



# **SELF STUDY REPORT**

**FOR**

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

## **AGM RURAL COLLEGE OF ENGINEERING AND TECHNOLOGY**

**NH-4, P.B. ROAD, OPPOSITE TO VRL HEAD OFFICE, NAVAGRAHTEERTH,**

**VARUR**

**581207**

**[www.agmrcet.ac.in](http://www.agmrcet.ac.in)**

**Submitted To**

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**June 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

A. G. M Rural College Of Engineering and Technology, Varur, Hubli a name to feel in the field of technology was established in the year 2010 with the approval of AICTE, New Delhi and affiliated to VTU Belagavi and Recognized by State Govt. of Karnataka .

Standing tall amidst a tranquil environment, sprawling over 24 acres, AGMRCET is a campus of a Visionary's delight. Brilliantly elaborate massive academic building, hostels, library, central mess, picturesque gardens; all in a gated campus providing students an atmosphere most conducive for learning. Our infrastructure is well equipped with all innovative teaching models which enhances the experience of the students and nurture their students. Here the students not only grow academically but also grow as an individual with high values and morals with Blessings of our great Parama Pujya Rashtra Santa Acharya Sri 108 Gunadhar Nandi Maharaj and Swasti Sri 105 Dharmasen Bhattarak Pattacharya Mahaswamiji. AGM Rural College takes pride in student mass that enjoys their stay on campus due to a secured and absolute ragging-free environment. The management has taken all steps to ensure complete security and anti-ragging measures inside the campus. We have been following a surfeit of guidelines and rules to make AGMRCET the best Rural Engineering College in Varur. We give exposure to our students to the corporate world and train them to be a successful part of it. They are being groomed by exceptional academicians and industry experts.

### Vision

To impart quality technical education for young minds and empowers the rural sectors by synergizing comprehensive education with social, environmental responsibility and ethical values to serve the nation.

### Mission

- To mould the young minds emerging technocrats by cultivating innovative teaching and learning with high standards of professionalism and ethics to serve the society.
- To face developmental challenges and evolving appropriate solutions for sustainable integrated growth.
- To inculcate the value of technical education with affordable system.

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

### Institutional Strength

1. Acres of lush green pollution free campus.
2. Relatively low attrition rate.
3. Qualified & Experienced teaching faculties
4. Good visionary management to take the Institution to highest levels of quality.
5. Availability of resources for blended mode of teaching and learning.
6. Transportation facility for students and staff at nominal fees.

## 7. Technical Education with Gurukul Based Learning.

### **Institutional Weakness**

1. Non –accredited institution.
2. Lack of govt. funded projects.
3. Slightly lower research contribution.

### **Institutional Opportunity**

1. Enhancement of consultancy and research work.
2. Establishment of Industry Incubation Center.
3. Catering to all sectors of the society.

### **Institutional Challenge**

1. Well established autonomous colleges in the vicinity.
2. Situated in the rural belt.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

The Institution is affiliated to Visvesvaraya Technological University (VTU). Outcome Based Education (OBE) is accorded priority by the affiliating University and the institution. There are well defined course objectives and learning outcomes aligned with the institutional mission. Institution ensures effective curriculum delivery through a well-planned academic calendar. Although the institution follows the curriculum prescribed by the affiliating university efforts are made to offer Value Added Courses, Internships and Project to make the student industry ready.

Students are provided with flexible choice based credit system (CBCS) having access to excellent curricular and co-curricular opportunities for enhancing academic acumen, employability and entrepreneurial skills. The teaching-learning mechanism of the Institution is well structured and contributes significantly towards achievement of Program Outcomes (POs), Program Specific Outcomes (PSOs), and Program Educational Outcomes (PEOs)

Relevant courses on professional ethics, human values and community outreach programs are integrated across all the programs. Feedbacks are taken at multi levels to ensure a robust system.

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

The institution has students from diverse geographical regions. To cater to their needs the faculty teaches bilingually. Instructions to the learners are imparted both in the local language and English to promote

better understanding of the course.

Qualified and competent faculty members ensure effective delivery of curriculum through the use of ICT tools. Class rooms are equipped with LCD projects. Students are provided access to digital library. A set of around twenty students are assigned to a faculty member for mentoring. The faculty members guide them in their personal and professional life.

Internal assessment tests, quiz are conducted according to the academic calendar given by the university and Institution. Assignments are given by the faculty periodically. Students can report grievances related to academic and administrative matters to the student grievance redressal cell. They are immediately addressed and action is taken. The course outcomes and learning objectives are explained to the students by the faculty of the respective course.

Internal and external audit are conducted by IQAC to ensure effective academic delivery.

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

The management has created a supportive system to foster research, innovation and extension activities. Support is extended to faculty members for presenting their research work.

MoUs are signed with various companies like Infossy, Autodesk, Intel Stem Program, Apponix Technologies, Pentagon Space etc. Faculty has published around 45 papers in National and International conference and journals.

The students and faculty of the institute participate actively in social service activities. This teaches the students to be empathetic to the needs of the surrounding community. The NSS is also active in the institute. Through this unit the institute undertakes various extension activities in the neighborhood community.

### **Infrastructure and Learning Resources**

The institution has good infrastructural facilities like spacious classrooms, laboratories, workshops, library and open air auditorium and seminar halls, hostels for boys and girls and play ground. The faculties are well qualified and experienced.

The institute has 21 classrooms, 6 seminar halls, 01 drawing hall, 16 laboratories. Entire campus is Wi-Fi enabled with a 100 mbps leased line.

The library is equipped with e-Lib software. To promote physical fitness amongst the student a playground and a gymnasium is available. A meditation hall is available to the faculty and students.

### **Student Support and Progression**

The institution aids in the holistic development of students. Buses ply from nearby and remote villages to the college thus exalting the students to reach the college.

The placement cell conducts many skill enhancement courses, career counseling sessions, entrepreneurship training to assist them to be employable.

Various student associations are available for the student to encourage them to participate in extracurricular and co-curricular activities.

Students are encouraged to be part of statutory committees such as grievance cell, anti- ragging committee etc. Institute facilities them to join student chapters and professional forums. Overall there is supportive environment for students' academic and career progression on campus.

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

The Vision, Mission statement of the Institute are prepared and reviewed from time to time by the stake holders. The activities and decisions are aligned with the decided vision and mission statement.

The administration is looked after by the governing body headed by His Holiness Parama Pujya Rashtra Santa Acharya Sri 108 Gunadhar Nandi Maharaj. Under the headship of Principal, HOD's will formulate and execute the policies and decisions with the assistance of teaching and Non- teaching Staff. There is an Audit conducted every year by the Chartered Accountant in order to maintain the transparency.

Many welfare schemes for staff like granting special (OD) leaves for Ph.D related research study, Financial Assistance for Membership Registration in professional bodies, Casual leaves and many more. The Institute motivates them to participate in Workshops, Conferences, FDP's etc... to foster their academic skills.

The IQAC team monitors to ensure the quality of Teaching- Learning process, Evaluation System and Academic Process and comes up with suggestions for the improvement.

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

The institute provides a conducive environment for the healthy growth of the students. It promotes gender equality and inclusiveness. The institute has initiated several measures to include human values, professional ethics and tolerance among students. Students are encouraged to participate and exhibit their talent in cultural competitions held in the college.

Computer literacy programs are conducted for School students to improve their computer skills. ATAL Tinkering lab sessions are taken to the Adopted village school children to motivate and encourage them to join Technical Education.

