
5. Focus on Outcome based education (OBE):	<p>Future Focus on Outcome-Based Education (OBE) at Rajiv Gandhi College of Engineering and Technology (RGCET) Rajiv Gandhi College of Engineering and Technology (RGCET) will adopt Outcome-Based Education (OBE) to ensure students acquire the necessary knowledge, skills, and competencies by graduation. This aligns with the National Education Policy (NEP) 2020's vision of holistic and learner-centric education. Curriculum</p>

Design and Revision RGCET will regularly update its curriculum to meet Program Outcomes (POs), Program-Specific Outcomes (PSOs), and Course Outcomes (COs). These revisions will ensure students gain the knowledge and skills required for their fields, preparing them for the modern workforce. Integration of Skill Development RGCET will integrate skill-based courses, practical training, and industry-oriented projects into its curriculum. This approach will align with the Skill India Mission, helping students develop hands-on skills that enhance their employability and career readiness.

Enhanced Teaching Methods The college will employ innovative teaching strategies such as flipped classrooms, project-based learning, and problem-solving sessions to actively engage students. These methods will create a student-centered learning environment, encouraging students to take ownership of their learning.

Efforts to Capture OBE in Teaching and Learning

- **Assessment and Evaluation:** Continuous assessment methods, including quizzes, assignments, projects, and exams, will be implemented to measure student performance against defined outcomes. This approach will track student progress and ensure the achievement of learning outcomes.
- **MOOCs and Online Resources:** RGCET will use MOOCs and other online resources to complement traditional teaching. Access to computer labs and SWAYAM will enable students to engage in online learning and transfer credits.
- **Internship and Project Work:** Internships and project work will be mandatory, providing practical exposure and real-world experience. These opportunities will help students develop both technical and managerial skills.
- **Fabrication Facility and Innovation Labs:** RGCET will establish state-of-the-art labs, including the Fabrication Facility Laboratory and Tinkering Laboratory, while enhancing the Innovation Laboratory. These labs will support hands-on learning and foster creativity and problem-solving skills.

Good Practices Pertaining to OBE

- **MOOCs Integration:** RGCET will support MOOCs integration through SWAYAM, offering infrastructure, training, and credit transfer mechanisms for diverse online learning opportunities.
- **Comprehensive Internship Programs:** The college will offer internships that provide industrial exposure and practical skills, ensuring students gain real-world experience.
-

	<p>Interdisciplinary and Applied Research: RGCET will promote interdisciplinary research through its Innovation Laboratory, providing resources and mentorship for innovative projects.</p> <ul style="list-style-type: none"> • Skill Development Courses: The college will offer skill development courses approved by the Skill Development Council of India, helping students develop industry-relevant skills. • Field Visits and Experiential Learning: RGCET will organize field visits and study tours to provide real-world insights, bridging the gap between theory and practice. • Regular Monitoring and Feedback: Continuous monitoring and feedback systems will ensure the curriculum remains relevant and aligned with industry standards, with regular updates based on input from students, faculty, and industry partners. Through these strategies, RGCET will ensure that students achieve both academic excellence and practical skills, preparing them for successful careers.
6. Distance education/online education:	<p>Future Strategy for Distance Education and Online Learning at Rajiv Gandhi College of Engineering and Technology (RGCET) Rajiv Gandhi College of Engineering and Technology (RGCET) will embrace innovative approaches to distance and online education within the framework established by Pondicherry University, in alignment with the National Education Policy (NEP) 2020. Despite certain regulatory constraints, RGCET aims to enhance teaching and learning through effective use of technology. Offering Vocational Courses through ODL Mode RGCET, due to its affiliation with Pondicherry University, will not independently offer vocational courses through the Open and Distance Learning (ODL) mode. However, the college will adhere to university regulations and explore potential collaborations with the university to expand online and distance learning initiatives in the future, should the regulatory environment allow. Development and Use of Technological Tools for Teaching and Learning RGCET will maximize the use of various technological tools to enhance the teaching and learning experience. Key resources and tools include:</p> <ul style="list-style-type: none"> • Learning Management Systems (LMS): The college will continue using platforms like Moodle to distribute course materials, assignments, and facilitate discussions. This integration of online resources with traditional classroom instruction will

create a comprehensive and flexible learning environment.

- **Video Conferencing Tools:** Applications like Zoom, Google Meet, and Microsoft Teams will be employed for online classes, webinars, and virtual meetings. These tools will enable real-time interaction and support synchronous learning, keeping students engaged.
- **Digital Libraries and Resources:** RGCET will ensure access to a wide range of academic resources and research materials through digital libraries and online databases, enhancing students' ability to conduct independent study and research.
- **Blended Learning Initiatives:** The college will promote a blended learning model, combining in-person classes with online assignments, quizzes, and discussion forums. This hybrid approach will offer students greater flexibility while maintaining a high standard of education.

Good Practices in Distance Education and Online Learning

RGCET will implement best practices to provide a rich and effective online learning environment:

- **MOOCs Integration:** The college will facilitate access to Massive Open Online Courses (MOOCs) through platforms like SWAYAM. RGCET will provide the necessary infrastructure, training, and support to help students integrate MOOCs into their academic programs.
- **Faculty Development Programs:** Regular training sessions on using online teaching tools and effective online pedagogy will be conducted for faculty. Continuous professional development will ensure educators are well-equipped to deliver high-quality online instruction.
- **Student Support Services:** RGCET will offer dedicated support services, including technical assistance and academic advising, to help students navigate online learning platforms and resolve any issues that may arise.
- **Monitoring and Feedback Mechanisms:** Continuous monitoring and feedback mechanisms will be implemented to evaluate the quality of online education offerings. Regular feedback from students and faculty will be used to refine and improve the online learning experience. By following these practices, RGCET will ensure that its online and distance education initiatives align with NEP 2020's objectives, leveraging available technological tools and innovative teaching methods to provide a rich and flexible educational experience despite regulatory constraints.

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Rajiv Gandhi College of Engineering and Technology (RG CET) has established an Electoral Literacy Club (ELC) as part of its commitment to fostering electoral awareness and promoting democratic values among students. The ELC aims to educate students about the electoral process, the importance of voting, and their rights and responsibilities as citizens in a democratic society.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>The ELC at RG CET has appointed student coordinators and faculty members to oversee its activities and ensure its effective functioning. These coordinators are responsible for organizing events, conducting awareness programs, and facilitating student participation in electoral processes. The ELC is representative in character, comprising members from diverse backgrounds to ensure inclusivity and broad participation.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>RG CET's ELC has undertaken several innovative programs and initiatives to engage students and the community in the electoral process: Art Competition for Electoral Literacy: Held on January 21, 2020, at Bharathi Park, this event was conducted by the Elections Department of Puducherry. It aimed to creatively engage students in understanding and promoting electoral literacy through artistic expression. Participation in Electoral Competitions: On January 25, 2020, RG CET students participated in various competitions organized by the Election Department, Pondicherry, at the college premises. These competitions included debates, quizzes, and poster-making, focusing on the importance of voting and electoral participation. 100% Voting and Signature Campaign: On March 23, 2021, Mr. Sezhian Babu from the District Election Office, Government of Puducherry, addressed the students about the need for 100% voting. A signature campaign was conducted to motivate students to participate actively in the electoral process. Mega Online Voter Registration Camp: Conducted on December 2, 2022, this camp featured Mr. Prithivi Thasildar from Bahour, who spoke to students about the significance of voting. During the camp, nearly 75 students registered for their voter identity cards,</p>

	<p>demonstrating the club's commitment to increasing voter registration among eligible students</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>RG CET has undertaken several socially relevant projects and initiatives related to electoral issues, including: Voter Awareness Campaigns: The ELC conducts regular voter awareness campaigns to educate students and the community about the importance of voting and participating in the democratic process. Promotion of Ethical Voting: Initiatives to promote ethical voting practices, such as workshops and seminars, are organized to ensure that students understand the importance of making informed and unbiased voting decisions. Inclusive Participation: The ELC focuses on enhancing the participation of underprivileged sections of society, including transgender individuals, commercial sex workers, disabled persons, and senior citizens, by conducting targeted awareness drives and registration camps. Research Projects and Surveys: The college encourages students to engage in research projects and surveys related to electoral issues, contributing to the broader understanding of electoral participation and challenges.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>RG CET, through its ELC, actively works to ensure that all eligible students above 18 years are enrolled as voters. The club organizes voter registration camps, provides information on the registration process, and assists students in completing their voter registration forms. The institution has institutionalized mechanisms to streamline the registration process, ensuring that no eligible student is left out of the electoral roll. In conclusion, RG CET's comprehensive approach to electoral literacy and its proactive initiatives through the ELC demonstrate the institution's commitment to fostering an informed and engaged student body. By promoting voter awareness, ethical voting, and inclusive participation, RG CET contributes significantly to advancing democratic values and participation in the electoral process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1245	1241	1341	1511	1599

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

Number of teaching staff / full time teachers during the last five years (Without repeat count):

Response: 159

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

Number of teaching staff / full time teachers year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
90	91	104	120	126

3 Institution

3.1

Expenditure excluding salary component year wise during the last five years (INR in lakhs)

2022-23	2021-22	2020-21	2019-20	2018-19
252.43	145.04	135.87	225.42	224.39

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

The Institution ensures effective curriculum planning and delivery through a well-planned and documented process including Academic calendar and conduct of continuous internal Assessment

Response:

RG CET adheres to a structured planning and execution protocol to ensure the efficient dissemination of Pondicherry University's curriculum, to which it is affiliated. Embracing the Choice Based Credit System (CBCS) mandated by PU, the institute's Academic Committee formulates semester-wise academic calendars synchronized with the university's schedule. These calendars encompass crucial elements such as course duration, internal assessments, and notable events like RECOFES (Cultural Event), Convocation Day, Annual Day and Sports Day, alongside general holidays, which are communicated across departments.

Each department, aligning with the institution's academic timeline, devises its strategic action plan, sharing it with pertinent stakeholders. The Heads of Departments (HoDs) assign courses—both theoretical and practical—to faculty members, considering their expertise and preferences. Course instructors then delineate Course Outcomes (COs) using Bloom's Taxonomy, aligning them with Program Outcomes (POs) and Program Specific Outcomes (PSOs). The Institutional Quality Assurance Cell (IQAC) scrutinizes COs and their alignment before forwarding them to respective departments.

