MINUTES OF MEETING OF THE 11th ACADEMIC COUNCIL

Date: **August 3, 2024**

AGENDA:

1. Compliance to minutes of last meeting
2. Current intake
3. Regulations for students admitted in 2023 – already ratified
4. Regulations for students admitted from 2024 onwards
5. Examination results
6. Minutes of Boards of Studies meetings held July 2024
7. Any other item with permission of the Chair

Members Present:

1.	Dr. R. Ramesh	Principal, MVGR and Chairman, Academic Council
2.	Dr. Rajiv Tayal	Former Scientist-G and Secretary, SERB, DST, Govt. of India
3.	Dr. A. G. Keskar	Professor of ECE, VNIT Nagpur
4.	Mr. G. Prakash	Joint Director, Ace Designers Ltd., Bengaluru
5.	Dr. D. Rajyalakshmi	Vice Chancellor (In-charge) and Director Evaluation, JNTU-GV
6.	Dr. K. C. B. Rao	Director Academics and Planning, JNTU-GV
7.	Dr. R. Rajeswar Rao	Director Academic Audit, JNTU-GV
8.	Prof. P. S. S. Raju	Professor of CSE, MVGR
9.	Dr. Y. M. C. Sekhar	Vice Principal and Member Secretary, MVGR
10.	Dr. M. Sunil Prakash	Dean (T&P), MVGR
11.	Dr. S. Adinarayana	Dean (IMA), MVGR
12.	Dr. V. Nagesh	Professor of IT and Convener, IQAC, MVGR
13.	Dr. Ch. Purnachandra Rao	Dean (A&E) and HoD Mathematics, MVGR
14.	Dr. T. V. N. P. Sarathi	Dean (Exams) and HoD Chemistry, MVGR
15.	Prof. S. Mohan Kumar	Dean (ES&EI) and HoD English and Humanities, MVGR
16.	Dr. N. Ravi Kumar	HoD Mechanical Engineering, MVGR
17.	Dr. P. Srinivasa Rao	HoD Information Technology, MVGR
18.	Dr. T. Pavan Kumar	HoD Computer Science and Engineering, MVGR
19.	Dr. R. Gowrishankara Rao	HoD Electrical and Electronics Engineering, MVGR
20.	Dr. S. Murali Sagar Varma	HoD Civil Engineering, MVGR
21.	Dr. S. M. Vali	HoD Electronics and Communication Engineering, MVGR
22.	Dr. P. Satheesh	HoD Data Engineering, MVGR
23.	Dr. B. Sarva Rao	HoD Chemical Engineering, MVGR
24.	Dr. G. Srinivasa Reddy	HoD Physics, MVGR
25.	Dr. S. Chandramouli	Convener Board of Studies Coordinators Group, MVGR

Members unable to attend:

1.	Dr. V. K. Rattan	Vice Chancellor, GNA University
2.	Dr. E. V. P. A. S. Pallavi	HoD MBA, MVGR

The meeting began with a report on compliance to the last meeting as well as recording an increased intake of 4 additional sections (2 for CSE and 1 each for CSE (AIML) and CSIT) sought from AICTE and sanctioned.

A. *Compliance to Points Raised in 10th Academic Council Meeting:*

- Relative grading needs to be implemented: Serious consideration was given to this but MVGR felt that it needs to be deferred for now given the large student academic diversity
- Audit courses to be made mandatory: This has been implemented in the proposed regulations. Health and wellness, Ethics and Human Values, Constitution of India, Environmental Science have been made 2-credit courses with detailed assessment
- Bridge gap between technology and syllabus: Efforts have been put in during draft of proposed curricula to bridge industry-institute gap.
- Minors with additional credit beyond 160: University offers B.Tech degree with 160 credits. If a student wants to do a Minor, he/she has to take up additional 18 to 20 credits. The proposed regulations include 29 credits that a student can acquire in an extended open elective cluster. Student can take additional 16 credits and get an Honors Degree
- Prioritise time for performing students: Placement eligible students will be identified at end of First year and orientation/training provided regularly on Saturdays to increase skill sets and employability
- Skill courses in First year: Office Tools and Social Media Etiquette is made mandatory in First year. In addition, student leaving at First year level will do addition 6 credits (covering critical Second year skills) for get certificate
- Focus on skill courses: Skill Enhancement Course has been introduced in VII semester. In addition, the entire 4th year is free of classwork (only self-study courses). This helps students to take up real-time internships
- Exams should be more realistic: We are exploring options to introduce handbooks and data sheets in various courses to bring in greater field relevance. Will be implemented for Second Year onwards
- Industry-Academia Collaboration: Active collaboration with Ace Designers, Bengaluru for manpower development in CNC machine tool technology and Tata Consulting Services, Hyderabad for manpower development in Product Lifecycle Management
- Include Management courses in curriculum: Extended Open Elective Cluster in Business Management is on offer for all B.Tech students (other than MEC)