Rain water harvesting, Waste Management, Solar Power harnessing are some of the schemes under taken to protect the Environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	AGM RURAL COLLEGE OF ENGINEERING AND TECHNOLOGY
Address	NH-4, P.B. ROAD, OPPOSITE TO VRL HEAD OFFICE, NAVAGRAHTEERTH, VARUR
City	HUBLI
State	Karnataka
Pin	581207
Website	<a href="http://www.agmrcet.ac.in">www.agmrcet.ac.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	RAVINDRA P PATIL	0836-2312061	7353899854	-	principal@agmrcet.ac.in
IQAC / CIQA coordinator	GIRISH ARIGA	0836-2312071	8904722486	-	iqac@agmrcet.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Karnataka	Visvesvaraya Technological University	<a href="#">View Document</a>

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	<a href="#">View Document</a>	02-06-2023	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	NH-4, P.B. ROAD, OPPOSITE TO VRL HEAD OFFICE, NAVAGRAHTEERTH, VARUR	Rural	23.21	10195

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BE,Civil Engineering,	48	Intermediate	English	30	10
UG	BE,Computer Science And Design,	48	Intermediate	English	30	30
UG	BE,Computer Science And Engineering,	48	Intermediate	English	120	120
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	Intermediate	English	30	30
UG	BE,Electrical And Electronics Engineering,	48	Intermediate	English	30	26
UG	BE,Electronics And Communication Engineering,	48	Intermediate	English	90	90
UG	BE,Mechanical Engineering,	48	Intermediate	English	30	6

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



<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	4				18				48			
Recruited	4	0	0	4	14	4	0	18	21	27	0	48
Yet to Recruit	0				0				0			

<b>Non-Teaching Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				18
Recruited	13	5	0	18
Yet to Recruit				0

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				26
Recruited	15	11	0	26
Yet to Recruit				0

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Male</b>	<b>Female</b>	<b>Others</b>	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	8	1	0	0	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	6	3	0	21	27	0	57
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	630	0	0	0	630
	Female	501	0	0	0	501
	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	16	7	17	8
	Female	13	4	16	2
	Others	0	0	0	0
ST	Male	4	2	6	2
	Female	7	2	5	1
	Others	0	0	0	0
OBC	Male	127	167	174	68
	Female	139	79	56	36
	Others	0	0	0	0
General	Male	7	12	10	3
	Female	8	5	12	4
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		321	278	296	124

### Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institution is affiliated to Visveshwaraya Technological University (VTU) and offers multidisciplinary / interdisciplinary courses in accordance with the curriculum framed by VTU. The
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	<p>courses designed by VTU are delivered effectively to the students by adopting innovative teaching methods. VTU has introduced many changes in the curriculum structure, teaching – learning process and assessment procedures to stay relevant and minimize the industry institute gap. Open electives, professional electives and add-on courses are offered by the University and appended by the institution.</p>
2. Academic bank of credits (ABC):	<p>The students are encouraged to take up SWAYAM, VTU MOOCS, Infosys Spring Board, IITB spoken tutorial offered by premier institutions to enhance their technical skills. The institution has adopted these courses to prepare the students for the eligibility to have the benefit of academic bank of credits in accordance with VTU regulations.</p>
3. Skill development:	<p>Workshops, seminars and talks are arranged to help the students acquire new skills. Workshops on MATLAB, PYTHON, NODEJS, Webinar on AWS, Technical Talk On “How Technology Shaping Tomorrow Road Map for Engineers”, to name a few were held. The training and placement cell conducts training programs for making the students industry ready seminars on “Intel India Stem Skill Programme Women”, Placement Readiness Training Programme and many more were conducted. Students are encouraged to participate in sports and cultural events held once a year by the institute.</p>
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	<p>The university has introduced the local language Kannada as one of the courses. Adalita Kannada for students who can write and read Kannada and vyavaharika Kannada for those who do not know how to read and write Kannada. The faculty makes it a point to explain the concepts in Kannada for the benefit of students who come from diverse backgrounds.</p>
5. Focus on Outcome based education (OBE):	<p>All Internal assessment question papers, Quiz, are printed with CO and Blooms taxonomy levels. The CO’s are then mapped to the PO’s and later the attainment of PO’s is calculated. Based on this calculation the drawbacks in the system is tried to address. Seminars and Projects also contribute to the attainment of the PO’s. Add on courses are floated for better achievement of POs.</p>
6. Distance education/online education:	<p>Students are encouraged to take up online courses from SWAYAM / NPTEL and other certificate</p>

course etc. During the pandemic classes were held online. Students also enrolled for VTU major and minor degree programs which are online programs for honors degree.

### Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	Yes
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?	Yes
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.	Institute conducts sessions for students to educate them about voter registration, elected process and related information.
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.	Students also visit nearby rural area to create awareness among the rural people about the electoral process and voting.
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.	The electoral literacy club has collected the data from students and motivated them to participate in the electoral process.

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
671	553	532	785	996
File Description		Document		
Institutional data in prescribed format		<a href="#">View Document</a>		

### 2 Teachers

#### 2.1

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

Response: 166

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

#### 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
79	58	50	53	59

### 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
50.50	17.05	52.84	35.81	49.31

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>



## 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:**

The Institute ensures effective curriculum delivery prescribed by the Visvesvaraya Technological University (VTU) through a well-planned and documented process. Dean Academic prepares the Academic Calendar of the institute in line with the VTU Calendar.

Departments prepare Departmental Academic Calendars. The academic calendar gives the information about academic and other activities planned and is circulated among staff and students. Meetings are held in each department to discuss about the course allocation for the academic sessions every semester. Based on the expertise and preference of individual faculty, the subject allotment is made. Time Table is prepared by Head of the Department and sessions are allocated based on course credits. Faculty will engage in academic activities as per the time table

Course File, comprising checklist prepared by IQAC, is maintained by each faculty.

Lesson Plan, outlining the course outcomes, strategy, and timeline for covering the syllabus is prepared by each faculty.

Each subject has two components

1. Continuous Internal Evaluation (CIE)
2. Semester End Examination (SEE)

The Components of CIE include 1) IA Tests 2) Assignments

To ensure better dissemination of knowledge, additional components like

Add-on courses are added.

Study materials are uploaded on institute's website.

Awareness sessions are conducted well in advance by faculty to facilitate informed choice of elective subjects.

Course specific instructions using pedagogical initiatives from conventional methods to the ICT tools and digital platforms are commonly adopted.

Quality of laboratory experience - Laboratories are well equipped, spacious with adequate lighting, and are well ventilated. First-aid facility, fire extinguishers, and essential safety precautions are available wherever it is essential.

Lab in-charge prepares the lab manual and is shared with students well in advance.

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

## 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:** 47

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

### 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:** 51.94

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
552	480	455	156	194

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

#### Response:

Courses prescribed by University like- Environmental Studies, Constitution of India and Professional Ethics, Universal Human Values and Scientific Foundations for Health are offered by the institution to impart holistic education to develop engineers, entrepreneurs, managers and professionals who are socially sensitive, ethically responsible and environmentally conscious. The focus of these courses is entirely on sensitizing students about the cross-cutting issues. Besides the above, several supplementary enrichment programs and activities are conducted by the Institution, through different clubs, to create awareness about societal issues, environment, constitution, professional ethics, values, and gender inclusivity.

#### Gender

Institution has different cells to ensure safety, security, well-being and inclusivity of women. For the purpose, it conducts series of activities like gender sensitization workshops, counselling sessions and stress relief programs and women empowerment activities.

To prevent sexual harassment at workplace and to empower the women employees and girl students, the Institute has constituted Women Cell, Internal Complaint Committee, and Anti-Sexual Harassment Committee to effectively curb any unhealthy working condition for the women employees, girl students and to increase their morale and empower them.

Internal Complaint Committee (ICC) takes care of grievances of women employees and girl students. It plays prominent role in conducting awareness programs on gender sensitization. Every year International Women's Day is celebrated on 8th March and conducts activities for girls and ladies staff. Various programs such as Felicitation to Corona Warriors, Talk on Women- Health, Wellness and Self-care, National Girl Child Day, Legal Awareness Program for Girls are conducted by the ICC and Women Cell.

#### Human Values:

To inculcate the culture of human values, teachers are trained on Universal Human Values. The institute also hosts workshops on Universal Human Values. Emphasis is given to Universal Human Values during the induction program arranged for first year students.