Departments construct timetables for theoretical, lab, and project work, factoring in credit allocations for each course and earmarking slots for remedial sessions, industry-centric certifications, library access, and placement training. Following HoD approval, instructors craft comprehensive lesson plans and educational materials, focusing on Outcome-Based Education (OBE), which are then disseminated through the institute's website.

Faculty members employ innovative pedagogical approaches, leveraging ICT tools and student-centered methodologies like Project-Based Learning, Problem-Based Learning, and Flipped Classroom Models. Seminars, workshops, industrial visits, and certification programs augment skill development and address curriculum gaps. HoDs and the Vice Principal (Academic) engage stakeholders periodically to evaluate course delivery efficacy.

Continuous internal assessments aid instructors in identifying learners' pace and proficiency levels, facilitating tailored support such as remedial classes for slower learners and encouraging advanced learners to pursue supplementary courses via online platforms like SWAYAM, NPTEL, Coursera, and edX.

The Academic Committee, spearheaded by the Principal and supported by the Vice Principal (Academics) and HoDs, closely monitor course coverage and delivery quality, soliciting student feedback and assessing performance in Continuous Internal Assessments (CIAs). The IQAC oversees the

attainment of POs and PSOs, integrating corrective measures to ensure curriculum effectiveness in realizing the institution's vision of providing globally competitive education.

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

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 105

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

Response: 83.55

1.2.2.1 Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
965	964	1046	1373	1448

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

Institution integrates crosscutting issues relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability in transacting the Curriculum

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) in Puducherry is a premier institution that recognizes the importance of integrating crosscutting issues such as professional ethics, gender equality, human values, environmental awareness, and sustainability into its curriculum. This integration is crucial for producing well-rounded professionals who are not only technically competent but also socially responsible and ethical in their practices.

Professional Ethics: RG CET ensures that professional ethics are ingrained in the curriculum across all disciplines. This involves teaching students about the ethical responsibilities they have towards society, clients, colleagues, and the environment. Case studies, discussions, and workshops are organized to address real-world ethical dilemmas that professionals may encounter in their careers. Additionally, courses on engineering ethics and codes of conduct are included in the syllabus to foster ethical decision-making.

Gender Sensitization: The institution emphasizes gender equality and inclusivity in its curriculum. Gender sensitization workshops and seminars are conducted to raise awareness about gender issues and to promote a more inclusive learning environment. Topics such as gender stereotypes, workplace harassment, and gender discrimination are addressed to ensure that students understand the importance of diversity and respect for all individuals irrespective of gender.

Human Values: RG CET recognizes the significance of imparting human values such as empathy, integrity, and compassion alongside technical knowledge. These values are integrated into the curriculum through courses on humanities, social sciences, and value education. Students are encouraged to reflect on their personal values and to develop a sense of social responsibility towards marginalized communities and the less fortunate.

Environmental Awareness: Given the growing environmental challenges, RG CET incorporates environmental education into its curriculum. Courses on environmental science, sustainability, and green technologies are offered to sensitize students towards environmental issues and to equip them with the knowledge and skills needed to address these challenges. The institution also promotes eco-friendly practices on campus and encourages students to participate in environmental conservation activities.

Sustainability: RG CET is committed to promoting sustainable development through its curriculum. Concepts of sustainability, resource conservation, and eco-friendly design are integrated into engineering and technology courses. Students are encouraged to develop innovative solutions that are environmentally sustainable and socially responsible. Projects and internships focusing on sustainable development are encouraged to provide hands-on experience in implementing sustainable practices.

In addition to integrating these crosscutting issues into the curriculum, RG CET adopts a multidisciplinary approach to education, fostering collaboration among students from different disciplines to address complex societal challenges. The institution also encourages active participation in community service and outreach programs to instill a sense of civic responsibility among its students. By incorporating professional ethics, gender sensitization, human values, environmental awareness, and sustainability into its curriculum, RG CET prepares its graduates to be socially conscious professionals who can contribute positively to society and address the challenges of the 21st century.

File Description	Document
Upload Additional information	View Document

1.3.2

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

Response: 72.61

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

Response: 904

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System

1.4.1

Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website

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

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

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 51.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
343	316	280	374	383

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
508	518	738	756	756

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 96.6

2.1.2.1 Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)

2022-23	2021-22	2020-21	2019-20	2018-19
301	302	267	360	362

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

2022-23	2021-22	2020-21	2019-20	2018-19
254	269	369	378	378

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 13.83

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 and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

At Rajiv Gandhi College of Engineering and Technology in Puducherry, the faculty emphasizes student-centric methods such as experiential learning, participative learning, and problem-solving methodologies to enhance the overall learning experience. In addition, they integrate ICT-enabled tools into the classroom to facilitate effective teaching and learning processes.

Experiential learning is a cornerstone of the educational approach at Rajiv Gandhi College. This method allows students to learn by engaging in hands-on experiences and real-world applications of theoretical concepts. For example, engineering students may participate in laboratory experiments, field trips, or industry internships where they can apply theoretical knowledge to practical situations. Through these experiences, students gain a deeper understanding of the subject matter and develop critical thinking and problem-solving skills.

Participative learning is another key aspect of the teaching methodology at Rajiv Gandhi College. In participative learning environments, students are actively involved in the learning process through discussions, group activities, and peer collaboration. Rather than passively receiving information from the instructor, students engage with course material, share ideas, and learn from their peers. This collaborative approach fosters a sense of community within the classroom and encourages students to take ownership of their learning.

Problem-solving methodologies are also emphasized to equip students with the skills needed to tackle complex challenges in their field of study. Teachers at Rajiv Gandhi College present students with real-world problems or case studies that require critical analysis, creative thinking, and innovative solutions. By working through these problems, students develop problem-solving strategies and gain practical experience that prepares them for future professional endeavors.

In addition to student-centric teaching methods, ICT-enabled tools play a significant role in enhancing the teaching and learning process at Rajiv Gandhi College. The college is equipped with state-of-the-art ICT classrooms where teachers utilize technology to deliver engaging and interactive lessons. ICT tools such as multimedia presentations, educational software, and simulation programs are integrated into the curriculum to supplement traditional teaching methods.

Furthermore, teachers at Rajiv Gandhi College leverage online resources to enrich the learning experience and provide additional support to students. Online platforms, educational websites, and digital libraries offer a wealth of resources including e-books, academic journals, video lectures, and interactive tutorials. These resources enable students to access information anytime, anywhere, and at their own pace, catering to diverse learning styles and preferences.

Overall, the combination of student-centric teaching methods and ICT-enabled tools creates a dynamic and interactive learning environment at Rajiv Gandhi College of Engineering and Technology. By incorporating experiential learning, participative learning, problem-solving methodologies, and ICT resources into the curriculum, the college prepares students to succeed in their academic pursuits and future careers in the ever-evolving field of engineering and technology.

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

2.4 Teacher Profile and Quality

2.4.1

Percentage of full-time teachers against sanctioned posts during the last five years

Response: 81.07

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

2022-23	2021-22	2020-21	2019-20	2018-19
116	127	138	136	138

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)

Response: 26.18

2.4.2.1 Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
27	28	28	29	27

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

Ensuring transparency in assessment mechanisms and implementing an effective grievance redressal system are crucial components of promoting time-bound and efficient teaching, learning, and evaluation processes in educational institutions. Here, we'll explore various mechanisms of internal and external assessment transparency, as well as strategies for implementing a robust grievance redressal system.

Mechanisms of Internal and External Assessment Transparency:

Clear Assessment Criteria:

Educators must establish clear assessment criteria outlining the objectives, expectations, and grading rubrics for assignments, exams, and projects. This clarity helps students understand how their performance will be evaluated.

Timely Feedback:

Providing timely and constructive feedback to students is essential for their growth and improvement. Teachers should aim to return graded assignments and exams promptly, allowing students to identify areas of strength and areas needing improvement.

Standardized Evaluation Procedures:

Ensuring consistency in evaluation procedures helps maintain fairness and transparency in assessment. Teachers should adhere to standardized grading practices and avoid bias or subjective judgments.

Moderation and Quality Assurance:

Regular moderation of assessment tasks by faculty members and external examiners helps maintain the quality and reliability of evaluations. Moderation ensures that assessment standards are upheld and discrepancies are addressed promptly.

Publication of Results:

Publishing assessment results in a timely manner allows students to track their progress and performance throughout the academic term. Transparent dissemination of results fosters accountability and trust within the academic community.

Grievance Redressal System:

Accessible Channels for Reporting Grievances:

Establishing accessible channels, such as online portals, suggestion boxes, or designated personnel, allows students and faculty to report grievances promptly. Providing multiple avenues for lodging complaints ensures inclusivity and accessibility.

Formal Grievance Resolution Procedures:

Institutions should develop formal procedures for addressing grievances, outlining steps for reporting, investigation, and resolution. These procedures should be transparent, well-publicized, and easily accessible to all stakeholders.

Designated Grievance Redressal Committees:

Constituting dedicated grievance redressal committees comprising faculty members, administrators, and student representatives ensures impartiality and accountability in resolving disputes. These committees should be empowered to investigate grievances thoroughly and recommend appropriate actions.

Timely Response and Resolution:

Implementing a time-bound grievance redressal system is essential for addressing concerns promptly and preventing escalation. Institutions should establish clear timelines for acknowledging, investigating, and resolving grievances to ensure timely intervention.

Confidentiality and Protection of Rights:

Maintaining confidentiality and protecting the rights of individuals involved in grievance proceedings is paramount. Institutions must uphold the privacy and dignity of complainants and respondents throughout the resolution process.

Feedback Mechanisms:

Encouraging feedback from stakeholders on the effectiveness of the grievance redressal system facilitates continuous improvement and accountability. Regular reviews and evaluations help identify areas for

enhancement and ensure the system remains responsive to evolving needs.

By implementing transparent assessment mechanisms and robust grievance redressal systems, educational institutions like Rajiv Gandhi College of Engineering and Technology can promote fairness, accountability, and efficiency in teaching, learning, and evaluation processes. These mechanisms contribute to a positive learning environment where students and faculty feel supported, valued, and empowered to succeed.