B. *Current Intake:*

Sl	Branch	Intake
1	Chemical Engineering	60
2	Computer Science & Engineering	300
3	Civil Engineering	60
4	Electronics & Communication Engineering	180
5	Electrical & Electronics Engineering	60
6	Mechanical Engineering	120
7	Information Technology	120
8	Computer Science and Information Technology	120
9	Computer Science Engineering **(IoT, Cyber Security including Block Chain Technologies)**	60
10	Computer Science Engineering **(Artificial Intelligence and Machine Learning)**	120
11	Computer Science Engineering **(Data Science)**	60
Total		**1260**

C. *Note on R23M Regulations Already Ratified in Last Meeting:*

Points made:

- JNTU-GV issued unified regulations to be adopted by all affiliated institutions from Academic Year 2023-24 onwards
- Regulations for students admitted in the year 2023 were already ratified in the earlier meeting
- As mandated therein by JNTU-GV, the structure and syllabus as given for first year was implemented
- Intent was to have common framework and syllabus for all
- 4-Year course structure (with split of course types) was defined and course titles/syllabus for First Year was released
- The evaluation system as given by JNTU-GV has been implemented as communicated by JNTU-GV
- Subsequently, minor changes to structure were issued by JNTU-GV
- Course titles and syllabus for remaining years (Second to Fourth) were not communicated by JNTU-GV
- As an autonomous institution, MVGR went ahead to define courses/syllabus for the remaining years in consonance with ratified R23M Regulations. The same was shared with the university for information and record in June 2024. Subsequent minor changes were made in course titles and syllabus based on this meeting. The final ratified R23M course structure is shared herewith for information and record (MoM of respective Boards of Studies – enclosed: Annexure I)

D. *R24M Regulations for Students Admitted from Academic Year 2024-25 Onwards:*

Points made:

The institution, after carrying out a comprehensive review of UGC guidelines, formulated R24M regulations for students admitted from academic year 2024-25 onwards (Annexure II) with the following features:

- Rearrangement of courses to offer student the opportunity for deeper exploration of open elective thread to build additional skill sets within 160 credits required for B.Tech degree
- Honors program requiring student to take additional 16 credits (4 courses with lab)
- Ability Enhancement Courses (AEC), Value Added Courses (VEC) and Skill Enhancement Courses (SEC) included as per UGC Guidelines
- Semesters 7 and 8 have only self-study courses along with project work giving students the option to pursue full year internship
- Accordingly, meetings of the respective Boards of Studies were conducted to discuss and deliberate in detail the courses and syllabus for Years 1 and 2 of R24M.
- The classification of courses in the R24M structure is as given below:

Sl	Category	Breakup of Credits	% of total credits
1	Engineering Major	81	50.625
2	Extended Open Elective Cluster (EOEC)	29	18.125
3	Generic Engineering Stream	20	12.5
4	Ability Enhancement Courses (AEC)	6	3.75
5	Value Added Courses (VAC)	6	3.75
6	Skill Enhancement Courses (SEC)	8	5
7	Projects	10	6.25
	Total	**160**	**100**

- The UGC Framework stipulates the following course division:

Sl	Category	Credits Required Under UGC Framework
1	Engineering Major	80
2	Minor	32
3	Multidisciplinary	09
4	Ability Enhancement Courses (AEC)	08
5	Value Added Courses (VAC)	06 - 08
6	Skill Enhancement Courses (SEC)	09
7	Summer Internship	02 - 04
8	Research Project / Dissertation	12
	Total	160

