GMR Institute of Technology
An Autonomous Institute Affiliated to JNTUK, Kakinada
Seven UG Programs accredited by National Board of Accreditation (Tier-1) *
Institute Accredited by NAAC with "A" Grade and ISO 9001-2008 Certified

GMRIT
Training Tomorrow's
Engineers Today

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Institutionalized Best Practice #1: Alignment of curriculum with industry requirements

As discussed in criteria-1, the requirement of stakeholders in the context of regional, national and international are well captured through the structured feedback mechanism to reflect on the curriculum design and revision. Towards this strategy initiative, mandatory summer internships after 4th semester, Industry driven electives and one-credit courses from 3rd semester onwards are introduced. Involvement of industry is seen at every stage right from

- Curriculum Design
- Curriculum Delivery
- Assessment

While formulating the curriculum design and revision, as discussed in Criteria 1.1.1, mechanism of getting the feedback on curriculum is in place to capture demand driven needs of the industry from time to time to reduce the gap between industry and academia. Further, to provide the experience on industry practices, industry driven courses also offered in the form of 3- and 1- credit courses which are designed and exclusively delivered by the industry SMEs (subject matter experts). To supplement, expert guest lectures are regularly conducted by inviting industry experts across the country. To give a practical insight experience to the students, mandatory summer internships and the flexibility to opt full semester internships are provided apart from industry taking a predominant role in assessment process to assess the students in accordance with the industry standards.

Table 6.9 Alignment of curriculum with industry requirements

No.	Initiatives	Industry Engagement Pre and Post Accreditation		Outcomes during the period of 2nd Cycle of NAAC
		1st Cycle	2nd Cycle	
1	No. of industries engaged for academic collaborations	141	445	Tremendous increase in the no. of industries engaged for academic purpose. As furnished in the info graph vide Fig. 6.4
2	Memorandum of Understanding for Academic Collaboration	5	23	As furnished in the info graph vide Fig. 6.4
3	Formal Feedback Mechanism on Curriculum	Informal feedback	Formal feedback	The feedback mechanism is introduced to reflect the voice of various stakeholders as well as to reduce the gap between industry and academia and thereby enriching the curriculum (available with 1.4.1)
4	Industry – Driven 3-, 4- and 1- credit courses	No	Yes	Number of Industry driven Courses Offered a. 3-, 4 - credit courses: 10 b. 1-credit courses: 22
5	Expert Talk	59	126	Response in terms of percentage of increase in expert talks delivered while compared to the 1st cycle. As furnished in the info graph vide Fig. 6.4
6	Curriculum Delivery by Industry Experts	No	Yes	No. of courses offered (face-to-face) by the industry experts: 21

A Division of the GMR Varalakshmi Foundation

ISO 9001:2008

* Chemical Engineering (CHE), Civil Engineering (CE), Computer Science and Engineering (CSE), Electrical & Electronics Engineering (EEE), Electronics & Communication Engineering (ECE), Mechanical Engineering (ME) & Information Technology (IT)

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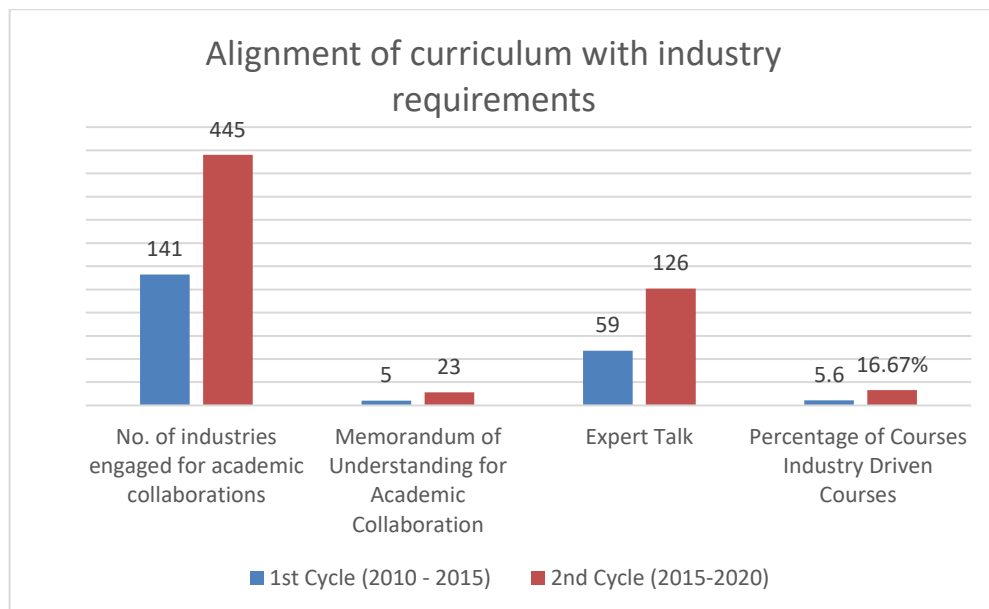| 7	Assessment by Industry Experts	No	Yes	Implemented since 2017
8	Industry Engagement for Faculty Internships	No	Yes	Internship at a. Industries: 49 b. Research Organization: 13 c. Research Laboratories at Institution of National Repute: 5
9	Summer Internship	864	4359	Significant Improvement compared with first cycle.
10	Full Semester Internship	No	Yes	As furnished in the info graph vide Fig. 6.4
11	Percentage of Industry Driven Courses	5.6%	16.67%	As furnished in the info graph vide Fig. 6.4

