

INSTITUTE’S BEST PRACTICE- 1

1. Title of the Practice: Framework for “Coordinated Growth.”

2. Objectives of the Practice:

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

- a) Scholarly superiority
- b) Character Development
- c) NSS
- d) Clubs & Societies
- e) Honour & Appreciation
- f) Health & Fitness

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

3. Contextual Features:

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

The follow-up process is who the faculty at RSR can align them with social concerns, At this stage, we can increase awareness regarding community innovation, state and national level awareness is grown, how they can contribute to the society, state and the nation, the students in themselves, start understanding and students and staff with the same objective form groups and start working on the same.

4. The Practice:

National Educational Policy -2020, in addition to academic excellence, personality development should go hand in hand; this becomes essential for standardizing and

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

5. Evidence of Success:

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

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

6. Problems encountered and resources required:

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



RAMIREDDY SUBBARAMI REDDY ENGINEERING COLLEGE

(Approved by AICTE- Affiliated to JNTUA- An ISO 9001:2015 Certified Institution)

NH.16, Kadanuthala (V), Bogole (M), SPS Nellore Dt., Andhra Pradesh – 524 142

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the student their development and where they standards in terms of state and national level and the students automatically come forward to improve upon their holistic skills.

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