- As seen from the above, the R24M structure conforms very closely with the UGC classification of courses. Based on the two tables above, the division of courses under R24M is as follows:
  - Professional core theory courses: 16 (16*3 = 48 credits)
  - Professional core lab: 6 (6*2 = 12 credits)
  - Professional core elective theory courses: 5 (5*3 = 15 credits)
  - Basic sciences theory courses: 6 (6*3 = 18 credits)
  - Basic sciences lab: 2 (2*1 = 2 credits)
  - Extended open elective theory courses: 7 (7*3 = 21 credits)
  - Extended open elective lab: 4 (4*2 = 8 credits)
  - Ability enhancement theory course: 3 (3*2 = 6 credits)
  - Value added theory course: 3 (3*2 = 6 credits)
  - Skill enhancement course: 1 (1*2 = 2 credits)
  - Skill enhancement course (department specific): 1 (1*2 = 2 credits)
  - Procedural programming theory course: 1 (1*3 = 3 credits)
  - Procedural programming lab: 1 (1*1 = 1 credit)
  - Computer-aided engineering drawing: 1 (1*2 = 2 credits)
  - Engineering workshop: 1 (1*2 = 2 credits)
  - Office tools and social media etiquette: 1 (1*2 = 2 credits)
  - Projects (mini and main project): 10 credits

  TOTAL: 160 credits
- The detailed course structure of R24M is given in Annexure I.
- The evaluation pattern is divided as follows:
  - *3-credit course: Total marks: 100*
  - Continuous assessment: 40% (25 marks for weighted average of 2 periodic assessments + 15 marks teacher assessment based on assignment/project/quiz)
  - Summative assessment: 60% (Part A: 1 question per unit of 10 marks; Part B: 1 comprehensive question of 10 marks)
  - *2-credit course: Total marks: 50*
  - Continuous assessment: 40% (20 marks for weighted average of 2 periodic assessments)
  - Summative assessment: 60% (1 question per unit of 6 marks)
  - *Laboratory: Total marks: 100*
  - Continuous assessment: 40% (25 marks for day-to-day work and 15 marks for pre-summative assessment)
  - Summative assessment: 60%
  - *Project work: Total marks: 200*
  - Continuous assessment: 40% (80 marks)

- Summative assessment: 60% (120 marks)

- A total of 20% of the credits (i.e. 32 credits) could be taken up by a student through MOOCs. Professional core and basic sciences courses cannot be done through MOOCs.
- A student has to maintain attendance of 75%, which can be condoned by 10% on health grounds. Given the extensive scope for learning in blended mode, a student can seek consideration of time spent online or on course projects in lieu of attendance. The college academic committee will arbiter engagement of students on a case-to-case basis where a student falls short of the requisite attendance.
- Conversion of CGPA into percentage for reporting to external organisations or universities of higher study will be based on the formula: Marks = CGPA * 10

E. Examination Results:

In the intervening period since the last Academic Council meeting, the batch admitted in the Academic Year 2020-21 has since assed out. The following is the performance of the batch:

Branch	Appeared	Awarded	Distinction	I Class	II Class	Pass %
CIV	119	102	45	51	6	85.71
EEE	132	111	38	63	10	84.09
MECH	197	163	49	93	21	82.74
ECE	202	184	105	75	4	91.08
CSE	211	202	132	60	10	95.73
CHE	68	61	23	38	0	89.71
IT	137	117	58	55	4	85.40
TOTAL	**1066**	**940**	**450**	**435**	**55**	**88.18**

The total number of students who have been awarded degrees in the same period is as below:

Sl	Course	Batch	No. of Students
1	B.TECH	2020-24	940
2	B.TECH	2019-23	38
3	B.TECH	2018-22	18
4	B.TECH	2017-21	03
5	B.TECH	2016-20	03
6	MBA	2020-22	02
		Total	1004

The above results are ratified herewith.

