



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

**RSR RUNGTA COLLEGE OF ENGINEERING AND
TECHNOLOGY, BHILAI**

RUNGTA KNOWLEDGE CITY, KOHKA- KURUD ROAD, BHILAI
490024

www.rsrrcet.com

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The steel capital of India, Bilai is now emerging as a seat of learning with many colleges offering professional courses being established here. RSR Rungta College of Engineering and Technology (RSR-RCET) is all set to provide the most essential resource for every industry, the professionally trained engineers. It is located in the serene environs in the sprawling Rungta Educational Campus in Bilai Chhattisgarh. A renowned team of Architects have designed the campus layout after studying the natural topography, weather conditions and so on. The splendid avenue plantations, imposing buildings and sprawling playgrounds and the greenery in the campus make RSR-RCET as one of the best engineering college in Chhattisgarh.

Vision

To constantly upgrade potential through education.

Mission

To improve the quality and capacity of admissions.

To uplift skill sets through value-added courses, industry interaction and curricular activities.

To provide adequate resources and motivation for higher studies and develop entrepreneurs.

To produce the best employable students.

To foster a research environment in collaboration with reputed institutes and industries.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Strong industry linkage considering, Internship,Field visit due to availability of industries in surrounding region.
- Student centric practices with the help of **Guardian Teacher**mentoring
- Ease of approach and transport for student and faculty
- Curriculum enhancement through **Value Added Courses**, contents beyond syllabus
- Young and Dynamic faculty, **Team work** within them
- State of art **infrastructure** facility with disciplined and pleasant campus climate, playground
- Highly transparent governance and administration with well-defined decentralization of authority
- Merit scholarships for academic excellence.
- Good number of extension services to local community.

Institutional Weakness

- More exposure needed in research and development area
- Funding/financial support from Government and Non-Government organizations
- Poor admission quality

Institutional Opportunity

- Inter college communication
- Attract meritorious student to improve results
- Encourage more faculty for Doctoral course
- More industry projects and interaction with outside world
- To emerge as a role model in the field of engineering education by adapting best pedagogic practices
- Involvement of industries in students projects, internships
- Academic Autonomy.

Institutional Challenge

- Generation of more avenue of funding through research projects and consultancy
- Cope up with the current competition in engineering education in the area
- Regional competition among the institutes
- Rigidity of academic formation & curriculum
- Improve alumnae participation in institute development activities
- To increase number of quality publications
- To increase number of patents and translation of technology into product

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institution is affiliated to CSVTU. The institution strictly adheres to rules and regulations of the affiliating university. The institution ensures effective curriculum delivery through a well planned and documented process. IQAC ensures the quality education transformation through its continuous monitoring. The university curriculum is well structured with the academic elements which mainly focuses skill based. The university introduced Choice Based Credit System (CBCS) in 2017 and also adopted Outcome Based Education (OBE) subsequently as per the direction of the regulatory bodies. The institution at its level analyses the curriculum and identify the gaps which could be addressed by conducting add-on programmes. The curriculum composed of cross cutting issues relevant to professional ethics, gender, human values, environment and sustainability along with core to graduate the student globally competent. The curriculum was structured in such a way that various learning mechanisms could be practiced progressively from first year to final year. The curriculum changes are made by the university after collecting the inputs from various colleges/stakeholders. Whereas at college level the curriculum feedback from stake holder's like students, teachers, alumini, employers etc. is taken and suitable programmes are planned to address the inputs given by the stakeholders. For effective delivery of the contents there is a structured approach in administering the course by the faculty. On receiving the university academic calendar various co-curricular and extra-curricular events are incorporated and the finalized academic calendar is distributed to all the departments for effective implementation.

Teaching-learning and Evaluation

Teaching and Learning is a sensitive process where each person has a significant role and function. Departments set up internships in industries each semester to expose students to industry practices. Academic-Calendar and Teaching-plans are strictly followed and are audited regularly. Well defined mechanism for planning, execution and monitoring of curriculum and value added courses is given to enhance the skills of students towards industry expectations and competitive examinations. Academic excellence is achieved through a highly qualified and experienced faculty members. Comprehensive mentoring by faculty members are also being given to achieve academic goals. Industrial experts often are invited to give talks on industry practices and to share their ideas. Teaching methods include traditional teaching combined with advanced types of skill based learning methods viz., Experimental Learning, Participative learning and Problem Solving methods learning. The method of learning through experience is known as "Experimental learning," which is more accurately referred to as "learning through reflection on doing. Guest lectures by eminent industry experts are arranged to facilitate students to acquire real time knowledge in recent technologies for participative learning. The regular teaching and learning, tutorial lessons are included in the course delivery to help students develop their problem-solving abilities. Institution is sensitive to gender, environment issues, human values and professional ethics and conducts different programs. Faculty Preparation Program (FPP) which consist of a detailed lesson plan is prepared by focusing on Outcome Based Education. Students are encouraged to take part in national and international level competitions, conferences, seminars, and workshops at the national and international levels. The college improves the soft-skills of the students by imparting training through placement cell. The students receive skill oriented knowledge by attending internships, projects and field trips. The examination and evaluation process is transparent and time-bound. OBE is practiced.