NSS unit of the Institute in co-ordination with cultural committee and various clubs conducts activities to develop human values in prospective engineer. Some of the activities include visits to government schools to create awareness on various issues, participation in rural development, digital literacy programs for under privileged, constitutional awareness programs, blood donation camps, etc.

### **Environment and Sustainability**

In order to sensitize students on environment and sustainability issues, the ECO club has conducted various activities such as environment awareness through artwork and painting, sapling plantation programmes, go green initiatives, seminars, workshops, guest lecturers etc. Also, industry visits and field excursions were organized for students of all programs. The ECO Club conducts Environment Day, Earth Day, and World Water Day every year, which educates the students to preserve the quality of the environment.

The institute under Unnat Bharat Abhiyan has adopted five villages which evoke the social responsibility of students towards the society. Various programs such as Free Book Donation Drive, Awareness Programs on Non-usage of Plastics, and Computer Literacy Program for school children, free stationary and food grains distributions to flood affected villagers are conducted under UBA. More than 700 students have completed the course in energy literacy training of Energy Swaraj Foundation.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **1.3.2**

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

**Response:** 87.78

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

**Response:** 589

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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	<a href="#">View Document</a>
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	<a href="#">View Document</a>
Action taken report on the feedback analysis	<a href="#">View Document</a>
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	<a href="#">View Document</a>

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 35.46

##### 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
163	147	28	60	102

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

2022-23	2021-22	2020-21	2019-20	2018-19
107	105	105	105	105

#### 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](#)

#### 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:** 25.62

##### 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
41	25	10	10	49

### 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
107	105	105	105	105

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	<a href="#">View Document</a>
Copy of 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)	<a href="#">View Document</a>

## 2.2 Student Teacher Ratio

### 2.2.1

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

**Response:** 8.49

## 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:**

The institution has adopted the following student-centric methods for effective teaching - learning process.

### **Experiential learning:**

**Laboratory Sessions:** Students engage in hands-on experiments, coding and execution, and they apply theoretical concepts in real world which help them understand the practical applications of their work with comprehensive documentation.

**KSCST :**Students are involved in real time and societal projects in the field of agriculture, automobile, environmental issues, etc. Few projects are awarded as best projects by KSCST.

**Project:** Students are encouraged to take up the projects which enhances their experiential learning, critical thinking and problem solving.

**INTERNSHIP:**To enhance learning skills, students are encouraged to attend the internship programs that requires them to solve real world problems, thereby gaining hands-on- experience and valuable industry insights.

**Industrial Visits:** Industrial visits and Field trips are conducted regularly. It enhances the student's ability to understand the concepts learnt in the classrooms. Students are encouraged to visit premier organizations. This inculcates participative and experiential learning among students.

### **Participative Learning**

**Online Certifications:**Online courses of NPTEL, Coursera are available to students and staff. Student Chapters like ISTE, IEEE, CSI are initiated. Students are also encouraged to design and develop prototype models. The institution also provides platform for students to demonstrate their co-curricular activities in intra and inter institute competitions. First year students are encouraged to participate in mini project competition and exhibition.

### **Technical Talks:**

The talks by industry and academic experts are arranged for students to update their knowledge and to bridge the gap between industry and academia. The teaching learning process is augmented by guest lectures, seminars, workshops, etc. arranged by chapters of professional bodies.

**Alumni interactions:** Alumni share their professional experiences, offering students a glimpse into the practical applications of their academic learning.

**Student Chapter Activities:** Students are encouraged to take lead in organizing and managing activities in the Institute adopted villages such as Chabbi and Varur. The activities such as, Swatch Bharat, Digital India, Food Conservative methods etc....are Carried out by our students to improve their participative learning.

**Assignments:**Regular assignments facilitate continuous evaluation and improved thinking ability as well as learning skills lead to better performance in examinations

### **Problem Solving Methodologies:**



Hands-on-Workshops: Eminent personalities from industry and Academic experts lead hands-on workshops to equip students with skills to tackle complex problems and also to bridge the gap between Industry and Institute.

#### ICT:

#### Innovative Teaching Methodology:

E-classrooms: Usage of ICT tools like LCD projectors by the faculty supports the students for grasping the subject and in problem solving techniques.

Collaborative learning strategies are used to support problem solving methodologies. Group discussions and subject seminars are arranged. Teachers use PPTs.

#### Library:

The institution has a Central Library is well equipped with good number of books, eBooks, technical magazines, e-journals, VTU consortium, etc. which serve as a Knowledge Resource Centre. Facilities like online journals, online learning resources and e-books are made available to the students for remote access. Lending library facility for the students is available which facilitate provision of books for entire semester. The department libraries will provide additional resource to students.

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

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 98.36

#### 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
79	58	54	54	59

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

**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:** 7.02

**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
11	3	2	3	2

<b>File Description</b>	<b>Document</b>
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.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>

## 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:**

Response:

1. Internal Assessment:

a. IA Test Process-

IA tests and syllabus for each IA test are planned before commencement of the semester and the plan is communicated to students

Department & Centralized IA coordinators will take care of scheduling time table, Centralized IA Coordinators will do the student seating arrangements, allotment of faculty invigilators, display of scheme of evaluation and announcement of results.

Question paper will be scrutinized by HoD and domain experts for correctness of the paper.

The process of conduction, assessment and redressal of grievances of IA tests are carried out in transparent and time bound manner. OBE is implemented by using Revised Blooms Taxonomy and mentioning CO and PO.

For laboratory subjects, continuous evaluation procedure is followed with fair distribution of marks for conduction, viva-voce, and practical record book.

The students can verify their answer books and in case of any discrepancy he/she can bring it to the notice of particular course expert. Marks scored by the student will be displayed on the notice board in order to maintain the transparency.

In case a student remains absent for any internal test for representing the college in technical / cultural /sports activities or on medical or emergency grounds, an additional IA test will be conducted for such students with the permission of college grievance committee and HoD.

**b. Assignments:**

Assignment constitutes part of the CIE. Each student must take up assignments on each subject in every semester. A separate book is issued to write the assignments. The same on submission is evaluated by the concerned faculty and the marks are awarded.

**c. Add-on Course:**

Add-on courses are designed in consultation with alumni and industrial experts. Each course is of minimum 30 hours duration. Assessment will be done at the end of the semester and certificates will be issued.

**2.External Assessment:**

The Semester End Examination (External assessment) is conducted for both theory and laboratory courses as per University time table. The procedure and methodology is in accordance with the examination and evaluation guidelines of the university

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

## 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:**

Institute follows Outcome Based Education (OBE), the faculty are trained to deliver curriculum in OBE frame work.

#### Program Outcomes

These are defined by NBA based on Washington Accord. POs are disseminated through- display boards, Website and orientation by the teachers.

#### Course Outcomes

These are defined for each course by the university. COs are disseminated through Course plan, website and orientation by the teachers.

Programme Educational Objectives(PEO) are formulated considering the Vision, Mission and strategies of the departments.

#### The Programme Specific Outcomes

(PSO) are defined by the concerned departments considering vision, mission, and scope of the programme.

The course syllabus consists of Topics (five-modules), Allotted hours, Text and Reference books, Teaching Methods, and Course Outcomes. Mapping of COs with POs and PSOs will be defined by concerned faculty. Attainment of COs, POs and PSOs are calculated at different stages of the programme. The Course Outcomes are assessed at the completion of each course and the Programme Outcomes are measured at the time of completion of the programme.

OBE helps the faculty to asses learning outcomes of students and adopt different teaching learning methodology as per the requirement. Program Outcomes, Program Specific Outcomes and Course Outcomes for all the programs offered by the institution are stated and displayed on the college website- department wise , from the first year to thefourth year for the information of all stakeholders

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

### 2.6.2

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

#### Response:

The institution has adopted the Outcome Based Education(OBE) in its teaching, learning and evaluation, process and strives for continuous improvement.

The Program Outcomes(POs) are defined by National Board of Accreditation (NBA) and are common for all programs across departments. The Programme Specific Outcomes

(PSO) are defined by the concerned programs considering vision, mission, and scope of the programme. The Course Outcomes (COs) are defined for each course by the University.