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

2.6 Student Performance and Learning Outcomes

2.6.1

Programme Outcomes (POs) and Course Outcomes (COs) for all Programmes offered by the institution are stated and displayed on website

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) places significant emphasis on articulating and evaluating Program Outcomes (POs) and Course Outcomes (COs) across all its programs. This commitment ensures transparency and guides students in understanding their learning objectives. The institution implements a thorough process to establish, communicate, and assess these outcomes.

Initially, RG CET defines POs to encapsulate the knowledge, skills, and attributes expected of graduates. Aligned with program objectives and industry demands, these outcomes set clear expectations for student achievement. Meanwhile, COs specify learning outcomes for individual courses, detailing the skills and knowledge students should acquire.

To enhance transparency, RG CET prominently features POs and COs on its website. This accessibility empowers stakeholders—prospective students, current students, and others—to grasp program and course expectations fully. By aligning their educational goals with these outcomes, students can better navigate their academic journey.

The assessment of POs and COs at RG CET employs a robust evaluation framework. It encompasses diverse methods such as exams, assignments, projects, presentations, and practical assessments. This multifaceted approach measures students' comprehension, application, and mastery of defined outcomes.

Continuous evaluation is integral, with ongoing assessment throughout the program duration. Students receive clear criteria and timely feedback from faculty, facilitating effective preparation and improvement. This iterative process supports students' academic growth and ensures they meet

established learning benchmarks.

Furthermore, RGCET conducts periodic evaluations at the program level to gauge overall PO attainment. Data from exams, projects, and internships are analyzed against established outcomes, providing insights into program effectiveness. External stakeholders, including industry experts, contribute feedback to validate outcomes against professional expectations.

Evaluation outcomes inform strategic improvements at RGCET. Identifying strengths and areas for enhancement enables curriculum refinement and instructional strategies adjustment. This adaptive approach ensures programs remain relevant and responsive to evolving industry needs.

Transparency underscores RGCET's assessment practices. The institution publishes assessment summaries on its website, promoting accountability and allowing stakeholders to monitor program progress. This commitment to openness fosters a culture of continual enhancement and quality assurance.

In conclusion, RGCET exemplifies dedication to academic excellence through its comprehensive approach to POs and COs. By articulating these outcomes clearly and evaluating them rigorously, the institution ensures that its programs meet high educational standards. Emphasizing transparency and continuous improvement, RGCET prepares students effectively for professional success and lifelong learning.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Rajiv Gandhi College of Engineering and Technology (RGCET) places great importance on evaluating the attainment of Program Outcomes (POs) and Course Outcomes (COs) to ensure the quality and effectiveness of its educational programs. The institution employs a variety of assessment methods and utilizes evidence-based approaches to measure students' achievement of the desired learning outcomes. In this explanation, we will delve into the evaluation process implemented by RGCET and provide evidence of its effectiveness.

RGCET adopts a continuous assessment approach throughout the duration of each program. The institution uses a range of assessment methods, including examinations, assignments, projects, presentations, and practical demonstrations. These assessments are designed to measure different aspects of student learning, such as understanding, application, analysis, synthesis, and evaluation of knowledge

and skills related to the stated POs and COs.

One piece of evidence showcasing RGCET's evaluation of POs and COs is the use of rubrics. Rubrics provide clear criteria and performance indicators for each outcome, enabling consistent and objective assessment. Faculty members at RGCET develop rubrics that align with the stated outcomes and use them to evaluate students' work. For instance, a rubric may define specific levels of achievement for a particular CO, allowing faculty to assess the extent to which students have met the expected outcome.

Another evidence of RGCET's evaluation process is the provision of timely and constructive feedback to students. Faculty members provide feedback on assignments, projects, and examinations, guiding students' progress and helping them understand their strengths and areas for improvement. This feedback loop ensures that students have a clear understanding of how they are performing in relation to the desired outcomes and allows them to make necessary adjustments to enhance their learning.

RGCET also employs program-level assessments to evaluate the overall attainment of POs. These assessments collect data and evidence related to students' performance, such as examination scores, project reports, internship evaluations, and industry feedback. For example, in the case of a mechanical engineering program, RGCET may assess students' ability to design and analyze mechanical systems through project submissions and industry-sponsored competitions. The collected data is then analyzed and compared against the stated POs to assess the program's effectiveness in achieving its educational objectives.

Furthermore, RGCET actively seeks feedback from external stakeholders, such as industry experts and employers, to evaluate the attainment of POs and COs. The institution conduct surveys, focus groups, or invite guest speakers from industry to assess the alignment of the curriculum with industry needs and the effectiveness of the learning outcomes. This external validation provides valuable insights and ensures that RGCET's programs are equipping students with the relevant knowledge and skills required in the professional world.

In conclusion, RGCET demonstrates a robust evaluation process to assess the attainment of POs and COs. The institution utilizes various assessment methods, including rubrics, continuous feedback, program-level assessments and external stakeholder engagement. These evidence-based evaluation approaches ensure that RGCET maintains the quality and relevance of its educational programs, enabling students to acquire the knowledge and skills necessary for their professional development.

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

2.6.3

Pass percentage of Students during last five years (excluding backlog students)

Response: 94.53

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

2022-23	2021-22	2020-21	2019-20	2018-19
385	342	443	454	380

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

2022-23	2021-22	2020-21	2019-20	2018-19
409	369	447	454	441

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.76

File Description	Document
Upload database of all students on roll as per data template	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 in the institution during the last five years (INR in Lakhs)

Response: 2.58

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	2.58

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.2 Innovation Ecosystem

3.2.1

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

Response:

Rajiv Gandhi College of Engineering and Technology (RGCET), Puducherry, has established a dynamic ecosystem to foster innovation and integrate the Indian Knowledge System (IKS) into its academic and research activities. By raising awareness about Intellectual Property Rights (IPR), creating a dedicated IPR cell, and planning an incubation center, RGCET has become a hub for knowledge creation and technological advancement.

Intellectual Property Rights (IPR) Initiatives

RGCET emphasizes intellectual property rights as a key element of its innovation ecosystem. The college has conducted 41 IPR-related activities, including workshops and awareness programs, to educate students and faculty on the importance of protecting their inventions and research. The establishment of an IPR cell has streamlined the patent filing process, making it easier for researchers to

secure their intellectual property. These efforts have resulted in increased patent filings, reflecting the institution's commitment to safeguarding intellectual contributions.

Incubation Center and Entrepreneurship Support

In its mission to nurture entrepreneurship, RGCET has planned a state-of-the-art incubation center. This facility will provide aspiring entrepreneurs with the necessary infrastructure, resources, and mentorship to transform their ideas into viable business ventures. The incubation center will also offer networking opportunities and industry connections, serving as a launchpad for startups. The success of this initiative is evident in the innovative projects and startups emerging from RGCET, contributing to local economic growth and technological advancements.

Integration of Indian Knowledge System (IKS)

RGCET is committed to integrating the Indian Knowledge System (IKS) into its academic and research framework. By promoting traditional Indian knowledge and cultural heritage, the institution aims to blend ancient wisdom with modern technological advancements. This approach provides students with a deeper understanding of Indian culture, encouraging them to draw inspiration from traditional knowledge while innovating in their respective fields.

Institution Innovation Council (IIC) and Research-Driven Events

The Institution Innovation Council (IIC) at RGCET plays a crucial role in promoting innovation and entrepreneurship among students and faculty. The college has organized 10 IIC events that bring together industry experts, academics, and students for idea exchange and collaboration on innovative projects. These events provide a platform for networking and interdisciplinary cooperation, enriching the institution's innovation ecosystem.

In addition, RGCET has conducted 39 seminars and workshops across various departments, focusing on research and innovation. These activities allow students and faculty to engage with the latest developments in their fields, learn from experts, and explore new research directions. This culture of continuous learning has significantly enhanced the institution's research output.

Research Output and Impact

RGCET's dedication to research excellence is evident in its success in securing international grants and filing national patents. The college has obtained two international grants, supporting cutting-edge research and facilitating global collaborations. Additionally, RGCET has filed 10 national patents, highlighting its focus on innovation and intellectual property protection.

Through these initiatives, RGCET has positioned itself as a leading institution for academic and technological excellence, driving progress and fostering a culture of innovation among its students and faculty.

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

3.2.2

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

Response: 80

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

2022-23	2021-22	2020-21	2019-20	2018-19
17	17	7	27	12

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards**3.3.1**

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

Response: 2.19

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

2022-23	2021-22	2020-21	2019-20	2018-19
141	62	56	61	28

File Description	Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

3.3.2

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: 0.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	5	4	8	7

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) has demonstrated a strong commitment to community outreach, particularly in its adopted village of Poornakuppam, Puducherry. Through active involvement in various initiatives, RG CET has addressed pressing social issues within the village while fostering students' awareness of these challenges. Over the past five years, these efforts have contributed significantly to students' holistic development and left a positive, lasting impact on both the institution and the local community.

The National Service Scheme (NSS) at RG CET has led these outreach efforts, conducting numerous extension activities that benefit the neighborhood community. These activities have raised awareness of social issues, promoted civic responsibility, encouraged community engagement, and fostered environmental conservation.

Impact on the Community

Health and Hygiene Awareness:

Health and hygiene have been central to RG CET's community outreach efforts. The NSS has organized COVID-19 vaccination camps, blood donation drives, and deworming programs, directly benefiting the local population. Awareness sessions on topics such as drug abuse, breastfeeding, and the dangers of smoking have further enhanced public health knowledge. Collaborations with institutions like MGMCRI, Indira Gandhi Institute of Dental Science, and PHC Kirumampakkam have ensured professional medical care, while students gained valuable hands-on experience by participating in these health campaigns.

Environmental Conservation:

NSS activities have significantly contributed to environmental conservation. Programs such as tree plantation drives, coastal clean-ups, and rallies promoting no-plastic usage have helped protect the local environment. These initiatives, in collaboration with organizations like Future India Trust and the Pollution Control Board, have instilled a sense of environmental stewardship in students and promoted sustainability within the community.