Research, Innovations and Extension

The institution recognizes the need of research activity timely along with academic component. To encourage the research among the students and faculty a research and development cell is established at institutional level being all doctorates as members in the cell. The objectives and functions of the committee are made clear. The R&D cell of the institute has the practice of organizing R&D related programmes like research methodology, IPR and Patents, guidelines to write the papers etc. the institution also promotes the paper publications in reputed journals by assisting financially to some extent. It is the policy of the institute to encourage PG holders to enroll for Ph.D course. Special leaves are granted for faculties who are pursuing Ph.D and attending for various academic fulfillment of the course. Also the faculty will be permitted to attend the research related workshops or seminars organizing outside the campus. The students are driven by their guides towards innovative/creative thoughts based on the contemporary problems facing by the society/nation. The faculty and students drive the technology to society as needed. Particularly in this region, there is scope for the development of automated equipment for the agriculture sector. The institution is also well aware of extension activities to be carried out in the neighborhood community. There is an NSS unit recognized by the affiliating university and also the institution is a member of NSS which helps to organize the events related to NSS in a structured manner. The institution is getting financial help from the affiliating university for carrying out these activities. Many national/international importance days are also organized to make the minds of the student and faculty service oriented. The institution by establishing MoUs with the institution and industries carry out the collaborative activities of research and others. The R&D cell also carries out consultancy works being nearby industrialists as customers.

Infrastructure and Learning Resources

RSR RCET Campus comprising of Classrooms, Campus Central Library, Laboratories, Seminar Hall, Drawing Hall and Board Room. The institution has a structured mechanism for the creation and enhancement of additional infrastructure beyond the statutory requirements to facilitate effective teaching-learning. The Information and Communication Technology is upgraded to facilitate efficient teaching and learning process. Digital library services unit has 10 advanced computers with high-speed internet connection. Knowledge exploration happens as around 100+ students use the library every day. Also our college Library has institutional membership with, Delnet, e-ShodhSindhu and NDL (National Digital Library). Teaching learning process has been now upgraded with the latest digital environment. This institution strives to provide state of the art technologies and continuously updates to the latest technology. The Information and Communication Technology is upgraded to facilitate efficient teaching and learning process. Continuously strives to provide state-of-the-art technologies and update its ICT facilities to ensure efficient functioning.

Student Support and Progression

The institution is of more concern of welfare of the students particularly. The management in view of promoting the admissions with meritorious students offers scholarships and freeships every year. Apart from the scholarships providing by the government of Chhattisgarh. The underlying motto is to give an opportunity to more number of students to get educated in this backward region. Students are encouraged to learn various set of skills like soft, language and communication, life, computing etc. the institution trains the students through skill development center for competitive examinations and carrier counseling programmes are organized. The institution also having a transparent mechanism for timely addressing the student grievances including sexual harassments and ragging cases. Online grievance redressal portal is made available for all the stakeholders. The job-oriented trainings are organized by the training and placements cell. 60-70% of eligible students are getting placed in small to enlarge scale industries. Good number of students also progress in higher education. Some students are clearing the government competitive examinations and getting absorbed to PSU. The students are encouraged to participate in sports/cultural activities at university/ state/ national/ international level. The students are given an opportunity to represent in various committees at an institutional level which makes them to learn managerial skills. The alumni interactive sessions are also arranged with the objective of bringing awareness among the students regarding the latest trends in technology. There is a small contribution of alumni for helping a few poor students viz. donating books etc.

Governance, Leadership and Management

The governance of the institution is structure to reflect the vision and mission of the institute. The effective leadership is visible in various institutional practices such as decentralization and participative management. The students are allowed to be members of various committees at institutional level. This decentralization and participative management helps to take the decisions quickly and makes the students to enhance their leadership skills respectively. The institution for effective functioning framed various committees at institutional level with clearly defined objectives and functions. Almost in all administrative domains rules and policies are in practice. In the important domains like admin finance student support and examination e-governance is implemented. The management provides fee concession for employees children in various institutions under this trust. The faculty also encouraged and financially supported to participate in conferences workshops etc., the teachers are continuously motivated to undergo FDPs. At the end of every year performance appraisal will be looked in by the management. There is well mobilization of financial resources. The institution established IQAC to impart high quality of education with effective planning and close monitoring. The institution undergoes academics and admin quality checks at appropriate times.

Institutional Values and Best Practices

“An Engineer is a solution provider to the problems of the mankind bringing him a balanced life; which has social impact; bring development to the nation at an affordable cost and without creating any harm to the environment”. WEC coordinators and College counsellors are on hand to assist students in finding solutions to their problems and fostering a safe and secure environment for them to live in. Since its founding, the institution has organized national holidays as well as the birth and demise anniversaries of notable Indians. The college enthusiastically commemorates these occasions in order to honour our great National Leaders and the nationalist concept. Every year in June, the college observes International Yoga Day by hosting a camp or workshop on how yoga represents the union of the mind and body. While maintaining its Indian values, the college provides the proper education based on moral principles and ethics, preparing its students to be responsible citizens of the world.