The major tools by which learning outcomes are evaluated are classified as direct and indirect. The Course Outcomes are mapped with Program Outcomes and Program Specific Outcomes for all courses in all them programs. The mapped matrix is used for evaluation of attainment. The results of Semester End Examinations conducted by the University and the Continuous Internal Evaluation conducted by the institution are used as input for calculating attainments of all the outcomes. All attainments are evaluated using the Microsoft excel.

The direct and indirect assessment tools are listed below.

Direct Assessment Tools:

1. Internal Assessment Tests, Assignments, Quiz and Seminars.
2. Laboratory Exercise.,
3. Internship and Projects
4. Semester End Examination

Indirect Assessment Tools:

1. Course Exit Survey
2. Program Exit Survey

While calculating attainment of course outcomes, 80% weightage is given for direct assessment tools and 20% weightage is given for indirect assessments tools.

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

### 2.6.3

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

**Response:** 93.17

**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
89	151	170	326	246

**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
104	161	181	334	274

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

### 2.7.1

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

**Response:** 3.93

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## 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:** 2.35

**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
2.04286	0	0.14	0.165	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:**

The institution's policies and practices in research and innovation are designed to facilitate the creation, transfer, and dissemination of knowledge. The ecosystem established by the institution for the innovation includes the following features:

- Encouraging a culture of research and innovation among faculty and students.
- Collaborating with government and non-government organizations to enhance research, innovation, and entrepreneurial activities.
- Offering motivation and support for transforming ideas into practical applications.

The key components of the ecosystem are:

**R&D Cell**

The R&D Cell of the institution, with an apex committee headed by the chairman, focuses on various research-related activities, including:

- Increasing the quantity and quality of research publications.
- Fostering a general "research culture" among faculty and students.
- Organizing presentations/talks in relevant and emerging technologies by eminent researchers/industry persons.

In addition to this Institute has received grants from KSCST Government of Karnataka for students and staff proposals.

AGMRCET's commitment to research excellence is underscored by its robust R&D policy, which provides faculty members with the necessary support and incentives to actively engage in research publications. This concerted emphasis on research not only enhances the academic profile of the institution but also fosters a dynamic learning environment where students are exposed to cutting-edge research methodologies and real-world problem-solving.

#### **Facilities:**

In order to promote research culture among faculty and students, the R&D Cell has a team of coordinators, each representing a department or program. These coordinators oversee the cell's operations and are provided with the following facilities:

- Desktops
- Wifi Connectivity
- Online access to journals

#### **IIC:**

The cell focuses student's entrepreneurial capabilities. It is engaged in the following activities

- Sharing information with stakeholders regarding innovation and entrepreneurship aspects.
- Organizing awareness sessions on recent advancements in research and innovation.
- Arranging interactive sessions with accomplished entrepreneurs across diverse fields.

#### **IPR Cell :**

The IPR Cell is engaged with the following activities

- Arranging regular awareness sessions for faculty to educate them on the different facets of patent filing, its importance, and the procedures involved.
- Arranging workshops on IPR, with eminent academicians and intellectuals as resource persons.

Furthermore, AGMRCET has proactively leveraged its academic alliances to broaden its scholarly horizons. Through an e-consortium established with VTU, Belagavi, the institute has facilitated access to a plethora of online scientific journals published by renowned publishers such as Elsevier, Taylor &



Francis, Springer, IEEE-Xplorer, and IETE. This initiative not only enriches the academic experience of students and faculty but also reinforces the institution's commitment to staying abreast of the latest advancements in various fields of study.

In its pursuit of fostering a thriving entrepreneurial ecosystem, AGMRCET has forged strategic partnerships with an array of industry stalwarts through active MoUs. Collaborations with esteemed organizations such as Apponix Technologies Pvt Ltd, Pentagon Space, ISCT Autodesk Learning Partner, GTTC Hubli, and others, serve as catalysts for innovation, knowledge exchange, and experiential learning opportunities for students and faculty alike. Additionally, initiatives like the Placement Readiness Program, Intel India Stem Skill Program for Women, and further augment the institute's efforts in nurturing industry-relevant skill sets among its stakeholders.

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

### 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:** 32

**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
4	6	6	12	4

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 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: 0.33****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
19	15	14	4	2

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

**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: 0.04****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
1	1	2	2	1

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

### 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:**

AGMRCET upholds the ideology of the development and growth of the neighbouring community being a crucial component of the nation's overall development.

The extension activities aimed at the welfare of the community also sensitize the students to various social issues. These activities are carried out by various stakeholders under the guidance and supervision of the NSS.

**NSS :**

The NSS unit of AGMRCET involved in the organizing extension programs in the neighbouring community, sensitizing the students to various social issues. The NSS unit, headed by a senior faculty member undertakes several programs, which can be classified as follows:

The NSS students play a pivotal role in spearheading extension activities aimed at uplifting society at large. These activities include organizing Blood Donation Camps, observing International Yoga Day, Sadh Bhavana Diwas (Harmony Day), Voters Day, National youth day, Tree plantation etc, and more. Each event is meticulously planned to make a positive impact on the community and address pressing social concerns.

To promote environmental sustainability, the NSS unit leads initiatives such as Swachh Bharat Abhiyan to transform the campus into a plastic-free environment. The institution also extends its care to neighbouring communities, addressing their basic needs and organizing awareness campaigns on crucial issues such as AIDS awareness, and more, reinforcing their sense of civic responsibility and social consciousness.

These extension activities have fostered social awareness among students, sensitizing them to various socio-economic and cultural challenges faced by communities. Events like "Creating awareness against online scam with common people in villages" and Activities on "creating awareness about women

empowerment” conducted in nearby villages serve as platforms for proactive engagement and problem-solving.

### **Women Cell:**

The women cell of AGMRCET, looks after issues related to women faculty and staff, also undertakes the activities such as

International Women’s Day are observed with due reverence, with special programs and activities aimed at highlighting women’s contributions to society. Such initiatives feature guest speakers, including experts like Mrs. Pattikonda Parvati, who addresses women's concerns, fostering gender equality and respect.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **3.4.2**

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

#### **Response:**

AGMRCET, an educational institution dedicated to promoting community service and social engagement, has received several awards and recognitions for its outstanding National Service Scheme (NSS) activities. These awards serve as evidence of the institution's dedication to social welfare and community development.

Some of the distinguished awards given for the NSS activities conducted by AGMRCET are as follows:

#### **Best Social Service Award for conducting an awareness activity:**

NSS unit of AGMRCET was awarded with the "Best Social Service award". This recognition was presented by the P.D.O of chabbi grama panchayat of the Village Panchayat, The award specifically recognizes the exceptional work of the institute in conducting an activity on “**creating Awareness against online scam with common people in villages**” in nearby chabbi village.

Institute again awarded with Best Social service for the year for second time by Chabbi gram panchayat for conducting awareness program on “**women empowerment**”.

#### **Recognition for Social Services for Cleanliness Programs:**

NSS unit of AGMRCET was recognized by the nearby Chabbi gram panchayat for its cleanliness programs. NSS volunteers, in collaboration with faculty members, conducted a program in a specific area. In recognition of their efforts, Chabbi gram panchayat presented an award to the NSS Unit of

AGMRCET.

### **Recognition for Blood donation camp:**

The NSS unit of AGMRCET received certificate of recognition for organizing “**Blood Donation Camp**” at the institute.

### **Recognized as Student friendly college by**

AGMRCET recognized as student friendly college for maximum participation in Srushti project competition.