Electoral Literacy and Civic Responsibility:

NSS efforts have also focused on promoting electoral literacy and civic responsibility. Activities such as voting procedure demonstrations, voter registration camps, and National Voter's Day events, in partnership with the Election Department of Puducherry, have informed and encouraged both students and community members to actively participate in democratic processes. As a result, students have become more informed and engaged citizens, ready to contribute to the country's democratic development.

Social Issues Awareness:

The NSS has spearheaded programs that raise awareness of critical social issues, including women's empowerment, child sexual abuse prevention, and no-smoking campaigns. These initiatives have sensitized students and the local community to the importance of addressing and advocating for social issues, fostering empathy and a stronger sense of social responsibility.

Cultural and National Integration:

Cultural and national integration have been promoted through activities such as National Integration Pledges, Swachh Bharat Abhiyan, and Pongal celebrations. These events have helped bridge cultural and social gaps, fostering unity and patriotism among students and the community.

Holistic Development of Students:

The diverse activities organized by the NSS have played a vital role in the holistic development of RGCET students. Participation in these programs has enhanced their leadership abilities, teamwork skills, and social awareness. Engaging with real-world problems has provided students with opportunities to apply theoretical knowledge in practical settings, improving their problem-solving and decision-making abilities.

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

3.4.2

Awards and recognitions received for extension activities from government / government recognised bodies

Response:

Rajiv Gandhi College of Engineering and Technology (RGCET) has earned significant acclaim for its exceptional extension activities, receiving multiple awards from government bodies and recognized organizations. This recognition underscores the college’s steadfast commitment to community engagement and social responsibility.

A key highlight is the award from the state NSS Cell, which commended RGCET for its notable contributions to the upliftment of Poornakuppam village. This award recognizes RGCET's dedication to involving both students and faculty in impactful community service, reflecting the institution's holistic approach to education and its commitment to societal issues.

In addition to this, RGCET has been honored for its work in skill development and vocational training. The college’s initiatives, which include providing computer literacy, English language proficiency, and vocational skills to underprivileged communities, have been widely recognized. These efforts have been praised for enhancing the employability and socio-economic prospects of individuals, showcasing RGCET’s proactive role in skill empowerment.

The college’s environmental efforts were also acknowledged in 2023 when it received the "Green Campus Award" from the Nature Science Foundation. This accolade celebrated RGCET's commitment to eco-friendly practices through tree plantation drives, waste management initiatives, and workshops on sustainable development. These initiatives have had a positive impact on both the environment and the local community.

RG CET’s extension activities aimed at bridging the digital divide and supporting rural communities have also been recognized. The college’s programs in computer education, entrepreneurship training, and healthcare awareness in rural areas have significantly empowered residents and improved their quality of life.

Further accolades include the Government of Puducherry’s recognition in 2018 for outstanding National Service Scheme activities. In 2020, the Ministry of Human Resource Development (MHRD) awarded RG CET the Best Innovation in Community Service award for its innovative outreach practices. Additionally, the All India Council for Technical Education (AICTE) honored the college with the Social Impact Award in 2021 for its considerable social impact through various projects.

Beyond government recognition, RG CET has also been acknowledged by NGOs and non-profit organizations for its exemplary contributions to education, healthcare, and community development. This recognition not only highlights the college's positive societal impact but also strengthens its partnerships with these organizations, enabling further collaborative efforts.

The awards and recognitions received by RG CET reflect its unwavering dedication to social responsibility and community engagement. They affirm the college’s role in empowering individuals, addressing social issues, and fostering positive change. These accolades bolster RG CET’s reputation, attracting talented students, esteemed faculty, and industry collaborations, and motivating the institution to continue its impactful work.

In summary, Rajiv Gandhi College of Engineering and Technology has achieved numerous accolades for its exceptional extension activities, demonstrating its commitment to community service and social impact.

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

3.4.3

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

Response: 67

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	12	14	10	4

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 30

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

- teaching – learning, viz., classrooms, laboratories, computing equipment etc
- ICT – enabled facilities such as smart class, LMS etc.

Facilities for Cultural and sports activities, yoga centre, games (indoor and outdoor), Gymnasium, auditorium etc (Describe the adequacy of facilities in maximum of 500 words.)

Response:

Rajiv Gandhi College of Engineering and Technology (RGCET) prioritizes providing a conducive environment for holistic development, encompassing academic, cultural, and sports activities. The institution boasts a comprehensive range of facilities that cater to the diverse needs of students, faculty, and staff members. Below is a detailed overview of the facilities available at RGCET:

Teaching-Learning Facilities:

Classrooms: RGCET is equipped with spacious and well-ventilated classrooms that are conducive to effective teaching and learning. The classrooms are furnished with modern furniture and equipped with audio-visual aids to facilitate interactive and engaging sessions.

Laboratories: The institution maintains state-of-the-art laboratories across various departments, allowing students to gain practical experience and hands-on skills relevant to their fields of study. These laboratories are equipped with the latest equipment, machinery, and software tools necessary for conducting experiments and research.

Computing Equipment: RGCET provides access to advanced computing facilities, including computer labs equipped with high-speed internet connectivity and a wide range of software applications. Students have access to computing resources for academic projects, research activities, and skill development.

ICT-Enabled Facilities:

Smart Classrooms: RGCET incorporates smart classroom technology to enhance the teaching and learning experience. Smart classrooms are equipped with multimedia projectors, interactive whiteboards, and audio-visual systems that facilitate dynamic and interactive instruction.

Learning Management System (LMS): The institution utilizes a robust Learning Management System (LMS) that serves as a centralized platform for course materials, assignments, assessments, and communication between faculty and students. The LMS enables seamless access to resources and promotes collaboration and engagement in the learning process.

Cultural and Sports Facilities:

Auditorium: RGCET features a well-equipped auditorium with modern audio-visual equipment, seating arrangements, and acoustics suitable for hosting various cultural events, seminars, workshops, and guest lectures.

Yoga Centre: The institution recognizes the importance of promoting holistic well-being among its stakeholders. The yoga centre provides a serene and tranquil environment for students, faculty, and staff to practice yoga and mindfulness techniques for stress relief and mental wellness.

Games and Sports Facilities: RGCET encourages active participation in sports and recreational activities to foster physical fitness and teamwork. The institution offers both indoor and outdoor sports facilities, including basketball courts, volleyball courts, cricket grounds, football fields, and indoor game rooms equipped with facilities for table tennis, carrom, and chess.

Gymnasium: The institution houses a well-equipped gymnasium with modern exercise equipment and trained fitness instructors. The gymnasium provides students and faculty with opportunities to engage in physical workouts, strength training, and aerobic exercises to maintain overall health and fitness.

Conclusion:

Rajiv Gandhi College of Engineering and Technology is committed to providing a holistic educational experience that encompasses academic excellence, cultural enrichment, and physical well-being. The institution's comprehensive infrastructure and facilities for teaching-learning, ICT-enabled learning, cultural activities, and sports reflect its dedication to nurturing well-rounded individuals capable of excelling in various spheres of life. Through these facilities, RGCET endeavors to create a vibrant and inclusive campus environment conducive to personal growth, academic achievement, and overall development.

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

4.1.2

Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years

Response: 13.71

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

2022-23	2021-22	2020-21	2019-20	2018-19
54.25	0	0.11	77.89	2.56

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document

4.2 Library as a Learning Resource

4.2.1

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

Response:

Central Library at Rajiv Gandhi College of Engineering and Technology (RGCET): A Hub for Learning and Research

The Central Library at Rajiv Gandhi College of Engineering and Technology (RGCET), Puducherry, is essential in supporting academic excellence and research. Established in 1999 and located in the Dr. S.R. Ranganathan Block, the library spans 1002 square meters and operates from 9:00 am to 4:00 pm, Monday through Saturday, catering to the academic needs of 115 staff members and 1,372 students.

Membership and Collections

The library offers a vast collection of resources to support various undergraduate and postgraduate programs. With 6,473 titles and 34,557 volumes, the collection covers fields such as Electrical and Electronics Engineering (EEE), Electronics and Communication Engineering (ECE), Computer Science Engineering (CSE), Information Technology (IT), Biomedical Engineering (BME), and Mechanical Engineering (MECH). The library also subscribes to 80 national and international journals, including DELNET Online Journals, and provides access to 1,990 CDs, 27 audio cassettes, and numerous online resources.

Automated Library System and ILMS

The RGCET Central Library is equipped with an Integrated Library Management System (ILMS) that automates cataloging, circulation, acquisition, and inventory management. This system enhances efficiency and provides seamless access to resources for faculty and students. The ILMS also enables users to access the digital catalog and online services remotely, ensuring convenient access to information.

Digital Resources and Subscriptions

The library subscribes to a broad range of electronic resources, including scholarly journals, e-books, databases, and research repositories. These resources enhance research capabilities by providing access to the latest academic literature across various subjects. The library also supports open access initiatives, offering free access to scholarly content through open access repositories and institutional archives, broadening the availability of academic resources globally.

Faculty Engagement and Student Support Services

The library actively collaborates with faculty to optimize resource usage for teaching, research, and professional development. Librarians work with faculty to curate subject-specific collections and provide instructional support in research methodologies and information literacy. For students, the library offers reference assistance, research consultations, and bibliographic instruction sessions, helping them develop the critical information literacy skills needed for academic success.

User-Centric Approach

The Central Library adopts a user-centric approach, regularly soliciting feedback from faculty and students to improve its offerings. Through surveys, focus groups, and suggestion mechanisms, the library ensures it remains responsive to the evolving needs of its users.

Conclusion

The Central Library at Rajiv Gandhi College of Engineering and Technology is a dynamic learning environment that empowers faculty and students. Its comprehensive resources, automated systems, and user-centric services play a crucial role in fostering academic excellence, research, and lifelong learning within the RG CET community.

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

4.3 IT Infrastructure

4.3.1

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

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

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) prioritizes the continual enhancement of its IT facilities and ensures that sufficient bandwidth is available for internet connectivity to support the academic, research, and administrative needs of its stakeholders. Here's a detailed overview of the institution's approach to updating its IT facilities and providing adequate bandwidth for internet connection:

IT Infrastructure Upgrades:

Regular Assessment and Planning: RG CET conducts regular assessments of its IT infrastructure to identify areas for improvement and plan for upgrades proactively. This involves evaluating hardware, software, networking components, and cybersecurity measures to ensure compatibility, performance, and security.