The best practices are Aviskar and inculcation of social responsibility among students and employee.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RSR RUNGTA COLLEGE OF ENGINEERING AND TECHNOLOGY, BHILAI
Address	Rungta Knowledge City, Kohka- Kurud Road, Bhilai
City	BHILAI
State	Chhattisgarh
Pin	490024
Website	www.rsrrcet.com

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Anurag Sharma	0788-6660666	9229344401	-	principal.rsrrcet@rungtacolleges.com
IQAC / CIQA coordinator	Abhijeet Ganguly	0788-6660651	7999714006	-	iqac_rsrrcet@rungtacolleges.com

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Chhattisgarh	Chhattisgarh Swami Vivekanand Technical University	View Document

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	View Document	07-07-2022	12	Extension of Approval

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	Rungta Knowledge City, Kohka- Kurud Road, Bhilai	Urban	3.54	12096.71

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Computer Science And Engineering	48	Twelfth Diploma	English	120	60
UG	BTech,Mechanical Engineering	48	Twelfth Diploma	English	120	5
UG	BTech,Civil Engineering	48	Twelfth Diploma	English	120	7
UG	BTech,Electrical Engineering	48	Twelfth Diploma	English	60	6
UG	BTech,Electronics And Telecommunications Engineering	48	Twelfth Diploma	English	30	0
UG	BTech,Artificial Intelligence And Machine Learning	48	Twelfth Diploma	English	60	23
PG	Mtech,Computer Science And Engineering	24	BE BTech	English	19	5
PG	Mtech,Computer Science And Engineering	24	BE BTech	English	30	15
PG	Mtech,Mechanical Engineering	24	BE BTech	English	30	12
PG	Mtech,Civil Engineering	24	BE BTech	English	30	18
PG	Mtech,Electri	24	BE BTech	English	30	7

	cal Engineering					
PG	MCA, Masters In Computer Applications	24	Graduation	English	60	48
PG	MBA, Mba	24	Graduation	English	120	82

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	5				8				84			
Recruited	4	1	0	5	3	5	0	8	42	42	0	84
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	5				8				84			
Recruited	5	0	0	5	8	0	0	8	84	0	0	84
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	24	12	0	36
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				36
Recruited	24	12	0	36
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				8
Recruited	5	3	0	8
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				8
Recruited	5	3	0	8
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	1	0	3	2	0	4	1	0	15
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	3	39	0	42
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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	956	8	0	0	964
	Female	214	1	0	0	215
	Others	0	0	0	0	0
PG	Male	233	6	0	0	239
	Female	124	1	0	0	125
	Others	1	0	0	0	1

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	20	14	10	6
	Female	19	14	12	5
	Others	0	0	0	0
ST	Male	25	8	4	7
	Female	8	4	6	4
	Others	0	0	0	0
OBC	Male	137	73	80	26
	Female	93	83	51	25
	Others	0	0	0	0
General	Male	182	88	92	79
	Female	85	94	78	29
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		569	378	333	181

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<ul style="list-style-type: none"> • Innovation is essential for the education sector. The ways in which curriculum decision making is organised reflects different implicit approaches on how educational systems pertain to promote innovation in education. Curriculum holds an outstanding place when seeking to promote innovation in education, as it reflects the vision for education by indicating knowledge, skills and values to be taught to students. It may express not only "what" should be taught to students, but also "how" the students should be taught. Curriculum innovations can include new subjects, combinations of old subjects or cross-cutting learning objectives. They may also take a form of new content, concepts,
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	<p>sequencing, time allocation or pedagogy. • RSR RCET believes in holistic development of graduates who will fit into the society. Hence, we have strong faith in bringing out the cognitive, affective and psychomotor potentials of the individual by making effective innovations in the Curriculum design and development. • The institution offer flexible and innovative curricula that includes credit-based courses and projects in the areas of community engagement and service, environmental education, and value-based towards the attainment of a holistic and multidisciplinary education. • The college has MOUs with Industry, University, Institute of repute at national and international level to promote STEM.</p>
2. Academic bank of credits (ABC):	<ul style="list-style-type: none"> • The institution is yet to be registered under the ABC through NAD after conferment of autonomy from UGC. • Presently there is constrain being an affiliated college .
3. Skill development:	<p>The Career Development Centre (CDC) and T&P Cell is an interface between the Industry and Academia to streamline the placement and related process for students and serves the community at large by grooming students. A strong Industry-Academia Interface is the sinquanon for the success of a department like CDC. CDC works in close coordination with all departments to guide students to choose the best Career option for them on the basis of their bent of mind, flair, dexterity, and qualification. It also assists students in identifying and developing their academic and career interests, and to set their short-term and long-term goals through individual counseling and group sessions. CDC runs 'Soft Skills' and 'Technical Skills' training and assessment programme with the help of its own in-house team and also with the help of third party agencies of national repute. The schedule of these classes are very smartly knit with the regular time table of various programmes, so that, students may assess and explore themselves during their course itself. Apart from that, the seasoned and accomplished professionals from diverse fields visit the campus throughout the year to interact with students and share their industry experience. Regular Seminars, Conferences, Workshops, etc. are organized for more interactive, nuanced, and informative learning.</p>
4. Appropriate integration of Indian Knowledge	<ul style="list-style-type: none"> • Language is an integral part of human life. It plays