### **Certification of appreciation to NSS Unit:**

The NSS unit of AGMRCET has played a pivotal role in providing valuable social services in around Chabbi village. The NSS volunteers have made a substantial impact by creating awareness activities about AIDS. By recognizing this NSS coordinator Mr. Zaheerabbas has been awarded certification of appreciation by SDM Jain matt trust varur.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **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:** 49

**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
15	7	9	11	7

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

### 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:** 23

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	<a href="#">View Document</a>
List of year wise activities and exchange should be provided	<a href="#">View Document</a>
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

- 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:**

The institution has adequate facilities for

- a. Teaching-learning, viz., classrooms, laboratories, computing equipments etc
- b. ICT-enabled facilities such as smart class, LMS, etc.

The campus has been meticulously thought and built to fulfil the fundamental necessities for teaching and learning. Updates are consistently released for prerequisites such as computer software, hardware, and other electronic equipment and machinery.

The institution is located on NH-17 with a lush green campus and has a built-up area of 2981 square meters. College has got excellent infrastructure according to AICTE norms. For effective teaching and learning process ICT enabled classrooms are provided. 6 seminar halls each of area 102sqm, also tutorial spaces each of area sqm is utilized. Practical's are of prime importance for engineering so 29 well equipped laboratories of total area sqm is provided, well established computer centre with LAN and internet centre are provided. Library is brain for technical education, a well established central library is housed, digital library with all ICT enabled tools, and a separate reading room for betterment of students is incorporated, in addition to the central library, a library specifically for the department is also made available.

An administration block, an exam section, conference room, strong room, Director's cabin, Principal cabin, Training and Placement Cell with dining and attached toilet is provided. Faculty cabins, HOD cabins, an Amphitheatre is created in the main building and utilized for cultural and annual day programs. WIFI facility is available at this educational institution. LCD facilities are installed in conference rooms. Well equipped and state of arts labs are in place, the faculties and the lab assistants have a high level of relevant experience. The institution is equipped with printing, scanning, and Xeroxing equipment. The use of storage space is made available. Students are given the opportunity to participate in extracurricular and co-curricular activities. Also the institution, to stimulate students has given importance to yoga and meditation and has provided centres for both in the main building. Girls and boys rest rooms are provided in the institute and a separate ladies room for girls with bed facility and other basic needs is made available. RO drinking water facility is made available for students at our institution. Developed roads are available within the institution for better transportation.

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

#### 4.1.2

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

**Response:** 30.66

**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
8.35	5.76	32.15	6.41	10.33

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

## 4.2 Library as a Learning Resource

#### 4.2.1

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

**Response:**

A.G.M Rural College of Engineering and Technology is dedicated to delivering high-quality education through its infrastructure and comprehensive learning resources, which together create a highly effective teaching and learning environment. The entire library, which is under constant CCTV surveillance, employs an Integrated Library Management System to ensure the efficient and seamless management of resources. Established in 2010 with the New genlib educational software, the fully automated library stands as a cornerstone of the institute's commitment to academic excellence. It offers a seating capacity



of 150 and houses an impressive collection of 15513 volumes of books across 2769 titles. These extensive resources are meticulously curated to meet the diverse needs of all stakeholders, supporting the academic endeavours of students and faculty alike.

The digital library is equipped with computers featuring 100 Mbps internet speed, providing access to a vast array of e-journals and e-books across diverse fields, including Engineering, Science & Humanities, and Management. Additionally, the library offers a comprehensive selection of materials such as general and technical magazines, project and technical reports, newspapers, and collections of question papers.

A.G.M Rural College of Engineering and Technology library holds a membership with the VTU-CONSORTIUM, an initiative established by Visvesvaraya Technological University (VTU), Belagavi, Karnataka. This consortium facilitates the subscription of electronic resources on a collective basis for affiliated institutions within Karnataka. Through this membership, our college has access to a variety of e-resources via IP-based authentication. IEEE-IEL(e-journals), Elsevier Science Direct, Springer (e-journals) T, Taylor and Francis (e-journals), ASCE (e-journals) , Proquest Engg (journals), Proquest Management, K nimbus Remote Access.

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

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

The institute places paramount importance on the development, timely upgrade, and maintenance of its IT infrastructure, recognizing that adequate IT resources are essential for providing quality education. Computers play an integral role in both academic and administrative activities. Over the years, the institute has continuously upgraded its computing facilities, and it currently houses 296 computers. Of these, 240 are available for student use, many equipped with Intel Dual Core, Core i3 Core i5 11th gen processors, 4GB and 16 GB RAM. These computers are distributed across various laboratories, the digital library, staff rooms, and offices. The institute maintains a student-to-computer ratio of 4.25:1.

The institute is dedicated to establishing ICT-enabled classrooms, with 18 projectors distributed among labs, classrooms, and seminar halls. Additionally, 56 Computers are provided for all the departments, library , IQSC and office. PCs are allocated to faculty members on an as-needed basis. All PCs are connected through a Local Area Network (LAN).

The institute has 28 printers, 5 printer-scanner combinations and 3 Xerox machine, which have been acquired over the years. These printers are distributed across different departments for academic and administrative purposes. For conducting university examinations, the institute has procured four high-speed printers. To ensure uninterrupted operation and safety, all PCs are connected to dedicated UPS systems, which allow computer-based activities to run continuously without interruption.

The entire campus is monitored by a CCTV surveillance system, with cameras installed in all blocks, the library, and other key areas to assist in monitoring campus activities and ensuring security. The institute has provided internet access via LAN cables at a speed of 100Mbps. currently, the internet bandwidth connectivity is maintained at 100 Mbps, with 13 access points for Wi-Fi.

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

#### 4.3.2

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

**Response:** 2.4

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

Response: 280

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

## 4.4 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:** 61.02

##### 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
32.27	9.28	19.16	27.4	37.30

  

<b>File Description</b>	<b>Document</b>
Institutional data in the prescribed format	<a href="#">View Document</a>
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)	<a href="#">View Document</a>

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 51.37

**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
425	446	361	96	489

#### 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)	<a href="#">View Document</a>
Report with photographs on ICT/computing skills enhancement programs	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 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:** 68.96

**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
371	474	450	712	432

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

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

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 42.49

**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
55	137	70	62	92

**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
115	151	129	307	277

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)	<a href="#">View Document</a>
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)	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.2.2

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

**Response:** 0.22

**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
0	0	1	0	0

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response: 1**

**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
01	0	0	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
list and links to e-copies of award letters and certificates	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**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: 10.6**

**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
13	12	12	11	05

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

**5.4 Alumni Engagement****5.4.1**

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



**Response:**

The Institute has, guided by the core value of “family culture” strongly believes Alumni as an integral part of the AGMRCET family for present achievements and future hope. This strong conviction has encouraged the institution to develop lifelong commitment through continuous engagement with proud alumni of Engineering and Management Studies spread across the globe, established well in the chosen profession with their global competency, making a positive impact as brand ambassadors of the all area. The institute has ensured that its esteemed alumni continue to be a part of the ecosystem by Establishing AGMRCET Alumni Association in the academic year 2019-2020, with

Reg. No: DRZ/SN/505/2019-20 Date:10-01-2020

Alumni Association support students through diversity of events and services. Core committee of the

Alumni Association, composed of alumni representatives and faculty coordinators from every department strives towards maintaining an up-to-date alumni database to strengthen the relationship between the alumni and current students and also to enhance alumni recognition and engagement.

Alumni have a regular interaction with the peers and the alma mater, get up - to - date information of major events / activities, achievements of the institute through Facebook, Instagram, LinkedIn.

Alumni contribute significantly towards constructive growth of the institution as invited members of the Department Academic Committee giving feedback on courses and necessary suggestions for curriculum enrichment. Continuous efforts to build a concrete bond between the alumni and the current students are through organizing Technical talks/Alumni Talks in the emerging areas with an exposure to current industry scenarios, alumni entrepreneurs sharing their inspiring entrepreneurial journey experiences, promoting innovation and entrepreneurial skills amongst the students. Alumni are invited for various technical events, cultural fest, hackathons and to start-up meet. Alumni also guide final year students to design innovative projects towards incubation and help the institution in providing internship and career opportunities.