Figure 6.4 Alignment of curriculum with industry requirements

* Chemical Engineering (CHE), Civil Engineering (CE), Computer Science and Engineering (CSE), Electrical & Electronics Engineering (EEE), Electronics & Communication Engineering (ECE), Mechanical Engineering (ME) & Information Technology (IT)

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Institutionalized Practice #2: Faculty Development and Assessment for capacity building

Preamble: The Faculty Assessment and Development Scheme is being introduced in order to usher in the newly established Academic Performance Indicator (API) mechanism of UGC, in lieu of the Incentive Policy for Research & Publication that has been in force hitherto, keeping in mind the Vision and mission of GMR Institute of Technology.

Objectives: The objective of initiating FADS is to ensure that the faculty would enhance their academic credentials in line with the UGC expectations by participating more actively in reaching-learning, research, and administrative duties. The policy is also expected to result in a more rational incentivisation of the key areas of Institutional

Research Activities (No LImit)

Professional Development Activities (50 pts.)
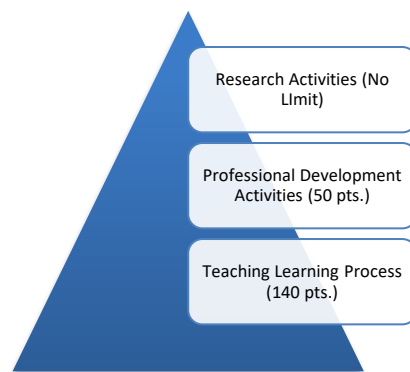
Teaching Learning Process (140 pts.)

Figure 6.5 FADS

Development reflecting the importance the Institute attaches to these functions. The detailed HR policy may kindly be referred with the following link. http://www.gmrit.org/HR_Policies_Handbook.pdf.

The FADS is based on three major categories as depicted in figure 6.5.

Framework

1. Eligibility and other conditions
2. Incentive for Completion of Ph.D. while in service
3. Entitlements for Registration & Travel for presenting papers at National & International Seminars/Conferences
4. Incentives for technical paper publications in indexed journals

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Table 6.10 FADS

No.	Professional Activities	No. of Beneficiaries				
		2019 -20	2018 -19	2017-18	2016 -17	2015 -16
1	**Conference**					
	National Level	NIL	NIL	NIL	NIL	NIL
	International Level (Within India)	4	7	26	17	17
2	Paper Presentation outside India	1	0	1	2	0
3	Workshops	11	21	35	23	6
4	Professional Development Activities*	10	15	33	55	30
5	Publications in Indexed Journals	243	180	176	96	48
6	Incentives for the timely completion of the Ph.D.	20	16	14	11	9

* Workshops | Participation in GIAN Course | Faculty Development Programme | Seminars

The details of the programmes, which are organized by IQAC for capacity building of the members of faculty for effective teaching – learning process is furnished in addition details. However the number of programmes organized during the second cycle is furnished in table 6.11.

Table 6.11 IQAC

No. of Programs				
2019 -20	2018 -19	2017-18	2016 -17	2015 -16
11	05	07	11	06

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