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>a vital role in the learning process and knowledge enhancement of students. • Faculties have applied for contribution for translating NPTEL- SWAYAM courses into regional languages. The classroom delivery in bilingual mode English and vernacular where ever necessity has been felt.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>• Outcome Based Education is an approach to education in which decisions about the curriculum, instruction and assessment are driven by the exit learning outcomes that the students should demonstrate at the end of a program or a course. • In outcome-based education, “product defines process”. • The OBE is in practice from 2019. Due to the practice students placement statistics is in continuous improvement.</p>
<p>6. Distance education/online education:</p>	<p>• The Covid-19 pandemic has affected our lives in various ways. All the countries across the globe resorted to imposing lockdowns to contain the spread of the virus. Lockdowns in turn disrupted the normal way of life. Since schools and colleges had to be closed because of the lockdowns, students have been studying online. Teachers have been conducting classes online over various applications such as google meet, zoom etc. • The perspective plan of the Institute includes starting of AICTE approved courses through ODL mode in the institution after the result of NAAC A&A process. • The institute practices blended learning.</p>

Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Electoral Literacy Club is set up in RSR RCET with the primary objective of sensitizing the student community about democratic rights which includes casting votes in elections. We conduct mock polling activities to give the experience-based learning of the democratic setup. We also conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs</p>	<p>The Institution has the ELC functional with the Students and Faculty as members. The ELCs are representative in character.</p>

<p>are representative in character?</p>	
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>1. Our students participate in Voter Awareness Campaigns aimed in educating the public in the nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted populations about voter registration, electoral process and related matters through hands ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc. on experience</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>We conduct mock polling activity to give the experience-based learning of the democratic setup. We also conduct poster presentation, debates, essay writing and other programmes which create an awareness regarding electoral procedures.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2021-22	2020-21	2019-20	2018-19	2017-18
1324	949	833	787	886

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

2 Teachers

2.1

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

Response: 166

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

2.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	79	78	71	82

3 Institution

3.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
563.09	292.85	269.06	187.75	269.56

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

The college ensures effective curriculum delivery and internal assessment through systematic and strategic transparent mechanism:

Preparation of Academic Calendar: At the beginning of each academic year, the academic calendar is prepared at the college level incorporating curricular, co-curricular and extracurricular activities in alignment with the University academic calendar.

Time Table Preparation: Class-wise time tables are prepared before the start of academic session. Copies of Time table along with detailed workload of teaching faculties are submitted to Dean (Academics). Timetable is displayed on notice boards of every department and also conveyed to the students.

Design and Dissemination of Teaching Plan: Each faculty member prepares a detailed teaching plan and is then disseminated to the concerned students. Every faculty maintains a copy of Execution Plan to record the status of execution of teaching plan during the academic session.

Preparation of Course file: Each faculty member prepares the course file which includes the time table, lecture plan, course outcomes, mapping of course outcomes with program outcomes & program specific outcomes, unit wise notes, and previous question papers. POs and COs are disseminated to students by the course instructor. Content Delivery: New and innovative teaching techniques, in addition to the traditional lecture method are adopted to deliver the content. Learner-centric techniques such as peer learning, collaborative learning, video lectures, quiz etc., are employed to encourage students' active participation.

Student's Feedback: Online feedback from students on various aspects of content delivery by faculties is taken twice in a semester. Faculties with below par grades are counseled by concerned HODs. Concerned faculty submits a report comprising of probable reason/s of underperformance and the plan of improvement in future to the HOD.

Academic Reviews: Periodical review on coverage of syllabus and regularity of students is taken by the HOD/Dean Academic followed by Principal. Suggestions are invited for the improvement of the teaching learning process through regular meetings with Class Representatives by HODs.

Internal Examinations: Every department conducts two Class Tests in every academic session. Detailed Examination schedule is announced in advance, by Dean (Academics) & respective HODs. The question

paper of internal exams is prepared by concerned faculties. To maintain further compliance, answer sheets are checked within a week after the completion of each examination. Evaluated answer sheets are shown to the students in the classroom for maintaining highest level of transparency in the evaluation system. In case of labs and projects, internal viva are conducted by respective departments before/ after the university examinations.

Assignments: In addition to the tests, assignments are also the part of Continuous Internal Evaluation. Assignments are provided to students as per the curriculum and are submitted by students in the stipulated time.