The efforts of the institute through Alumni Association is evidenced through sustained alumni engagements in every possible dimension with unforgettable institute experience adding value to the success of the institution.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### Response:

#### VISION:

To impart quality technical education for young minds and empowers the rural sectors by synergizing comprehensive education with social, environmental responsibility and ethical values to serve the nation.

#### MISSION:

- To mould the young minds emerging technocrats by cultivating innovative teaching and learning with high standards of professionalism and ethics to serve the society.
- To face developmental challenges and evolving appropriate solutions for sustainable integrated growth.
- To inculcate the value of technical education with affordable system.

To ensure holistic and sustainable development as envisaged in mission statement, the institute strongly believes in decentralization and active participation of all in governance and decision making process. The institute level policies are discussed in HODs meeting, after taking diversified opinions, a final decision is taken on consensus basis. These decisions are conveyed through HODs. All faculty meeting will be conducted at least twice in a semester where general issues will be discussed. To ensure contribution of non-teaching staff in the process of institutional growth, their meeting will also be conducted and opinions are collected.

Heads of the Departments, through department staff meetings, take suggestions regarding setting up of labs, conduction of programs, etc. After getting financial and administrative approval the proposals will be implemented. Well defined service rules, encouraging research and development policy, various staff welfare measures have made the staff to contribute for the institute growth. Committees are formed with members from different cadres to have diversified opinion.

#### Financial Planning

The departments prepare their requirements. The requirements include equipment, research assistance, books, Industry-institute Interactions, alumni workshops, faculty development, and social responsibility expenses. Further, infrastructure coordinators prepare the lab and civil requirements and submit the requirement plan to the Principal. Based on the requirement the Management deliberates and decides

regarding the purchases and sanctions the amount. After the approval and execution bills are submitted through proper channel for clearance of bill. The sanctioned amount is checked against the utilization certificates provided. The financial audit is conducted at the institution level to check the proper utilization of financial resources.

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

## 6.2 Strategy Development and Deployment

### 6.2.1

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

#### Response:

The organization has a well-structured administrative setup with Governing Council headed by the Swamiji Acharya Shri 108 Gunadharnandi Maharaj. The Governing council is the decision-making body. Financial, administrative, and policy decisions are undertaken by the Governing Council.

Principal is the Member Secretary of the Governing Council (GC). All other members are included in the Governing Council by proper resolutions.

The principal has the executive powers to administer the academic, development, and other functions based on the guidelines prescribed by the management and other statutory bodies.

The activities of the institutes are supported by Deans, HODs and TPOs at middle level of management matters related to academic, administration, research and industry connect are taken care by Dean (Academic), Dean (R&D), Dean (Examination) and Dean (IIIC) respectively in consultation with HODs and Faculty.

IQAC, established in 2018-19, ensures quality in all the process through regular monitoring, by conducting audits and other initiatives. Seven academic departments, each headed by HOD, reports to principal on all activities.

#### Functions of Various Bodies:

To provide policy framework and direction for the functioning of the institution, 32 committees play a vital role, which evaluate, monitor, and recommend in respect of various matters related to Institutional Capacity, Review, Design and Education Effectiveness, Research, Examination and Evaluation etc. for Institutional development and Academic excellence. Committees meet as per schedule given by statutory bodies and institutions.

## Administrative Setup

For smooth conduction of the administrative procedures AGMR CET has Admission Section, Establishment Section, and Exam Section & Accounts Section, headed by Office Superintendent who works under the Principal.

**1. Service Rules, Procedure, Recruitment and Promotional policies:** Service rules, policies and procedures for the institution are in place and documented. They are made known to all staff members.

### 2. Recruitment Policies:

a. For teaching staff -

Requirement submitted by HOD, Approval by management, publication of advertisements, application scrutiny, assessment by experts and Selection Committee in the presence of University nominee and final selection.

b. non-teaching staff-

Requirement submitted by HOD, Approval by management, publication of advertisements, application scrutiny, assessment by experts and Selection Committee and final selection by management.

### 3. Promotional Policies:

Eligible candidates shall be considered for promotion on the recommendation of the Selection Committee.

### 4. Encouragement policy

Encouragement for acquiring higher qualification for faculty. Faculty acquiring PhD will be given additional increments.

The institute is focusing on research, better industrial connect and placement opportunity for all students. A perspective plan and well-defined strategy for development is very much essential for sustainable growth of any organization. This provides a sense of direction for the growth of the Institution. AGMR CET is very much keen in providing excellent ambience for learning, encouragement of research and better industry connect.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 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

<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>

### **6.3 Faculty Empowerment Strategies**

#### **6.3.1**

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

**Response:**

The management, AGMRCET is very much committed to providing support for overall development of the teaching and supporting staff. Both teaching and technical supporting staffs are encouraged to attend the workshops / seminars/ hands-on training programs regularly to enhance their technical skills.

The welfare measures undertaken for teaching and non-teaching staff go a long way in motivating them to deliver their best. In order to encourage the faculty for active involvement, the Management provides effective welfare measures to both teaching and non-teaching staff. Various measures towards personal and professional growth are being extended to the satisfaction of the employees. Some of the

Welfare measures taken up for the benefit of staff are:

- Maternity Leave.
- Employee Provident Fund and pension scheme as per norms.
- Employees State Insurance for staff members.
- Compensatory casual leave in lieu of working on declared holidays
- Casual leaves for all staff members.
- Financial incentive for acquiring higher qualification.
- Special leave and Financial support for paper presentation, guest lectures, conferences,

workshops, Training etc.

### **Appraisal System for teaching and non-teaching staff**

Staff performance is analyzed through “feedback form”.

The students analyze the delivery of the course based on content coverage and delivery.

The feedback will be validated by concerned Deans and HODs. Based on the feedback the concerned faculty is advised by the HOD if there are certain issues.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **6.3.2**

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

**Response:** 53.51

#### **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
42	38	20	28	32

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

**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:** 65.01

**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
37	31	38	98	32

**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
15	14	11	14	10

**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:**

AGMRCET lays emphasis on high transparency for financial transactions. The college has robust systems to ensure institutional finance is used to maximize value.

Following are few audit Stages.

### **Financial Audits**

External audit by Chartered Accountants: The financial transactions of the college are audited by an external auditor. The Chartered Accountant conducts audit once a year to inspect the adherence of financial transactions of the institute to regulatory systems. These reports are made available on the college portal.

### **Internal audit**

The College is also having the internal auditing system wherein the OS (Accounts) from the AGMR institutes, reviews financial statements every quarter. The college is having Tally Software for the accounting transactions entry and the internal auditor conducts the audit based on report generated by Tally software.

The scope of the work for the external auditor officer is as follows:

1. Safeguard the assets of the Society.
2. Evaluate internal control and make recommendations
3. Ensure compliance of relevant laws and statutes.
4. Risk management
5. Inflow and outflow of finance
6. Brief to the management.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

**Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. 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 IQAC has consistently striven to institutionalize quality assurance strategies and processes at every level of institution's functioning. From devising strategies to improve the teaching-learning process through increased use of ICT, expanding the scope of the library and transforming it into a multivalent knowledge portal to redefining the boundaries of a vitalizing, meaningful and holistic education, the IQAC has been an enterprising unit in the overall benchmarking process.

The IQAC has standardized templates for preparing learning materials such as Lesson Plan, Assignments complying with Revised Blooms Taxonomy learning levels in order to achieve learning outcomes and to fulfil OBE requirements.

Following are the few best practices institutionalized as a result of IQAC initiatives.

### **1. Academic Audits**

An academic audit reviews the processes used by departments to enhance the quality of their Programs as per OBE process. The main objective of an academic audit is to ascertain that the departments have put in place adequate and effective quality assurance mechanisms in terms of strategies, procedures, that ensures quality inputs and consequently quality outputs, their agility in ensuring continuous improvements along with review of available resources, their optimal utilization, additional resource requirements for providing quality education.

Regular audits are conducted internally after every semester by Academic Audit Committee & reviewed by HIE. The audit comprises the Teaching & learning, Result Analysis, Attainment of COs and POs, Industry participation, Workshops/FDPs/Conferences conducted/Attended, Research & quality publications. Based on the audit report, the departments are suggested for improvements.