F. Comments Raised by Members of the Council:

Dr. D. Rajyalakshmi:

- Regarding evaluation split proposed for 60:40, though there is autonomy, all the colleges under JNTU-GV have to follow uniform evaluation process. Autonomy may be there to change the syllabus up to 20% of deviation but not course structures and evaluation procedures. This is uniform for all the colleges under JNTU-GV. Otherwise, certificate being issued by the university, with so many different colleges under this university having different formats, will cause confusion among students who are going to foreign universities that the same university is issuing different, different ways of evaluation. Hence all colleges to follow the same course

structure and evaluation process. If there is no uniformity, what is the role of university? The policy is that all procedures of curriculum design and evaluation should be as directed by university. The issue of full autonomy to the college is a debatable point and could be looked into later. Right now everyone should follow a common process in full as given by university.

Addressed and Clarified in Section G below

Dr. R. Rajeswar Rao:

- Marks split should be in the range of 70:30 only and not 60:40 as this has to be common to all colleges. Curriculum and other aspects college could adopt their mode but marks split has to be as per university. Autonomy is there but with evaluation, if MVGR goes with 60:40, for university there will be problem if different colleges go with different methods. Internally you can change any subjects etc. But with evaluation, stick to 70:30. If no uniformity, there will be problem. The day will come when you can award degree. But as of now, slowly we are moving to that goal. But because you are affiliated college, stick to 70:30. As a university, all affiliated colleges have to follow a common pattern. Else deviations will be there.
- Minor will require extra 18-20 credits as per letter issued by Chairman, AICTE and shared in this meeting. So minor cannot be granted unless student does additional credits beyond 160.
- For lab component, 2 credits means it should be 4 hours as per UGC. 1 contact hour should be for 0.5 credits. Otherwise it will be a violation. If you say 2 credits, it should be 4 hours, in which case there is no problem.

Addressed and Clarified in Section G below

Dr. K. C. B. Rao:

- Whatever R24M is framed by you, it needs to be communicated to university what is R23M and what is R24M and get approval from the university before implementing. All the proposed regulations (R23M and R24M) should be submitted to university for ratification before any implementation.

Addressed and Clarified in Section G below

Dr. A. G. Keskar:

- What is the autonomy that the institution has? On one side, institution claims autonomy and on the other side, institution says university has mandated. Will university allow 1 year internship? What is to be strictly followed and in what areas institution has flexibility?
- Whenever you have internal meetings, have you considered feedback of students? They have to be recorded before BoS takes decision. Everything may not be accepted but it should be documented.
- You can have your own formula for credits if you have relative grading – else stick to the rules
- Since the 60:40 model was in implementation from 2015 to 2020 and students were awarded degree based on that, why is that topic at all being raised for discussion herein? If you have already been following and there was no problem, there is no need to discuss. Put on record that you have autonomy. Another alternative is to assess based on 60:40 and then scale it to 70:30. Some way has to be worked out else there would be no solution

Addressed and Clarified in Section G below

Dr. Rajiv Tayal:

- If you have full-year internship, how will students cope with course work or will it come with a trade-off. Will students be able to do justice because B.Tech is a packed program?
- Identifying performing students and giving them extra attention: will it not be discriminatory? Early performers are not necessarily the best performers. Weak performers need support. It is

not a good idea to mark people as performers/non-performers. Will the categorisation be reviewed?

- If the university has any specific requirements, the same should be communicated in writing to the college and not through word of mouth. Since the college has been granted autonomy by UGC, they have the flexibility to do academic design and implementation
- Isn't the college conducting all the exams? Then university should not have problem with 60:40. If you are taking university exam, then it is important. Else the question does not arise. Why does the university have objection to 60:40 criteria? If responsibility is given to the college and they are conducting exams, then why university should have a problem?
- If there is a documented policy of JNTU (official notification), then nothing can be done. Reach out to UGC for clarification. If only by word of mouth, then it has to be sorted out.

Addressed and Clarified in Section G below

Mr. G. Prakash:

- A comparison of the composition of courses as mandated by UGC with what has been formulated in R24M will help address the issue of deviation. ***(Clarified in Section D above)***
- The curriculum is very well-drafted, especially the option for a student to pursue one full year of internship at industry. Good move if you have freedom to do. Students will get good perspectives on industry to apply knowledge
- While so much emphasis is being laid on credits and exams, the objective of meeting outcomes should not be lost. Industry is looking for students with good fundamental knowledge and the ability to apply that at work instead of just theoretical knowledge
- Industry is looking at how students can be employable. Quality is deteriorating. The level of grasping is going down. Continuous learning has to looked at in terms of how much students are grasping. Colleges look for placement. Most important is that students have to get true education. While the nitty-gritty details matter, it is important to see how it is really impacting employability and industry at large. Quality of student is dependent on quality of faculty and how much effort has to be put in to enhance ability of students. It is important to ensure that faculty are competent so that the well-designed curriculum can be delivered
- Education is interdisciplinary. Changes to come in the next 3-5 years will be highly interdisciplinary. So Honors is a good move. Initially technology is need but industry expects students to take up management roles. So management credits in engineering is a welcome point. Theory of Constraints is a subject that college has to look into where management and engineering come together. This is useful for students to look at things holistically.
- Industry is not looking at mathematics but how good the student is in fundamentals. Once fundamentals are good, application is what matters. Here gaps are increasing everywhere. Mad rush for credits and CGPA needs to be evaluated as to how is it is helping students and industry. Fair balance is required. Western style where learning by practising is done is needed here. Government should give autonomy to make students more employable. That is end result.

Addressed and Clarified in Section G below

G. *Response to Comments/Clarifications Raised by Members of Council:*

In response to the above observations and comments by the honourable members of the Academic Council, it is being placed on record herein that the total deviation from the latest draft of the JNTU-GV R23 Regulations is no more than 3.75% as shown in the table below.

Category	R24M	R24M (%)	JNTU-GV R23 Latest Draft	JNTU-GV (%)	% Deviation
Professional Core (Core Theory, Core Labs, Core Electives, Mini & Major Project, SEC - 1)	87	54.375	87.5	54.6875	0.3125
Humanities (Some of VAC, AEC, SEC)	14	8.75	16	10	1.25
Basic Sciences	20	12.5	17	10.625	1.875
Engineering /Professional Sciences (Theory, Labs, Electives)	39	24.375	39.5	24.6875	0.3125
TOTAL	160	100	160	100	
Total Deviation from JNTU-GV R23 (Latest)					3.75
In JNTU-GV assuming: 3 SEC go to core, 2 SEC to Engineering Science; Open Electives 3 to Engineering Science and 1 to Humanities;					

The detailed description of each of the above categories is as below:

Category	Course Modules	Total Credits
Professional Core	16 Professional Core Theory Mandatory of 3 credits each = 48; 5 Professional Core Elective Theory of 3 credits each = 15; 6 Professional Core Lab of 2 credits each = 12; Projects (Mini & Major) = 10; Department specific SEC = 2	87
Basic Sciences	M-I and M II = 6; Physics + Lab = 4; Chemistry + Lab = 4; Department Specific Math oriented * 2 = 6	20
Humanities	AEC (Language Proficiency = 2; Env. Studies = 2; Community Project = 2); VAC (E & HV = 2; Constitutional Rights = 2; Health & Wellness = 2) SEC (Quantitative Problem Solving = 2);	14
Engineering Sciences/Professional Sciences	EOEC (6 Theory Mandatory modules * 3 = 18; 1 Theory Elective module * 3 = 3; 4 Lab/practice modules * 2 = 8) which is an elective cluster where students can choose from multiple clusters which they can opt for as secondary skill with total of 29 credits Procedural Programming + Lab = 4 Engineering Drawing = 2; Workshop = 2; Office tools = 2;	39
	4 Year Basic Degree	**160**
	Optional For Honors (In Professional Core Area as a deep dive into Professional Elective Cluster) 4 Modules * 4	**16**
	4 Year Honors Degree	**176**

Points to be noted:

- As can be seen, the total deviation based on group categorization above is 3.75%
- It is well within the commonly expected deviation range, modularly
- The credit distribution across Years of study ensures we are compatible with JNTU-GV R23 Regulations as far as meeting the minimum credit requirements for that year's exit are concerned
- The Open Electives as prescribed by JNTU-GV have been extended into a bigger cluster given the change for students to opt for a cluster of courses in a particular discipline in the Engineering/Professional Science sphere
- The 4-th Year had significant credit requirements with additions for those students who want to pursue Honors, but all the courses therein have a MOOC/Self-study possibility leaving window open for full year industry internship for those students who want to avail the opportunity provided they meet the learning outcomes requirements of self-study/MOOC courses and submit themselves for evaluation required for earning the credits
- There are 14 credits in SEM 7 and SEM 8 together including one SEC course that lend themselves to MOOC/Self-study provided equivalence is certified by respective Board of Studies
- There is a collection of 18 credits in Extended Open Elective Cluster that also would have the option of MOOC if equivalence is certified by Board of Studies. This gives flexibility for students