Academic Monitoring: Each Head of the Department monitors course coverage and student attendance for every subject on a regular basis. Remedial classes are conducted for weak students in mathematical/conceptual subjects. Academic monitoring is also conducted at institute level wherein each department submits Academic Progress Report twice in an academic session. A review of academic progress is done by Principal

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: 42

File Description	Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 79.39

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

2021-22	2020-21	2019-20	2018-19	2017-18
1034	839	601	602	718

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

The Crosscutting issues like Gender equality, Environment and Sustainability, Human Values and Professional Ethics are well integrated into the Curriculum prescribed by CSVTU, and listed below:

Course Code	Course Name
Personality Development	B000306(046)
Environmental Sciences (Constitution of India)	B000406(046)
Indian Culture & Constitution of India	B000406(046)
Environmental Studies	C000506(020)
Technical Communication & Soft Skill	C000601(046)
Universal Human Values- 2	D000701(046)

1. Professional Ethics and Human values : In view of promoting the professional ethics among the engineering graduates the CSVTU has introduced professional ethics as a credit course This course enables students to know fundamental rights, directive principles, and the duties of citizens, to understand engineering ethics and their responsibilities, identify their individual roles and ethical responsibilities towards society. The professional ethics and human values are dealing with the ethical aspects for the prosperity of organization and personal development of students. It helps to lead the life towards holistic and value-based living. Even though it is in academic curriculum the college takes efforts for integration of ethical and human values through extracurricular activities such personality development, yoga, meditation etc. The institute is organizing various programmes under NSS to inculcate human values among students. Different activities like guest lecture, seminar and workshops relating to the professional ethics and human values have been organized for students.

2. Gender : The institute understands the importance of Gender equality and thus maintain good ratio of women to men work force in both teaching and non-teaching. Also, as per the admission analysis girl to boy student ratio is 40:60. RSR RCET has provided separate hostel for boys and girls with good infrastructure. Institute's woman forum has been working consistently for women safety in college campus and other problems related to girl students. Numbers of programmes are specially conducted for promoting gender equality. Some of the programmes are sponsored by National Commission for Women. Institute has organized various workshops and invited talks on Woman Empowerment, Laws for Woman, Role of Woman in Nature Conservation, The Sexual Harassment of Woman at workplace etc.

3. Environment and Sustainability: Environmental studies are a part of curriculum which provides information about ecology and environmental issues that apply to air, land, and water. NSS unit took initiation for planting of good number of saplings including fruit bearing plants to make environment green and pollution free. NSS organizes various environment related programmes like Earth Day, World Environment Day, plastic free drive, seminars and guest lectures on environmental awareness etc. The Institute has installed solar power panel with **100kw** power generation and partly it is used by the institute and the other part is contributed to the grid. Environment, Green and Energy Audits are carried out periodically.

File Description	Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 25.23

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

Response: 334

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 39.59

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

2021-22	2020-21	2019-20	2018-19	2017-18
569	378	333	181	169

2.1.1.2 Number of sanctioned seats year wise during last five years

2021-22	2020-21	2019-20	2018-19	2017-18
817	669	1161	693	777

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](#)

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: 33.63

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

2021-22	2020-21	2019-20	2018-19	2017-18
302	196	163	73	69

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

2021-22	2020-21	2019-20	2018-19	2017-18
474	388	673	402	451

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document

2.2 Student Teacher Ratio**2.2.1**

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

Response: 13.51

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:

RSR-RCET believes in the adoption of students centric methods to enhance student involvement as a part of participative learning and problem solving methodology. Role Plays, Team works, Debates, Seminar Quizzes and case studies Specifically Students centric Teaching Methods are reflected in project work, Field Visit, Industrial visit& guest lectures. Specifically the students centric methodology includes:

I. Experiential Learning

1. Project work is organized in two phases 1) Mini project and 2) Major Projects this is an essential element of each programme Internship or Field Projects in industry
2. Participation in competition at various level : For Real time exposure students are encouraged to participated at National and International Level

3. Field Visits : Faculty identifies and propose Academically significant Field visits and Surveys
4. Industrial Visits: Departments Plan and Organize the industrial visits for students to provide exposure to industrial work culture.
5. Guest Lecture: Guest lecture by eminent experts from industry and academics from across the world are organized to supplement the teaching process and provide experiential learning
6. Technical Fest is organized every year where the students from various other Engineering Colleges comes to participate and compete.

II. Participated Learning

- 1.Role play : Teachers adopt role play method especially in communicative and management courses to supplement Teaching by way of participative learning
- 2.Team work: All Departments organize students' professional societies and club activities to promote the spirit of Team work. The activities and Camp of NSS, institutional social responsibility.
- 3.Debates: Debates are followed in many of the subjects where students are required to come with different opinions, thought processes thus the learning process gets justified in the argue-mental way of learning.
- 4.Group work: Practical and workshops in all individual and group work under the guidance of teachers are also conducted.

III. Problem solving Methodology

- 1.Case studies: Case study method is adopted in teaching learning process to make the students have logical thinking and practical knowledge to develop problem solving ability.
- 2.Analysis and Reasoning: Training and Placement Department of the institute conducts aptitude classes and programming classes.
- 3.Discussion: Institute follows the discussions methods in many of the subjects as it makes the students to think wide and participate in coming up with the opinions & suggestions to check their current knowledge.