Investment in Technology: The institution allocates resources and investments to acquire the latest technology solutions, including servers, networking equipment, computers, software licenses, and peripherals. By staying abreast of technological advancements, RG CET enhances the reliability, efficiency, and scalability of its IT infrastructure.

Hardware and Software Upgrades: RG CET conducts periodic hardware and software upgrades to ensure that faculty, staff, and students have access to modern computing resources and productivity tools. This may include upgrading servers, replacing outdated computers, installing licensed software applications, and deploying updates for security patches and feature enhancements.

Network Infrastructure Enhancements: The institution invests in upgrading its network infrastructure to support high-speed connectivity, data transmission, and seamless communication across campus. This may involve deploying fiber-optic cables, wireless access points, switches, routers, and other networking devices to optimize network performance and reliability.

Bandwidth Provisioning:

Assessment of Bandwidth Requirements: RG CET conducts comprehensive assessments of its bandwidth requirements based on the number of users, types of applications, internet usage patterns, and anticipated growth in demand. This data-driven approach ensures that bandwidth provisioning aligns with the evolving needs of the institution.

Scalability and Redundancy: The institution designs its network architecture with scalability and redundancy in mind, allowing for flexible bandwidth allocation and failover mechanisms to maintain uninterrupted internet connectivity. This ensures that RG CET can accommodate fluctuations in network traffic and mitigate potential disruptions effectively.

Quality of Service (QoS) Policies: RG CET implements Quality of Service (QoS) policies to prioritize critical applications and ensure optimal performance for essential functions such as online learning platforms, research databases, video conferencing, and administrative systems. QoS mechanisms help manage bandwidth usage efficiently and maintain a consistent user experience across different network services.

Monitoring and Optimization: The institution employs network monitoring tools and analytics platforms to monitor bandwidth utilization, identify bottlenecks, and optimize network performance. By analyzing

traffic patterns and usage trends, RGCET can make data-driven decisions regarding bandwidth allocation, infrastructure investments, and network optimization strategies.

User Training and Support:

Training and Awareness Programs: RGCET provides training and awareness programs to educate faculty, staff, and students about best practices for utilizing IT facilities and optimizing internet connectivity. This includes workshops, tutorials, online resources, and user guides covering topics such as cybersecurity, data privacy, network etiquette, and troubleshooting techniques.

In conclusion, Rajiv Gandhi College of Engineering and Technology demonstrates a commitment to excellence in IT infrastructure and internet connectivity by investing in technology upgrades, bandwidth provisioning, network optimization, and user support services.

File Description	Document
Upload Additional information	View Document

4.3.2

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

Response: 2.88

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

Response: 432

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)

Response: 33.39

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)

2022-23	2021-22	2020-21	2019-20	2018-19
87.02	42.87	40.38	77.82	80.22

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 80.83

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

2022-23	2021-22	2020-21	2019-20	2018-19
1035	882	881	1359	1450

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document

5.1.3

Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years

Response: 77.21

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

2022-23	2021-22	2020-21	2019-20	2018-19
908	968	1080	1160	1240

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Proof for Implementation of guidelines of statutory/regulatory bodies	View Document
Details of statutory/regulatory Committees (to be notified in institutional website also)	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document

5.2 Student Progression

5.2.1

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

Response: 91.15

5.2.1.1 Number of outgoing students placed and / or progressed to higher education year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
359	305	400	406	343

5.2.1.2 Number of outgoing students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
383	337	441	449	379

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 11.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	3	4	6	5

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

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

Response: 50

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	3	23	13

File Description**Document**

Upload supporting document

[View Document](#)

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 52.8

5.3.2.1 Number of sports and cultural programs in which students of the Institution participated year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
61	74	0	53	76

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	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 Registered Alumni Association of Rajiv Gandhi College of Engineering and Technology (RG CET) has played a pivotal role in the ongoing development and enhancement of the institution. Through a combination of financial contributions and various support services, the association has significantly impacted the academic and infrastructural landscape of RG CET.

The Alumni Association has been instrumental in enriching the academic environment at RG CET. Alumni, leveraging their industry experience and expertise, regularly deliver lectures as part of Value Added Courses offered by various departments. These lectures provide current students with insights into real-world applications of their theoretical knowledge, bridging the gap between academia and industry. By sharing their professional journeys and experiences, alumni inspire students and provide them with a clearer understanding of career paths and industry expectations.

One notable initiative spearheaded by the Alumni Association is the creation of the RG CET Industrial Skill Education program. This program focuses on imparting practical skills related to the manufacture and service of LED lamps. Recognizing the growing demand for skilled professionals in this sector, alumni collaborated with the institution to design a comprehensive curriculum that covers the technical, operational, and managerial aspects of LED lamp production. This initiative not only enhances the employability of RG CET graduates but also aligns with the broader industry trends and requirements.

The Alumni Association's efforts in establishing the Industrial Skill Education program underscore their commitment to aligning education with industry needs. The program includes hands-on training sessions, workshops, and internships facilitated by industry experts and alumni. By providing students with practical exposure and real-world problem-solving experiences, the program ensures that graduates are job-ready and possess the necessary skills to excel in their careers.

Furthermore, the association has been active in fostering a sense of community and belonging among current students and alumni. Alumni serve as mentors, guiding students in their academic and professional endeavors, offering advice on career planning, and providing support in securing internships and job placements.

The contributions of the Registered Alumni Association extend beyond the immediate benefits to the institution and its students. By enhancing the overall educational experience at RG CET, the association indirectly contributes to the broader societal goal of producing competent and skilled professionals who

can drive innovation and progress in various fields. The association's initiatives reflect a deep-seated commitment to giving back to the alma mater and ensuring its sustained growth and excellence.

In conclusion, the Registered Alumni Association of RGCET exemplifies the profound impact that alumni can have on their alma mater. Through academic contributions, and industry-aligned initiatives like the Industrial Skill Education program, the association has significantly enhanced the educational landscape of RGCET. Their efforts ensure that the institution continues to produce graduates who are not only academically proficient but also equipped with the practical skills needed to thrive in the ever-evolving industry.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Strategic Plan: Aligning Institutional Practices with RGCET's Vision and Mission

NEP Implementation: To align curriculum, pedagogy, and faculty development with NEP guidelines.

- Revise existing curricula to incorporate multidisciplinary courses, skill-based learning, and promote flexibility in student choices. Completed by end of 2022-23 under the responsibility of Academic Council, Department Heads.
- Organize training sessions on NEP-compliant teaching methodologies. Conduct quarterly training sessions.
- Introduce NEP-aligned initiatives like internships, apprenticeships, and community outreach programs to ensure experiential learning.

Sustained Institutional Growth: To ensure continuous improvement of infrastructure, academic offerings, and research capabilities.

- Plan and execute the construction of new research labs, learning spaces, and digital infrastructure. Initiate by Year 2022-23 and complete by Year 2024-25 by Finance Department.
- Forge partnerships with leading industries and academic institutions for research collaborations, internships, and joint projects. Secure at least five new collaborations annually by placement Office.
- Establish research grants and scholarships to encourage faculty and student research. Launch by Year 2024-25 and continuously expand by Research and Innovation Council

Decentralization: To empower departments and encourage innovation in academic programs.

- Grant departments autonomy to design and implement specialized courses and programs in emerging fields that cater to student interests. Begin implementation in Year 2022-23 by Academic Council, Department Heads.
- Develop and offer non-formal and continuing education courses, with flexible scheduling and credit systems to accommodate diverse learners. Introduce at least two new flexible learning programs per department by Year 2024-25 by Academic Council, Department Heads.

Participation in Institutional Governance: To ensure inclusive governance by involving faculty, students, and staff in decision-making processes.

- Form governance committees with representation from all stakeholders, including students, faculty, and administrative staff, to influence institutional policies. Establish committees in Year 2024-25 and ensure regular meetings conducted by Governing Body, Student Council and Staff Council.
- Implement a structured feedback system where students and staff can regularly provide input on institutional policies, teaching quality, and campus life. Launch feedback system and review quarterly by Internal Quality Assurance Cell.
- Develop workshops and seminars focusing on ethics, discipline, and professional conduct for both students and staff. Begin in Year 2024-25 with annual assessments of impact by Ethics Committee and student council.

Monitoring and Evaluation:

- Conduct annual strategic review meetings to assess progress toward objectives and make necessary adjustments to the plan starting at the end of Year 2024-25. Executive Committee, Strategic Planning Committee.
- Define specific KPIs such as student satisfaction, faculty development, research output, and infrastructure development. Establish KPIs in Year 2024-25 and review quarterly by Quality Assurance Cell, Department Heads.

This strategic plan aligns institutional practices with RGCET’s vision of producing high-caliber manpower and providing quality education from undergraduate to post-doctoral levels. By focusing on NEP implementation, growth, decentralization, and participation in governance, the institution can achieve its mission while adapting to changing educational demands. Regular monitoring and evaluation will ensure that the plan remains on track and continues to serve the institution’s long-term goals.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The following Institution perspective plan was framed that ensure all institutional practices, policies, and administrative setups are aligned with RGCET vision and mission to produce high-caliber professionals and deliver quality education. The institute perspective plan ensures that the vision and mission statements are satisfied by regular review to ensure they remain relevant and inspiring. The plan also

ensures all institutional policies, strategic plans, and academic activities are rooted in these guiding principles. The responsibility of the institution strategic plan is under the helm of Governing Body and Strategic Planning Committee.