### **2. Administrative Audit:**

The Administrative Audit is constituted by the Principal and headed by the Convener, including the members from all the departments with the objective of enhancing the academic excellence and to make strategic plan from time to time for the holistic development of the institution with regular audits.

### **3. Industry Institute Interaction:**

The IQAC organizes Internal Expert Lecture Series for all the Faculty members to share the knowledge in Curricular aspects, Research Methodologies, Patents, OBE, Accreditation needs and process, Quality assurance policies etc. in strengthening Peer to Peer learning. In addition to this, best practices followed in various departments are discussed in order to bring uniformity among the quality processes followed at the Institution level.

### **4. IQAC Reports:**

The IQAC develops quality metrics for audit of each program to guide and monitor the implementation of Outcome Based Education (OBE) to each department. After continuous audit reports IQAC suggests

strategic plan for the upcoming Academic Year which may lead to continuous growth of the institution.

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

## 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:** C. Any 2 of the above

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

## Criterion 7 - Institutional Values and Best Practices

### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

#### **Response:**

The Institution is committed to gender equity and its promotion. It organizes gender equity promotion programs. In addition, several measures have been adopted for promotion of gender equity, in the Institution.

Measures:

Effective functioning of Women Empowerment Cell

The Women Empowerment Cell, constituted with a Convener and members from various

Departments/Programs, conducts activity, which ensures gender equity and achievement of women empowerment. The activities of the women empowerment cell include.

Organizing programs to create awareness among women faculty & students on gender discrimination, gender equity and safety aspects

Display of information on legal checks, acts for women and redress of grievances counselling to needy students and faculty

Constitution of Complaints Committee for redressed of grievances related to several harassment

Motivational talks and presentations on women safety and security by eminent women in different fields.

Financial Assistance

Women students are offered scholarships and other forms of financial assistance, which include many state and central Scholarships Instituted by the Govt. of India

Minority and other scholarships under Govt. of Karnataka state schemes

#### **Representation for Women**

Women faculty and students are given due encouragement and assistance to take part in activities of bodies forums like

## NSS unit of the Institution

Besides the above women participation in sports and games is given due importance

## Celebration of Commemorative Days/ Events/ Festivals

The Institution has been in the forefront of celebrating/organizing various national/international commemorative days, events and festivals. The celebration and organizing of such events is done, so as to foster among the faculty, staff and students of the Institution, a sense of national pride, commitment and ideology.

The celebrations spread the message of unity, harmony and peace among the stakeholders and mark an occasion to pay tribute to national leaders and men of eminence.

## National Days

The national days of importance, including

Independence day

Republic day

Birth day of the father of the nation are celebrate with enthusiasm, gaiety and a sense of commitment.

Speeches, parades and award of prizes are the features, which mark the occasion of celebration.

## Other Important events/days

In addition, the Institution, has made it a regular practice to celebrate important occasions, coinciding with a theme topic like

Engineer's day

Teachers' day

Yoga day

Women's day

National Youth day

Environment day

Science day

World Water day

Functions are organized, emphasizing the significance and highlighting the deeds/actions to be

undertaken, during these days.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### 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

<b>File Description</b>	<b>Document</b>
Policy document on the green campus/plastic free campus.	<a href="#">View Document</a>
Geo-tagged photographs/videos of the facilities.	<a href="#">View Document</a>
Circulars and report of activities for the implementation of the initiatives document	<a href="#">View Document</a>

### 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	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Certificates of the awards received from recognized agency (if any).	<a href="#">View Document</a>

#### 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:**

The institution's unwavering commitment to inclusivity is reflected in its regular initiatives aimed at fostering harmony and tolerance among its diverse community.

Efforts and Initiatives towards an Inclusive Environment:

The institution is proud of its diverse community, comprising individuals from various backgrounds, each contributing to the rich tapestry of the institution's culture. This diversity includes differences in culture, caste, region, religion, language, and socio-economic conditions.

The institution's efforts to create an inclusive environment are multi-faceted and encompass a range of initiatives:

#### **1. Organizing Harmony and Tolerance Events/Meets:**

The institution regularly hosts events and programs aimed at educating stakeholders about the importance of harmony, peace, and tolerance.

Eminent speakers and thought leaders are invited to address these sessions, emphasizing the need for unity and the practice of tolerance.

"Harmony Day" is celebrated annually, serving as a reminder of the institution's commitment to promoting unity and highlighting the rich diversity of cultures and traditions through student performances.

## **2. Creation of a Conducive Atmosphere:**

The institution fosters an atmosphere of tolerance and harmony on its campus through various means:

Celebrating traditional festivals that involve the participation of individuals from all religious backgrounds.

Screening movies and documentaries that promote the values of equality, harmony, and inclusivity.

Enforcing a common code of conduct, rules, and a prescribed uniform on campus to ensure a sense of equality and unity.

Displaying quotes and sayings that emphasize the importance of harmony, unity, peace, and tolerance throughout the campus.

## **3. Sensitization:**

Both employees (faculty and staff) and students undergo sensitization programs to better understand their obligations, rights, and the values enshrined in the Constitution of India.

Sensitization measures include:

Curriculum Courses:

The institution offers courses such as "Constitution of India," "Human Values," and "Professional Ethics" as part of the "Open Electives" category for students.

These courses provide students with a deeper understanding of their duties, rights, responsibilities, and ethical values as citizens.

Programs Conducted:

The institution plans and conducts various events and programs with themes focused on constitutional responsibilities, rights, human values, and ethics.

## **4. Extension Activities:**

To instil a sense of responsibility and duty towards society and the nation, the institution actively encourages students to participate in outreach programs and social service activities.

These activities are conducted under the National Service Scheme (NSS), enabling students to actively contribute to the welfare of the community and the nation.

In conclusion, the institution's commitment to fostering an inclusive environment is evident through its comprehensive efforts and initiatives. By promoting harmony, peace, tolerance, and unity among its diverse community, and by sensitizing individuals to their responsibilities and values, the institution not only enhances the educational experience but also cultivates responsible and ethical citizens who

contribute positively to society and the nation.

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

## 7.2 Best Practices

### 7.2.1

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

**Response:**

#### **Best Practice I**

**Title of the Practice:** Best Teacher and Researcher Award

**Objectives of the Practice:** To honour the faculty who significantly contributes to the existing knowledge & being seen as a role model.

**The Context:** The challenging issue is to come up with guidelines for Best Teacher & Best Researcher. Another challenging issue is arriving at a consensus if there are many equally competent candidates.

**The Practice:** Faculties must self-nominate after notification. A selection committee will go through the applications & select the candidates. Engineers day, two selected faculty will be felicitated as Best Teacher and Best Researcher with a certificate & a plaque.

**Evidence of Success :** This initiative has inspired every faculty to aspire to be the Best Teacher/researcher. It set a benchmark to improve the overall quality of teachers. It helped teachers to set goals and work towards its achievement.

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

Short listing of a right candidate from many applications.

Formation of a committee for selection.

Deans & HODs are to be considered as candidates or not.

**Notes (Optional) :** This Initiative has helped to create a competitive environment in the Institute. It also resulted in increased number of publications & better feedback from the students.



## **Best Practice II**

**Title of the Practice:** Tuition fee waiver scheme (TFW)

### **Objectives of the Practice**

To lessen the financial burden of economically weak students so that they can concentrate on their education.

### **The Context**

- i. Identifying the right candidates for this scholarship.
- ii. Inability to provide TFW to all the deserving candidates due to financial constraint.

### **The Practice**

1. This helped poor candidates to continue higher education in spite of financial hurdles.
2. Parents are financially & morally supported.
3. It helped to build a strong rapport between students & the Institute.
4. Institute has demonstrated its social responsibility.

### **Evidence of Success**

1. Continuation of their education with good performance thereby decreasing the dropout rate/poor performance.
2. The scheme has become popular in view of transparency & methodology used for selection.