All faculty prepares the lecture notes referring the standard books pertaining to the subject. These lecture notes are uploaded in the college website for students 'reference. In this manner students are aware of the topics their faculty is taking/ would be taking in the next class, and thus can prepare well in advance before actually the faculty takes that topic and gets their queries clarified by the faculty. Online lecture notes also help the students, who missed the class due to some reason, to be updated with the lectures. Apart from the above several other activities are adopted to promote ICT based learning Teaching methodologies .

2.4 Teacher Profile and Quality

2.4.1

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

Response: 100

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

2021-22	2020-21	2019-20	2018-19	2017-18
98	79	78	71	82

File Description

Document

Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)

[View Document](#)

2.4.2

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

Response: 10.78

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

2021-22	2020-21	2019-20	2018-19	2017-18
9	7	10	8	10

File Description

Document

List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.

[View Document](#)

Institution data in the prescribed format

[View Document](#)

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:

The institution has an examination cell to ensure the effective implementation of the assessment and evaluation reforms of the Affiliating University. The Mechanism of Internal Assessment will be as per the norms of the affiliating University and are mentioned below: -

Theory courses and Assignments: As per the CSVTU University guidelines there are 2-internal assessments (IA) conducted and best of the two IAs performances is taken as final IA marks

Laboratory work: As per CSVTU University guidelines ESE and internal marks for lab work marks awarded in Practical is based on the evaluation of laboratory journals/reports after the conduction of every experiment and practical viva at the end of the semester. –

Main Project work is a part of CSVTU curriculum for UG/PG final year. It is carried out in two phases phase I (odd semester) and phase -II (even semester). –

To maintain the transparency in the conduction and evaluation of IAs the following is practiced:

1. Examination section prepares the time table of IAs and circulate to all the departments, a week before.
2. Seating arrangement is prepared by the Examination and the same is displayed near the college entrance and doors of the examination hall for the student's reference.
3. The subject wise IA question paper are prepared by the respective subject teachers and is submitted along to the examination branch before IAs.
4. The evaluated scripts are shown to students to make sure that no discrepancy arises due to oversight of the faculty.
5. The CIE marks awarded in Practical is based on the evaluation of laboratory journals/reports and viva .
6. The B.Tech final year major project is conducted in two phases. The phase-I consists of formation of groups, Identification of Project Topic, Submission of Project Synopsis with presentation and finalization of the topic after review. Phase-II of the project includes Fabrication/ Hardware implementation/Simulation as applicable. Performance of the individual students in the batch are assessed based on the reviews of the project committee.
7. CIE is done for final year students undergone Internship after submission of internship report and performance in the seminar.
8. Extensive Survey is carried out for stipulated durations as confirmed by university and is evaluated as per the CSVTU regulations. As per the regulations of the CSVTU the finalized Internal Assessment marks for the above listed academic components is acknowledged by the students, faculty, HODs and

Principal before uploading in the CSVTU portal. This leads to transparency and avoid any form of discrepancies. The institution strictly adheres to the academic regulations of the University.

File Description	Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The college has framed the vision and mission, and the quality policy to meet the national/societal needs. For achieving this vision and mission the college has adapted the Outcome Based Education (OBE) as per the guidelines laid down by Approving and regulatory authorities. The CBCS curriculum has been implemented as per the directions of affiliating university. In line with OBE Program Specific Outcomes (PSOs), Program Outcomes (POs) and Course Outcomes (COs) are evolved. The Vision, Mission, Program Educational objectives and Program Specific Outcomes has been framed by the departments by collecting review of all stakeholders maintaining consistency with Institute Vision and Mission. The Program Outcome as defined by NAAC and NBA are followed. Course Outcomes (COs) are defined for every course, and are statements that describe the competencies gained by the student through the course. Every CO is aligned to one or more POs, and is measured at the end of the course, through various assessments, designed specifically to effectively measure the CO and contribute to the PO that it is mapped to. The number of COs for a course is not fixed, and may have about six COs. Few courses may have as few as three COs, while courses like the project may have as high as twelve COs. While defining the COs, we need to ensure that they are not an abridged version of the course content, but instead, through every CO, we attempt to specifically address one or more POs through the course content and its assessments. When COs are well defined, the CO-PO mapping becomes redundant, as one can map the CO to the PO through comprehending the essence of the CO. However, the strength of the mapping is dependent on the course instructor and this component, necessitates the need to have the CO-PO mapping together with its strength. After finalization of PEOs, POs/PSOs and COs the respective departments publish and disseminate these statement among all the stakeholders through the following medium.