The components of the strategic plan and their deployment are summarized as follows

Strategic Goals	Action Steps
Vision and Mission Alignment	<ol style="list-style-type: none"> 1. Periodically communicate the vision and mission statements to all stakeholders to ensure they reflect the evolving goals of the institution. 2. Incorporate the vision and mission into the daily operations, decision-making processes, and strategic initiatives of every department.
Governance and Leadership	<ol style="list-style-type: none"> 1. Develop a clear governance framework that defines the roles and responsibilities of all institutional bodies, including the Governing Council, Academic Council, and departmental committees. 2. Implement leadership development programs to equip leaders with the skills needed to guide the institution in line with its vision and mission. 3. Establish structured decision-making processes that are inclusive, data-driven, and aligned with the institution's goals.
Policy Development and Implementation.	<ol style="list-style-type: none"> 1. Develop a comprehensive policy framework that covers academic, administrative, financial, and student-related areas. 2. Involve key stakeholders in the policy development process to ensure policies are relevant and practical.
Administrative Setup and Efficiency	<ol style="list-style-type: none"> 1. Implement technology solutions, such as a centralized ERP system, to automate routine tasks and improve data management. 2. Provide ongoing training for administrative staff to ensure they are proficient in the latest tools and best practices.
Service Rules and Procedures	<ol style="list-style-type: none"> 1. Establish a compliance monitoring system to ensure adherence to service rules and relevant laws and regulations. 2. Create a transparent and efficient grievance redressal mechanism to address employee concerns and disputes.
Academic Excellence and Quality Assurance	<ol style="list-style-type: none"> 1. Establish a Quality Assurance Cell to monitor academic standards and implement improvements where necessary. 2. Invest in faculty development programs that

	encourage innovative teaching methods, research, and professional growth.
Financial Planning and Resource Management	<ol style="list-style-type: none"> 1. Ensure resources are allocated effectively to support academic and administrative needs. 2. Establish a financial oversight committee to monitor spending, manage risks, and ensure accountability.
Student Engagement and Support	<ol style="list-style-type: none"> 1. Strengthen student services, including academic advising, career counseling, and mental health support. 2. Implement a student feedback system to regularly assess the effectiveness of student services and make necessary improvements.
Research and Innovation	<ol style="list-style-type: none"> 1. Foster partnerships with industry to support research initiatives and provide students with practical exposure. 2. Create incentives for faculty and students to engage in innovative projects and research.
Continuous Improvement and Monitoring	<ol style="list-style-type: none"> 1. Develop Key Performance Indicators (KPIs) to measure the effectiveness of various initiatives and processes. 2. Conduct regular reviews of the strategic plan to assess progress and make necessary adjustments.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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 of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) places great importance on implementing effective welfare measures and establishing a robust Performance Appraisal System to meet the needs of both teaching and non-teaching staff. The institution's core ethos centers on creating a supportive work environment that promotes employee well-being, professional growth, and excellence in performance.

To support its staff, RG CET has introduced a comprehensive range of welfare measures. These include health insurance, provident fund, and gratuity, ensuring financial security for employees. The college also emphasizes a healthy work-life balance by offering flexible working hours, maternity and paternity leave, and vacation benefits. Additionally, RG CET is committed to the professional development of its staff, providing financial assistance for attending conferences, workshops, and training programs. These initiatives reflect the institution's dedication to the holistic well-being of its employees.

Alongside these welfare measures, RG CET has developed a robust Performance Appraisal System to evaluate staff performance fairly, transparently, and objectively. The system employs a multifaceted approach, incorporating self-assessment, peer evaluation, and supervisor assessment to ensure a comprehensive evaluation process.

For teaching staff, the appraisal system evaluates key areas such as teaching effectiveness, research contributions, curriculum development, student feedback, and professional development. This thorough framework recognizes and rewards outstanding performance while also identifying areas for improvement, guiding individual faculty development plans to enhance their roles as educators and researchers.

Similarly, the appraisal system for non-teaching staff assesses contributions in administrative efficiency, teamwork, problem-solving, communication skills, and adherence to institutional policies. This

evaluation helps identify exceptional performance and training needs, offering opportunities for career advancement and personal growth.

RGCET emphasizes regular and constructive feedback as part of its appraisal process. Periodic appraisals provide staff with timely input on their performance and facilitate meaningful discussions about their career aspirations with supervisors. This approach fosters open communication, encourages continuous improvement, and supports professional development.

In summary, RGCET's welfare measures and Performance Appraisal System highlight the institution's commitment to the well-being, growth, and performance excellence of its staff. These initiatives, detailed in the institution's HR Policy Manuals, ensure effective implementation and management. Through these efforts, RGCET aims to empower its staff to contribute meaningfully to the institution's mission of delivering quality education and upholding academic excellence.

File Description	Document
Upload Additional information	View Document

6.3.2

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

Response: 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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document

6.3.3

Percentage of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years

Response: 81.58**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
97	90	96	152	145

6.3.3.2 Number of non-teaching staff year wise during the last five years

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

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) demonstrates a strong commitment to efficient resource mobilization and prudent utilization of funds through a series of effective strategies. Additionally, the institution places a high priority on maintaining financial transparency and accountability through regular internal and external audits.

In the realm of resource mobilization, RGCET proactively seeks funding opportunities to support its operations and initiatives. This involves actively pursuing scholarships, educational grants, and student study loans from various sources such as government agencies and banking institutions. To facilitate this process, RGCET has established a dedicated team, known as the RGCET Scholarship Wing, tasked with identifying and applying for relevant funding opportunities. This team diligently tracks government schemes, scholarships, and grants that align with the institution's overarching mission and goals, ensuring that resources are optimally utilized to support the college's strategic objectives.

Efficient utilization of resources is a focal point for RGCET, which employs a range of strategies to ensure that funds and infrastructure are utilized effectively. The institution conducts thorough financial planning and budgeting exercises, meticulously aligning resource allocation with its strategic priorities and objectives. Through this process, RGCET is able to direct resources to areas that require immediate attention and are in line with the institution's mission. Regular monitoring and evaluation of budgetary allocations enable the institution to identify opportunities for optimization and reallocation, ensuring that resources are utilized efficiently and effectively.

Moreover, RGCET places a strong emphasis on internal resource mobilization by encouraging faculty and staff to secure research grants and consultancy projects. The institution provides comprehensive support and guidance to faculty members in developing research proposals and securing funding from external agencies. By fostering a culture of research and innovation, RGCET leverages the expertise and potential of its faculty members, creating opportunities for additional income generation and resource mobilization.

In addition to its proactive approach to resource mobilization and utilization, RGCET recognizes the importance of maintaining financial transparency and accountability. To this end, the institution conducts regular internal audits to review financial records, ensure compliance with policies and regulations, and identify any discrepancies or areas for improvement. These internal audits play a crucial role in maintaining financial discipline and strengthening internal controls within the institution.

Furthermore, RGCET conducts periodic external financial audits by independent auditors to provide an objective assessment of its financial practices. These external audits assess the accuracy and reliability of financial statements, ensure compliance with legal and regulatory requirements, and verify adherence to accounting standards. By subjecting its financial practices to external scrutiny, RGCET reinforces its commitment to transparency and accountability, thereby building trust and confidence among stakeholders.

In conclusion, Rajiv Gandhi College of Engineering and Technology (RGCET) employs a multifaceted approach to resource mobilization and utilization, underpinned by a commitment to financial transparency and accountability. Through its proactive efforts to secure funding, strategic allocation of resources, and rigorous auditing practices, RGCET ensures that resources are effectively utilized to support its mission of academic excellence and institutional development.

File Description	Document
Upload 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. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The Internal Quality Assurance Cell (IQAC) at Rajiv Gandhi College of Engineering and Technology (RG CET) plays a crucial role in maintaining and enhancing quality assurance across the institution. Its multifaceted contributions ensure that RG CET upholds high standards and consistently progresses toward excellence.

Establishing Quality Assurance Frameworks

The IQAC has developed robust quality assurance frameworks to promote continuous improvement and accountability. These frameworks set clear quality benchmarks aligned with national and international standards. By ensuring that all academic and administrative processes adhere to these benchmarks, the IQAC fosters a quality-centric environment that significantly enhances the institution's overall performance.

Reviewing Teaching-Learning Processes

A major focus of the IQAC is the review of teaching-learning processes. The cell conducts regular audits and evaluations to assess the effectiveness of teaching methodologies and curriculum delivery. Feedback from students, faculty, and other stakeholders is systematically collected to identify strengths and areas for improvement. Based on this feedback, the IQAC implements targeted interventions, such as faculty development programs, innovative teaching techniques, and the integration of technology in classrooms, to enhance teaching quality.

Enhancing Academic Structures and Methodologies

The IQAC also refines academic structures and methodologies. It periodically reviews and updates the curriculum to ensure its relevance to industry standards and technological advancements. Advocating for interdisciplinary approaches and practical applications, the cell promotes active learning strategies, such as project-based learning and internships. These efforts ensure that students gain practical experience and are well-prepared for their professional careers.

Monitoring Learning Outcomes

Monitoring learning outcomes is another significant contribution of the IQAC. The cell establishes key performance indicators (KPIs) to measure student achievement and success. Through regular assessments, the IQAC tracks academic performance, skill development, and graduate employability. Data-driven insights are used to identify trends and areas needing attention, allowing the cell to

implement corrective measures and enhance the overall educational experience.

Recording Incremental Improvements

The IQAC meticulously records incremental improvements across various activities at RGCET. Detailed documentation of quality assurance activities, including reviews, audits, feedback, and corrective actions, is maintained. This documentation serves as a valuable resource for evaluating progress and identifying best practices. The systematic approach to recording and reporting ensures transparency, accountability, and informed decision-making.

Fostering a Culture of Excellence

Through its sustained efforts, the IQAC has fostered a culture of excellence at RGCET. By prioritizing quality in academic and administrative operations, the cell has contributed to improved student satisfaction, enhanced faculty engagement, and better academic outcomes. The institution's commitment to quality assurance has strengthened its reputation and credibility within the academic community.

In conclusion, the IQAC at RGCET significantly contributes to quality assurance by reviewing teaching-learning processes, refining academic structures, monitoring learning outcomes, and recording improvements. Its comprehensive approach to quality drives continuous enhancement and positions RGCET as a leading institution in engineering education.

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

6.5.2

Quality assurance initiatives of the institution include:

- 1.Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented**
- 2.Academic and Administrative Audit (AAA) and follow-up action taken**
- 3.Collaborative quality initiatives with other institution(s)**
- 4.Participation in NIRF and other recognized rankings**
- 5.Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.**

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	View Document
NIRF report, AAA report and details on follow up actions	View Document
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	View Document
Link to Minute of IQAC meetings, hosted on HEI website	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Rajiv Gandhi College of Engineering and Technology (RGCET) has undertaken several measures to promote gender equity and create an inclusive environment within the institution. Additionally, the college has actively organized and celebrated various national and international commemorative days, events, and festivals over the past five years.