to pursue courses that cannot be offered by the institution but yet available in proctored MOOC platforms and also overall gives scope for 18+14 = 32 Credits which is 20% credits possible through MOOCs as per UGC guidelines. Again, this is only if equivalence of courses is certified by respective Board of Studies and MOOC is available in agreed proctored platforms (SWAYAM/NPTEL as of now) and with the following pre-conditions for equivalence:

- 2-Credit Courses: 8 Week MOOC modules
- 3-Credit Courses: 12 Week MOOC modules
- 4-Credit Courses: 16 Week MOOC modules

- Extra credits over and above the mandatory 160 credits for students who want to earn an Honors Degree (16 extra credits)
- The institution does not offer any Minor program. As required by AICTE, a student will have to put in additional 18-20 credits for being eligible to be awarded a B.Tech with Minor. The specifics of the degree title will be as decided by the university
- We understand that a 2-credit lab should be held for 4 contact hours which means 200 minutes given the 50 minute contact hours. It is to be noted that an 'hour' here for us means a full clock hour and not the traditional 50 minutes. So, 3 hours works out to 180 minutes and not the usual 150 minutes.
- While the R23M 4-year course structure was shared with the university in June this year for information and record, the respective Boards of Studies meetings to deliberate on the R23M and R24M course structures were held in July this year. Based on those discussions and the inputs received in this meeting, minor amendments in syllabus to include the suggestions received were made. The final version of the R24M Course Structure and Regulations is presented herein (Annexure II and III). The same stands ratified by this Council for implementation.

Note regarding 40:60 Continuous:Summative Assessment:

Background for Rationale Behind the Proposed Scheme:

- Right at Academic Year 2015 when MVGRCE first became autonomous, the ratio for continuous versus summative assessment was 40:60.
- It was only in 2021, University verbally guided to move back to 30:70 distribution based on what they have. Since it was happening out of ordinary and never happened before, we were taken aback but given the shortness of time to analyse, we went with what University asked us to do with the assumption that we would get unambiguous written guidelines to this effect.
- Even when University proposed R23 guidelines, we went with the same.
- Right from our NAAC inspection in 2015-16, the experts (from NBA as well) were of the opinion that we were not exercising our autonomy sufficiently if we cannot improve ratio of continuous assessment.
- Our rationale for proposing 40:60 has always been so we could advance better learning outcomes realization by giving more weight to continuous assessment and increasing the tools we could use to enhance learning through the course.
- Not that we need to explain why continuous assessment is more effective in measuring consistency of performance, but even in elite sport leagues where the assessment grounds of year-long or season-long performances across all teams, is considered a more potent metric for outcome recognition not to say about what has been accepted in education systems, clearly indicating we need to lean more towards continuous assessment than summative assessment.
- It is worthwhile recording here that there is no APSCHE mandate on 30:70 because there are ample colleges in the near vicinity affiliated to other state universities where they follow 40:60 model while the affiliating university itself has a 30:70 model.

- ❖ It is also worthwhile to note that JNTU was the front runner in terms of realizing and moving towards higher ratios for continuous assessment. Many years back, when we were a part of JNTU affiliated college without autonomy, we had a 20:80 ratio. JNTU exercised its autonomy and moved subsequently to 30:70 model and rightly so. We as institutions which grew and matured under JNTU, learnt from them before getting autonomous status and are only wanting to exercise the same autonomy JNTU extended and in the same direction.
- ❖ It was under JNTU Kakinada that we moved to 40:60 in 2015.

While we note the observations of JNTU-GV nominees with regards to their suggestion that sticking to 30:70 might be better for sake of uniformity, we would like to only point out that the whole concept of autonomy is to give scope for institutions with autonomy to leverage their capacity and strengths to demonstrate their ability to make good deviations from common notions that are designed for the average case scenarios. We therefore would want to note here, that the proposal to move to 40:60 distribution was taken with significant thought over many years with first implementation starting from 2015 and a subsequent move back to 30:70 was not something we were inclined to do but did because of circumstances beyond our control and we are only getting back to status-quo as it were by now going back to 40:60.