- 1.College website
- 2.Display in the various class rooms and laboratories.
- 3.Departmental office and notice board
- 4.Course file and lab manual
- 5.Workshops on OBE
- 6.Assessment manuals
- 7.HOD Room
- 8.Faculty rooms

9. Department Notice Board

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

Attainment of COs

Course Outcomes are narrower statements that describe what students are expected to know, and be able to do at the end of each course. These relate to the skills, knowledge, and behaviour that students acquire in their matriculation through the course. CO attainment levels can be measured based on the results of the internal assessment and external examination conducted by the university. This is a form of direct measurement of attainment. **For arriving at an attainment level the rubrics as per SAR format of NBA are followed. Attainment of Course Outcomes (COs):**

- Establishing a correlation between Course Outcomes (COs) and Program Outcomes (POs) in the scale of 1 to 3 (i.e. Mapping COs with POs).
- Measure overall CO attainment level. The overall CO attainment level can be measured based on the results of Internal Assessment (IA) and Semester End Examination.

Internal Assessment (IA)

- For each course in a semester, two IA tests could be taken into account
- For each IA test, calculate the % of students who achieved a set target for each CO prepared (i.e. calculate % of students attaining CO1, CO2, CO3,.....etc. respectively)
- After two IA tests, calculate the average of % of students attaining the prepared COs. This will decide the CO attainment level of a particular course in IA.

End Semester Examination (ESE)

- Set target level > 60% of the maximum university marks in a course Calculate the % of students scored above 60% of the maximum university marks in a course (or reached the target level). This will decide the CO attainment level of a particular course.
- Overall CO attainment level: Overall CO attainment level = 20% of CO attainment level in IA tests + 80% of CO attainment level in ESE

Attainment of POs Programme Outcomes (POs): Program Outcomes (POs) are one step broader statements than COs that describe what students are expected to know and be able to do upon the graduation. It is required to compute the attainment levels for PSOs in addition to computing attainment of POs. Program outcomes and 'program specific outcomes' are attained through the attainment of COs. This is called direct attainment of POs and PSOs. **Steps for attainment of Programme Outcomes (POs):**

- Prepare the COs and POs mapping matrix for each course (starting from I- Sem. to VIII- Sem.)
Prepare the Course- PO matrix for all courses. It is the average PO values, obtained in CO-PO mapping matrix, for each course
- Calculate the PO attainment values using the Course-PO matrix and overall CO attainment value for course

Overall PO attainment values- It is computed by adding direct PO attainment and indirect PO attainment values in proportion. Direct PO attainment- It is the average of individual PO attainment values Indirect PO attainment: For determining indirect attainment of POs, SAR suggests the activities such as student exit surveys, employer's survey, co-curricular activities, extra-curricular activities etc.

2.6.3

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

Response: 91.1

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

2021-22	2020-21	2019-20	2018-19	2017-18
302	197	222	263	255

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

2021-22	2020-21	2019-20	2018-19	2017-18
334	219	240	287	280

File Description

Document

Institutional data in the prescribed format

[View Document](#)

Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.

[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.96

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 10.03

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)

2021-22	2020-21	2019-20	2018-19	2017-18
1.25	0.25	6.62	1.07	0.84

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

3.2 Innovation Ecosystem

3.2.1

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

Response:

RSR- RCET has dedicated Innovation and Incubation Centre, that provides a platform for students, research scholars, researchers, field experts and industry personals to interact and work in partnership to initiate breakthroughs: fusing the uncommon, taking risks and thinking big.

Innovation Centre: With the rapid development in Science and Technology, the management has decided to establish INNOVATION CENTRE in our Institute.

The main objectives are to:

- Invoke innovative ideas and increase job opportunities.
- Motivate students to participate in technology transfer management.
- Increase effectiveness and utilization of resources on research and development activities.

Incubation Centre: The Incubation Centre provides creative atmosphere where new ideas and projects can flourish. Incubation centre offers

- A Platform on business incubation and innovation to provide spaces for incubation, counselling services on business management and technological solutions.
- Interaction with the industries and other peers, finding the workable issues and provide appropriate solutions.

Entrepreneur Development Cell: The ED Cell was established with a faculty Coordinator and in the individual department a faculty as a committee member.

The key vision of the cell is to shape the future entrepreneurs to transform the world for a better living. The mission statement for the cell is to create and foster entrepreneurial culture among students by identifying, training and motivating students to become entrepreneurs. The Cell has the objective to create awareness of opportunities and benefits on entrepreneurship for students and make their dream business through innovative products and to develop entrepreneurial culture.

Overall Objectives:

- Transfer of knowledge, methodology and practice of technology-based entrepreneurship and support to students with creative thoughts and ideas.
- Encourage students and faculty to participate in innovation, idea generation and product development.
- Create awareness on patents among faculty, students and researchers.
- Link higher educational institutes and industries.
- Create platform to share knowledge and implement real time research and applications Motivate and create a permanent network among the students and researchers for knowledge exchange and technology transfer.

Functions

- 1.Workspace provision, connectivity and infrastructure facilities for the students to work
- 2.Arrangement of seed grant to transform an idea into product
- 3.Arrangement of workshops on Entrepreneurship for students and faculties
- 4.Provide training in latest technologies

It encourages the students to realize their Idea in Student Design & Experimental Learning Center/Weekend Projects Lab, where the students can work/research on an idea. It provides an opportunity for the students to ask questions in different areas of knowledge. As part of NSS, the students visit the nearby villages, find the problems and try to give technologically based solutions. This exercise equips them with the ability to think, conceptualize the idea, design the prototype, work on it and report the findings. The completed projects are deployed in the nearby villages. The Industry-Institute Interaction activities has been carried out to bridges the gap between industry and academia.