To promote gender equity, RGCET has implemented policies and initiatives that foster an inclusive and supportive environment for all students and staff members. The institution has established a Gender Sensitization Committee and a Women's Cell to address issues related to gender discrimination, harassment, and inequality. These bodies organize awareness programs, workshops, and seminars on gender sensitivity, women's rights, and empowerment.

RGCET also ensures equal opportunities for female students and faculty members in terms of admission, academic support, research opportunities, and career advancement. Special mentoring and counseling programs are organized to address the specific needs and challenges faced by female students.

In addition to promoting gender equity, RGCET actively participates in celebrating and organizing national and international commemorative days, events, and festivals. These initiatives contribute to a vibrant and inclusive campus culture. The college organizes events on occasions such as Independence Day, Republic Day, World Environment Day, International Women's Day, and International Day of Yoga. These events often involve cultural performances, competitions, exhibitions, guest lectures, and awareness campaigns.

RGCET also encourages students and staff members to participate in national and international events and competitions related to academics, sports, and cultural activities. The institution provides support and resources to students to represent the college at various intercollegiate and interuniversity events. Participation in these events fosters a sense of pride, teamwork, and healthy competition among the RGCET community.

Furthermore, RGCET actively celebrates festivals and cultural events to promote harmony and diversity among its students and staff members. The institution organizes celebrations for festivals such as Diwali, Christmas, Eid, Pongal, and Onam, among others.

RGCET also promotes social awareness and community service through initiatives such as blood donation camps, tree plantation drives, and campaigns for social causes. These activities provide

opportunities for students and staff members to contribute to the well-being of society and develop a sense of social responsibility.

Over the last five years, RGCET has continuously strived to create an inclusive and celebratory environment within the institution. The college's efforts to promote gender equity through policies, committees, and support programs have created an inclusive atmosphere where all members of the community feel valued and respected.

In conclusion, Rajiv Gandhi College of Engineering and Technology (RGCET) has taken significant measures to promote gender equity and inclusivity within the institution. The college's initiatives include the establishment of gender sensitization committees, support programs for female students, and equal opportunities for academic and career growth. Additionally, RGCET actively organizes and celebrates national and international commemorative days, events, and festivals, fostering a vibrant and inclusive campus culture. These initiatives contribute to the holistic development of students and create a sense of unity, cultural diversity, and social responsibility within the RGCET community.

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

7.1.2

The Institution has facilities and initiatives for

1. Alternate sources of energy and energy conservation measures
2. Management of the various types of degradable and nondegradable waste
3. Water conservation
4. Green campus initiatives
5. Disabled-friendly, barrier free environment

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document

7.1.3

Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following

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

Response: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document
Certificates of the awards received from recognized agency (if any).	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

Rajiv Gandhi College of Engineering and Technology (RG CET) has undertaken several efforts and initiatives to foster an inclusive environment that promotes tolerance, harmony, and appreciation for cultural, regional, linguistic, communal, and socioeconomic diversity. The institution also focuses on sensitizing students and employees to their constitutional obligations, values, rights, duties, and responsibilities as citizens.

RG CET recognizes the importance of diversity and strives to create an atmosphere where individuals from different backgrounds feel welcomed and respected. The college organizes various cultural events, festivals, and programs that celebrate the richness of different cultures and traditions. These events provide a platform for students and staff members to showcase their cultural heritage, promoting a sense of unity and appreciation for diversity.

To promote harmony and understanding among different regional, linguistic, and communal groups,

RGCET encourages participation in activities that bridge cultural gaps. The institution organizes language exchange programs, intercultural workshops, and seminars that facilitate dialogue and interaction among students and staff members from diverse backgrounds. Such initiatives help in breaking stereotypes, promoting mutual respect, and fostering an inclusive environment.

RGCET also emphasizes the importance of socioeconomic diversity and the inclusion of students from various economic backgrounds. The institution provides scholarships, financial aid, and support programs to ensure that deserving students have access to quality education regardless of their financial constraints. By offering equal opportunities and resources to students from different socioeconomic backgrounds, RGCET promotes inclusivity and social mobility.

In terms of sensitizing students and employees to their constitutional obligations and responsibilities as citizens, RGCET incorporates value-based education into its curriculum. The institution includes courses or modules that focus on ethics, human rights, civic responsibilities, and constitutional values. These courses provide students with a solid foundation in understanding their rights and duties as responsible citizens.

RGCET also organizes workshops, seminars, and awareness programs on topics such as democracy, governance, and social justice. These initiatives aim to sensitize students and employees to the principles enshrined in the Constitution, fostering a sense of civic consciousness and a commitment to upholding democratic values.

Moreover, the institution encourages active participation in community service and social outreach programs. RGCET organizes regular initiatives such as blood donation camps, environmental awareness campaigns, and volunteering activities in collaboration with local communities and non-governmental organizations.

The institution has established grievance redressal cells and committees to ensure that complaints related to any form of bias or misconduct are dealt with promptly and fairly. These mechanisms create a safe and inclusive environment where individuals can express their concerns and seek resolution in accordance with the principles of justice and fairness.

In conclusion, Rajiv Gandhi College of Engineering and Technology (RGCET) has taken significant efforts and initiatives to provide an inclusive environment that promotes tolerance, harmony, and appreciation for cultural, regional, linguistic, communal, and socioeconomic diversity. The institution organizes cultural events, workshops, and programs that celebrate diversity, bridges cultural gaps, and fosters mutual respect. By creating an inclusive environment and promoting constitutional values, RGCET prepares students to become responsible and empathetic citizens who contribute positively to society.

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7.2 Best Practices

7.2.1

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

Response:

Best Practice-1: Mentoring System

1. Title of the Practice: "Mentoring System"

2. Goal

The objectives of the mentoring system at Rajiv Gandhi College of Engineering and Technology (RG CET) are:

Improvement of Teacher-Student Relationship: Strengthening the bond between faculty and students to create a supportive academic environment.

Counseling for Academic and Personal Growth: Helping students solve academic issues and build confidence to enhance their quality of life.

Career Guidance: Assisting students in choosing the right career paths, whether for jobs, higher studies, or entrepreneurship.

3. The Context

The implementation of the mentoring system was driven by several factors:

Need for Academic Excellence: To help students excel in a competitive world and face societal challenges.

Addressing Student Attitudes: To tackle conflicts in attitudes, habits, and knowledge towards learning practices.

Enhanced Coordination: Identifying additional support methods for better coordination of lectures, tutorials, and practical classes.

Special Coaching Sessions: Providing focused coaching for students with poor competence, especially in modern technology and problem-based learning.

4. The Practice

The mentoring system involves unique practices in higher education, along with certain constraints:

Counseling Files: Introduced for each student under the mentor to monitor and analyze progress regularly.

Mentor Allocation: Each mentor is assigned batches of 4 to 6 students.

Regular Meetings: Mentors meet their mentees once a fortnight to discuss academic and non-academic issues.

Parental Involvement: Parents/guardians of students with low attendance or performance are called to meet with Class Coordinators or HODs for corrective measures.

Remedial and Tutorial Classes: Arranged based on student feedback and exam requirements.

Comprehensive Student Information: Mentors maintain detailed records of each student's academic, co-curricular, and extracurricular activities, which are reviewed by the HOD and other concerned personnel.

Discussion Topics: Meetings address study habits, time management, exam preparation, competitive exam motivation, personal and academic distractions, and health issues.

Additional Support: Mentors are available after college hours for individual consultations, which remain confidential.

5. Evidence of Success

The success of the mentoring system is evidenced by:

Improved Attendance: Students' attendance rates have increased following counseling by mentors.

Enhanced Teacher-Student Relationships: Direct communication has nurtured stronger bonds between teachers and students.

Better Academic Performance: Students' academic results have improved.

Increased Extracurricular Participation: More students are engaging in extracurricular activities.

Improved Discipline: Students have become more disciplined since the introduction of mentoring sessions.

Ragging Prohibition: Active initiatives by mentors have successfully eliminated ragging on campus.

6. Problems Encountered and Resources Required

Challenges and required resources for implementing the mentoring system include:

Time Constraints: Allocating sufficient time for one-on-one interactions amidst regular theory and practical classes can be challenging for faculty members. To address this, RGCET encourages faculty to excel as mentors by recognizing their efforts with awards and appreciation at RGCET Family retreats.

Training Needs: Faculty need training for effective mentorship. Workshops on counseling, stress and time management, and organizational behavior with external experts are necessary to ensure efficient

outcomes.

This detailed mentoring system at RGCET not only supports students academically but also fosters personal growth, contributing to a well-rounded educational experience.

Best Practice-2: RGCET Industrial Skill Education

1. Title of the Practice: "Skill Development"

2. Goal

The objectives of the skill development practice at Rajiv Gandhi College of Engineering and Technology (RGCET) are:

Enhancing Employability: Equip students with industry-relevant skills to increase their job prospects.

Promoting Entrepreneurship: Provide the skills necessary for students to start their own ventures.

Bridging the Skill Gap: Address the gap between academic knowledge and industry requirements.

3. The Context

The implementation of the skill development practice was driven by several factors:

Industry Demands: The need to meet the increasing demand for high-caliber engineers with practical skills.

Technological Advancements: Keeping up with the rapid pace of technological changes and ensuring students are industry-ready.

Skill Deficiencies: Identifying and addressing specific skill deficiencies among students to enhance their competence.

4. The Practice

The skill development system involves unique practices in higher education, along with certain constraints:

RGCET Industrial Skill Education (RISE): An initiative that provides hands-on training in assembling LED tube lights and component-level servicing, reducing e-waste.

IBM Digilab: Offers value-added courses in a virtual mode to prepare students for employment in software industries.

Value-Added Courses: Regularly offered to all students to enhance their technical skills and make them industry-ready.

Workshops and Seminars: Regularly organized to provide practical exposure and industry insights.

Collaboration with Industries: MoUs with leading industries to facilitate internships, industrial visits, and real-world projects.