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

1. Too many applications
2. Time involved in selection of deserving candidates is very long.

3. Financial constraint of the Institute.

**Notes (Optional)** This Initiative has helped to create a competitive environment in the Institute. It also resulted in increased number of publications & better feedback from the students.

## 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:**

Each institution strives to carve out its distinctive identity, marked by a unique set of priorities and thrusts. It's within this framework that the performance of an institution can truly shine. AGMRCET Varur aspires to resonate its vision and mission and be the pioneer in providing education to students from the socially disadvantaged and economically weaker sections of the rural society as it is located in the rural area. AGMRCET firmly believes in its vision and mission where students get entitled to dignified endurance only through higher education and employment. Hence, it is necessary to nurture and sharpen the talents of every student and to offer them a broad-based education with deep knowledge in the preferred discipline. AGMRCET is a one stop destination for all the educational needs, career options and life solutions of the students. A serene and charming enclave spread over 40 acres, AGMRCET is a home to 150 hostellers, 1050 day scholars, and 150+ staff members. A functioning canteen caters to the nutritional needs of students, staff, parents, and visitors. Medical facility and security personnel, make the AGMRCET campus an educational paradise. Facilities for Indoor and Outdoor sports help revitalize and restore the youthful rigor among AGMRians. AGMR is recognized not only for its excellence in academics but also for its exceptional performance in sports, performing arts, and cultural activities at the intercollegiate, university, zonal and national, levels. AGMR encourages sport and artistry as a tool to engage the energies of the youth, thus providing a vital avenue for their self-actualization and expression of their capabilities. AGMRCET offers every opportunity to its teachers, non-teaching staff and students for an ethical and moral value-based self-development to meet the challenges of the dynamic teaching-learning environment. The institute concentrates on three important aspects – Quality Academics, Psychological Balance, and Social Responsibility. These three aims are essential because large number of students who join the institute are those who aspire for higher education from the rural families, most of them being first graduate-attempts from their families. Their background causes low levels of communication skills, and lack of confidence, and low awareness on social problems. This is vital for the growth and advancement of the institution. In line with the NEP 2020 objectives, the institution is consistent in its commitment to enhance the quality of its faculty. AGMRCET strives to perform to the best of its abilities as a competent higher education institute, the distinctiveness of the institution stems from its value- oriented education and community service programmes.

The institution always inspires the students in the pursuit of knowledge, values, and social responsibility for their holistic development. The student centric activities undertaken by the college leading to holistic development of the students has four components, namely, the intellectual, social, physical, and emotional development.

**1. Intellectual development** of the young learners is sought to be ensured through well planned and effective teaching -learning blended with the latest pedagogical approaches, for the University specified curriculum. Teachers always make efforts to identify the individual needs of their students. The College endeavors to provide enough exposure to its students by organizing invited lectures by experts, seminars and workshops, debates, etc. Teachers as mentors identify the slow and advanced learners and adopt appropriate measures for their intellectual development. The institution facilitates the participation of its students in inter college competition, technical fests and model exhibitions organized by the Govt. and/or other institutions are instrumental in developing innovative ideas among the students and foster intellectual development.

**1. Educationist Conclave**

**2. International Day of Democracy, National Education Day, Green (Plastic Free) Campus.**

**3. Social development** of the students is sought to be promoted through the extension/outreach activities undertaken and by organizing social awareness programmes at regular intervals. The students are sensitized about the diverse social structure and social issues, particularly of the neighboring areas, through the NSS units of the College. The students actively participate in activities of spreading social awareness about mental health, women health, health of elders, prevention of Dengue, as well as about the ill effects of Tobacco addiction, use of Plastic, etc. Blood Donation camp is organized in the College every year where the students voluntarily donate blood.

**2. Activities Spreading Social Awareness**

i. Swatch Bharath Abhiyan

ii. Blood Donation Camp: World Environment Day, Covid-19 Awareness

**3. Physical development** of the young learners is of utmost priority to the institution. The College promotes physical activities among the students to cultivate abilities such as physical fitness, team spirit, self-confidence, etc. The College organizes Annual Sports and inter-class cricket and football tournaments in every academic session. Common Room Games is another annual event in which boys and girls participate enthusiastically in Carrom, Chess and Table Tennis competitions. The College has excelled in sports and games which are evident from the outstanding performances of the students at the Inter-Collegiate Games & Athletic Championship organized by various institutions. It has been a constant endeavour on the part of the institution to equip its young learners with life skills.

i. Educationalist Conclave 2024.

ii. Physical Development through Sports

**4. Mental and Emotional development** of the students is taken care of mainly through the system of mentoring. Teachers as mentors are in personal contact with their mentees. Students do not hesitate to

share personal problems as well as with their mentors who guide them according to their needs. Psychological counseling by experts is also provided free of cost to the students as and when required. Seminars are arranged on mental health issues for sensitizing the students about this emerging problem among the youth in recent times.

i. Mentor-Mentee

ii. Workshop on Personal Development and Inner Growth

It is very rewarding for the institution when the young learners mature into intellectually competent, morally upright, spiritually inspired and socially committed individuals as a result of the concerted institutional efforts for their holistic development. Our dear students are found to work relentlessly while discharging their responsibilities on passing out of this institution and leave footprints of their own wherever they go.

## 5. CONCLUSION

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### **Additional Information :**

No additional information

### **Concluding Remarks :**

A G M Rural College of Engineering and Technology, Varur is an upcoming engineering college catering to the needs of the rural students. The campus is green and has an good infrastructure. The dedicated staffs, good laboratories, library and ICT facilities lend a conducive environment for students to study and become good engineers. The college is engaged in social service activity. The institute helps in the holistic developement of the students.

## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>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)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :47</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI</p>																				
1.2.2	<p><b><i>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</i></b></p> <p>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</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>671</td> <td>553</td> <td>532</td> <td>156</td> <td>194</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>552</td> <td>480</td> <td>455</td> <td>156</td> <td>194</td> </tr> </tbody> </table> <p>Remark : DVV has made the changes basis the supporting shared by the HEI.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	671	553	532	156	194	2022-23	2021-22	2020-21	2019-20	2018-19	552	480	455	156	194
2022-23	2021-22	2020-21	2019-20	2018-19																	
671	553	532	156	194																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
552	480	455	156	194																	
1.3.2	<p><b>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</b></p> <p>1.3.2.1. <b>Number of students undertaking project work/field work / internships</b></p> <p>Answer before DVV Verification : 601</p> <p>Answer after DVV Verification: 589</p> <p>Remark : DVV has made the changes basis the supporting shared by the HEI, DVV has removed the duplicates</p>																				
2.1.2	<p><b><i>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</i></b></p> <p>2.1.2.1. <b>Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)</b></p> <p>Answer before DVV Verification:</p>																				

2022-23	2021-22	2020-21	2019-20	2018-19
43	26	10	10	49

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
41	25	10	10	49

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
107	105	105	105	105

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
107	105	105	105	105

Remark : DVV has made the changes basis the supporting shared by the HEI

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.***

Answer before DVV Verification :

Answer After DVV Verification :23

Remark : DVV has made the changes basis the instructional data shared by the HEI.

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)***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
84	78	80	75	81

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
32.27	9.28	19.16	27.4	37.30

Remark : DVV has made the necessary changes basis the supporting shared by the HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
55	137	70	62	209

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
55	137	70	62	92

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	151	129	307	277

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115	151	129	307	277

Remark : DVV has made the chnages basis the supporting shared by the HEI

**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)**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
287	183	180	177	158

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	12	12	11	05

Remark : DVV has made the changes basis the supporting shared by the HEI



**2.Extended Profile Deviations**

ID	Extended Questions				
1.1	<b>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</b>				
	Answer before DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	245	104	169	186	312
	Answer After DVV Verification:				
	2022-23	2021-22	2020-21	2019-20	2018-19
	50.50	17.05	52.84	35.81	49.31