A few additional points to be noted:

- ❖ Facilitation of one year internship during final year does not compromise academic requirements as the students have the flexibility to pursue the courses in final year through MOOCs platforms
- ❖ The objective in identifying and grouping students based on performance in the first year is to identify their areas of strength and groom them accordingly so as to meet their career aspirations. It has been consistently seen and also from feedback of students that mentoring towards the fag end of their 4-year period leaves them little room for additional competence development. This exercise is not meant to discriminate students based on performance rather to assist slow learners to rise up while supporting fast learners early on in career development
- ❖ Effort has been made to address the need to ensure students are able to apply concepts learnt and not just focus on grades. We very much appreciate the dire need to produce graduates who are employable and day-one billable resources for the industry. It is in this light that the entire exercise of drafting the R24M Regulations and Course Structure has been carried out (as described in detail above)

Section F above elaborates in detail clarifying the issues raised by the different members. It is therefore decided by the Academic Council, in its meeting held on August 3, 2024, to ratify and to proceed with the R24M Regulations and Course Structure for students admitted to MVGR from the Academic Year 2024-25 onwards.

Dr. Y. M. C. Sekhar
Member Secretary

Dr. R. Ramesh
Chairman, Academic Council

PRINCIPAL
MVGR College of Engineering (A)
VIZIANAGARAM-535005

Date: 03/08/2024

Maharaj Vijayaram Gajapathi Raj college of Engineering (A)
Vizianagaram 11th Academic Council meeting held in the institution premises on 03/08/2024 at 10:Am

Members Present:

1) Dr. R. Ramesh — Chairman — Principal

2) Prof. P.S. Sitaram Raju — Member — Director

3) Dr. R. Rajyalakshmi Rao, DAP, JNTUGV, VSM — Member — Attended online

4) Dr. K.C.B. Rao, DAP, JNTUGV, Vzm — Member — Attended online

5) Dr. D. Rajyalaxmi, Director of Evaluation, (VC) JNTUGV, Vzm — Member — Attended online

6) Dr. Rajiv. K. Tayal, Secretary, SERB, Former Executive Director, bi-national, IUSSTF — Member — Attended online.

7) Dr. V. K. Ratlan, Vice-chancellor, GNA University, Chandigarh, Punjab — Member.

8) Dr. A. G. Keskar, Member Attended online
HOD, ECE and professor (HAG)
VNIT, Nagpur.

9) Sri. G. Prakash, Member Attended online
Joint director,
Ace Designers Ltd,
Banglore - 560058

10) Dr. M. Sunil Prakash, Member
Dean (T&P) & Prof. ECE

11) Dr. S. Adinarayana, Member
Dean (IIMA) & Prof of MechEng

12) Dr. V. Nagesh
Prof of IT, & IQAC co-ordinator Member.

13) Dr. CH. Pusnachandra Rao Member.
Dean (A&E) & HoD Maths

14) Dr. T.V.N. Parthasarathi, Member
Dean (Exams) & HoD Chy,

15) S. Mohan Kumar, Member
Dean (ESS&EI) & HoD English

16) Dr. E.V.P.A.S. Pallavi Member.
HOD - MBA

17) Dr. N. Ravi Kumar — Member — N. Ravi
HOD – Mech Engg

18) Dr. P. Srinivasa Rao — Member
HOD – IT

19) Dr. T. Pavan Kumar — Member
HOD – CSE

20) Dr. R. Gowri Sankara Rao — Member
HOD – EEE

21) Dr. S. Mondal Sagar Verma — Member
HOD – Civil Engg

22) Dr. Shaik Mastan Vali — Member
HOD – ECE

23) Dr. P. Satish — Member
DoH – DE

24) Dr. B. Sarada Rao — Member
HOD – Chemical Engg

25) Dr. G. Srinivas Reddy — Member
HOD – Physics

26) Dr. S. Chandramouli, — Member
Prof of Civil, Convenor of BoS,
Co-ordinating group

2. Dr. Y.M.C. Selchar — Member Secretary

Vice principal (Academics)
and Prof & Mech Engg