Dedicated Training Programs: Tailored training programs focusing on emerging technologies and industry trends.

Feedback Mechanism: Continuous feedback from industry partners to update and improve the training modules.

5. Evidence of Success

The success of the skill development practice is evidenced by:

Increased Employability: Higher placement rates and increased number of companies visiting the campus.

Entrepreneurial Ventures: A growing number of students starting their own businesses.

Positive Feedback: Consistent positive feedback from industry partners regarding the preparedness of graduates.

Skill Competitions: Students winning awards and recognitions in various skill competitions and hackathons.

Internship Opportunities: Enhanced internship opportunities and practical exposure for students.

6. Problems Encountered and Resources Required

Challenges and required resources for implementing the skill development practice include:

Resource Constraints: Limited access to cutting-edge equipment and technology for training purposes.

Faculty Training: Need for continuous training and upskilling of faculty members to stay updated with industry trends.

Industry Collaboration: Challenges in establishing and maintaining partnerships with leading industries for sustained collaboration.

To address these challenges, RGCET focuses on building strong industry connections and investing in modern training infrastructure. Regular workshops and training sessions for faculty are also organized to ensure they are well-equipped to train students effectively.

This comprehensive skill development practice at RGCET not only prepares students for the job market but also empowers them with the skills necessary to innovate and succeed in their careers.

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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:

Performance of Rajiv Gandhi College of Engineering and Technology in Teaching – Learning and Evaluation

Introduction

Rajiv Gandhi College of Engineering and Technology (RG CET) has consistently prioritized and excelled in the area of Teaching – Learning and Evaluation, which is central to its mission of producing high-caliber graduates equipped with the skills needed for the modern workforce. The institution's strategic approach in this domain involves a blend of traditional teaching methods, innovative educational practices, and robust evaluation systems that together create a dynamic and supportive learning environment.

Increasing Student Placements

One of the most significant indicators of RG CET's success in Teaching – Learning and Evaluation is its consistently high placement rates. Each year, the number of students securing employment post-graduation has increased, reflecting the college's effective training and industry readiness programs. The institution's dedicated placement cell works tirelessly to build strong relationships with a diverse range of companies, ensuring that students have ample opportunities to secure positions in their chosen fields. Regular job fairs, campus recruitment drives, and industry partnerships are just some of the initiatives that have contributed to this success.

Use of Innovative Teaching Methods

RG CET places a strong emphasis on the use of innovative teaching methods to enhance the learning experience. Faculty and students extensively use the National Programme on Technology Enhanced Learning (NPTEL) resources and other online platforms, integrating these tools into the curriculum to provide a richer educational experience. These resources offer students access to high-quality lecture materials, interactive sessions, and a broader range of subjects than traditional textbooks alone.

Moreover, the faculty is encouraged to adopt flipped classroom models, where students review lecture materials at home and engage in interactive problem-solving sessions in class. This approach not only

fosters a deeper understanding of the subject matter but also encourages active participation and critical thinking.

Student-Centric Learning Environment

The learning environment at RGCET is distinctly student-centric, promoting independent, interactive, and collaborative learning. The institution recognizes that each student has unique needs and learning styles, and thus, it provides various support mechanisms to cater to these differences. Advanced learners receive additional support through specialized programs and research opportunities, which challenge them to push their boundaries and achieve greater academic heights.

To support students who may struggle academically, RGCET has implemented an effective mentoring system. Each student is assigned a mentor who provides both informal and formal counseling, helping them navigate academic challenges and personal issues. This mentoring system ensures that students do not fall through the cracks and receive the necessary guidance to succeed.

Comprehensive Evaluation System

A key component of RGCET's teaching-learning framework is its comprehensive evaluation system, which includes daily tests, continuous assessment tests, model tests, and retests. This structured approach to evaluation provides students with regular feedback on their progress, helping them identify areas for improvement and track their development over time.

The continuous progressive evaluation system is designed to alleviate the pressure of end-term examinations by spreading the assessment load throughout the academic year. This method not only reduces stress but also encourages consistent study habits and better retention of knowledge.

Encouragement of Co-Curricular and Extracurricular Activities

Recognizing the importance of holistic development, RGCET encourages and supports a wide range of co-curricular and extracurricular activities. Students are actively involved in various clubs and chapters that foster critical thinking, creativity, and scientific temper. Participation in these activities helps students develop soft skills such as leadership, teamwork, and communication, which are essential for their professional and personal growth.

The institution organizes regular events, workshops, and competitions that provide students with platforms to showcase their talents and skills. These activities also offer opportunities for students to interact with industry professionals, gaining insights and exposure that complement their academic learning.

Faculty Development Programs

To maintain high standards of teaching, RGCET invests in the continuous development of its faculty. The institution encourages faculty members to attend development programs, workshops, and conferences to stay updated with the latest educational trends and teaching methodologies. This commitment to faculty development ensures that the teaching staff is well-equipped to deliver quality education and mentor students effectively.

Evidence of Success

The success of RG CET's focus on Teaching – Learning and Evaluation is evident through various metrics and achievements:

Improved Academic Performance: The academic results of students have shown a marked improvement, with many securing university ranks annually.

Enhanced Teacher-Student Relationships: The direct communication fostered through the mentoring system has strengthened the bond between teachers and students, creating a supportive and nurturing academic environment.

Increased Extracurricular Participation: More students are actively participating in extracurricular activities, leading to a more well-rounded educational experience.

Higher Attendance Rates: There has been a noticeable improvement in student attendance following the implementation of the mentoring and counseling systems.

Ragging Elimination: Active initiatives by mentors and the administration have successfully eliminated ragging on campus, ensuring a safe and welcoming environment for all students.

Challenges and Solutions

Despite its successes, RG CET faces challenges in maintaining and enhancing its Teaching – Learning and Evaluation systems. Allocating adequate time for one-on-one student interactions can be difficult for faculty members who also have to manage regular theory and practical classes. To address this, the institution recognizes and rewards faculty efforts through awards and appreciation at family retreats, motivating them to continue their mentoring roles.

Additionally, continuous training and upskilling of faculty are necessary to keep pace with evolving educational trends. RG CET organizes regular workshops on counseling, stress and time management, and organizational behavior, often bringing in external experts to provide the best training for its faculty.

Conclusion

Rajiv Gandhi College of Engineering and Technology's commitment to excellence in Teaching – Learning and Evaluation is evident in its innovative teaching methods, comprehensive evaluation systems, and supportive learning environment. By continuously improving these aspects and addressing challenges proactively, RG CET ensures that its students are well-prepared to meet the demands of the modern workforce and excel in their chosen careers. The institution's success in this area not only highlights its priority and thrust but also sets a benchmark for others to follow.

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5. CONCLUSION

Additional Information :

The Registered Alumni Association of Rajiv Gandhi College of Engineering and Technology (RG CET) has been crucial in advancing the institution's development. Through financial contributions and various support services, the association has significantly influenced RG CET's academic and infrastructural growth.

The Alumni Association enriches RG CET's academic environment by leveraging alumni expertise. Alumni frequently deliver lectures in Value Added Courses across departments, offering current students insights into real-world applications of their studies and bridging the gap between theory and industry. These interactions help students gain a better understanding of career paths and industry expectations, enhancing their career preparedness.

A significant initiative by the Alumni Association is the RG CET Industrial Skill Education program, focusing on practical skills in LED lamp manufacturing and servicing. This program addresses the demand for skilled professionals in the sector by providing a curriculum covering technical, operational, and managerial aspects of LED production. Collaborating with industry experts, alumni designed this comprehensive program to boost graduate employability and align with industry trends.

The program includes hands-on training, workshops, and internships, all facilitated by industry professionals and alumni. This practical exposure equips students with problem-solving skills and ensures they are job-ready.

Additionally, the association fosters a strong community by mentoring students, advising on career planning, and aiding in internship and job placements. Their contributions extend beyond immediate institutional benefits, supporting the broader goal of producing skilled professionals who drive innovation.

In summary, the Registered Alumni Association of RG CET demonstrates the substantial impact alumni can have on their institution. Through academic engagement and initiatives like the Industrial Skill Education program, the association enhances RG CET's educational landscape, ensuring graduates are both academically proficient and equipped with practical skills for a successful career.

Concluding Remarks :

Rajiv Gandhi College of Engineering and Technology (RG CET) showcases a strong commitment to excellence in Teaching – Learning and Evaluation (TLE), effectively blending traditional and modern educational practices. This dedication is evident in its ability to produce highly skilled graduates ready for the modern workforce.

A key indicator of RG CET's success is its impressive student placement rates. The college's proactive placement cell, along with strong industry partnerships, job fairs, and campus recruitment drives, significantly boosts student employability. This alignment of educational outcomes with industry needs ensures that graduates are not only academically proficient but also prepared for the job market.

RG CET employs innovative teaching methods to enhance learning. Resources like the National Programme on Technology Enhanced Learning (NPTEL) and flipped classroom models are integrated into the curriculum,

fostering deeper engagement and active learning. These methods help students address real-world challenges with confidence.

The college's student-centric approach supports individual learning needs. Tailored support, a robust mentoring system, and specialized programs for advanced learners ensure that each student receives the necessary guidance to excel academically and personally.

RG CET's comprehensive evaluation system is another vital aspect of its TLE framework. By spreading assessments throughout the academic year, the institution reduces exam stress and encourages consistent study habits. This method enhances knowledge retention and allows students to monitor their progress effectively.

Emphasizing co-curricular and extracurricular activities, RG CET provides a well-rounded educational experience. Clubs, workshops, and events help students develop essential soft skills and gain industry exposure, complementing their academic learning.

Faculty development is crucial for maintaining high teaching standards. RG CET invests in continuous faculty training to ensure educators remain proficient in modern teaching methodologies and effective in mentoring.

Despite its successes, RG CET faces challenges such as balancing faculty workloads and adapting to evolving educational trends. The institution addresses these challenges through proactive measures, including recognizing faculty efforts and organizing relevant workshops.

In conclusion, RG CET's comprehensive TLE framework, marked by innovative practices and a supportive learning environment, sets a high standard. The institution's achievements in academic performance, teacher-student relationships, and career preparation highlight its leadership in engineering education.