File Description	Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 52

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

2021-22	2020-21	2019-20	2018-19	2017-18
10	15	9	10	8

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

3.3 Research Publications and Awards**3.3.1**

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

Response: 0.05

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

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	6	0	0

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	View Document
Link to re-directing to journal source-cite website in case of digital journals	View Document
Institutional data in the prescribed format	View Document

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years

Response: 0

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

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

In the view to create the holistic environment through extension activities, our institute are anticipating various social awareness programs in the name of extension activities.

Intellectual property rights are concerned as the robust and enforced, to safeguard families and

consumers. Informed customer decisions concerning the security, dependability and efficiency of their transactions are made possible by strong and sound IP rights. To educate and create awareness about the IPR, RSR-RCET has conducted the National Intellectual Property Awareness Mission (NIPAM) training program to all aspirants related to this field.

Similarly, the students of RSR-RCET have taken pledge to reduce the dependance on conventional way of power production and reduce the usage of fossil fuels by using green energy. By developing new products and services as well encouraging the students for their entrepreneurial ventures to create employment for human kind.

National Service Scheme (NSS)

- Organizes Blood Donation Camps at the adopted village and institute.
- Herbal Plants were planted at institute and adopted village Basim.
- Organizes Nukkad –Natak for Awareness on various social and current issues such as Education, Nashamukti, Health awareness, etc.
- Systematic Voters' Education and Electoral Participation (SVEEP) program conducted under the aiges of Electoral Literacy Club (ELC)
- Organizes Special 7 Days camps at adopted village on every Year.
- Organizes health check-up camps.
- Covid Awareness Programs.

Benefits of Awards and Recognitions:

Proves recognition of Institution among society and create positive perception.

Show Appreciation,

Encourage Friendly Competition,

Improve Productivity.

Awards/recognitions received for extension activities from government/government recognized bodies are –

- Appreciation Certificates for Systematic Voters' Education and Electoral Participation (SVEEP) Activities from Election Commission of India.
- B and C certificate from NSS Cell of Chhattisgarh Swami Vivekanand Technical University, Bhilai(C.G.).
- Appreciation certificate by the national integrated camp sponsored by Government of India, Ministry of Youth Affairs and sports, organized by NSS regional Directorate, Patna.
- Appreciation certificate from gram panchayat Basim for organizing blood donation camp,

distributing mask and sanitizer during COVID time.

- Appreciation letter from gram panchayat Basim for organizing 7 days special camp.
- Appreciation letter for organizing blood donation camp by Chandulal Chandrakar Hospital, Bhilai.
- Smart India Hackathon 2022 winner from our Institute.

3.4.2

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

Response:

In the view to create the holistic environment through extension activities, our institute are anticipating various social awareness programs in the name of extension activities.

Intellectual property rights are concerned as the robust and enforced, to safeguard families and consumers. Informed customer decisions concerning the security, dependability and efficiency of their transactions are made possible by strong and sound IP rights. To educate and create awareness about the IPR, RSR-RCET has conducted the National Intellectual Property Awareness Mission (NIPAM) training program to all aspirants related to this field.

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- Appreciation certificate by the national integrated camp sponsored by Government of India, Ministry of Youth Affairs and sports, organized by NSS regional Directorate, Patna.
- Appreciation letter from gram panchayat Basim for organizing 7 days special camp.
- Appreciation letter for organizing blood donation camp by Chandulal Chandrakar Hospital, Bhilai.
- Participation certificate from CSVTU, Bhilai in 2017 for 5 day work shop on Active citizens facilitators development program.

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: 34

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	11	8	7

File Description	Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 31

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

RSR RCET campus is spread over an area of 3.54 acres. While increasing the programs or student's intake, calculated decisions are made considering the available space, infra-structure, class rooms, faculty strength, laboratories etc. There are committees at every department as well as at Institute level for space related matters. Certain areas are marked/identified to construct new facilities for students, teachers and staff which is a crucial requirement of the Institute. This has enabled us to optimize utilization of available space in a well-planned manner to ensure availability of open green spaces across the campus.

The class rooms/laboratories/seminar halls and meeting rooms of Departments are adequate in numbers and are well equipped as per statutory guidelines. Audio-visual systems with LCD projectors are available in classrooms/seminar halls/laboratories. Teachers/staff and students can use Wi-Fi internet across the campus through secured access. This facilitates dynamic teaching-learning environment, enabling access to videos and other online resources, e-books, MOOCs, online courses, online journals and e-databases which are subscribed. Besides seminar halls in Departments, RSR RCET has an auditorium, and few lower seating capacity conference halls, that can be used by any Faculty/Department for organizing seminars, lectures, symposia, conferences, workshops, club activities.

We encourage holistic development of the students and staff by providing various sporting activities. Institute has created and maintained well number of sports facilities and infrastructure for holding cultural events and other co-curricular activities. The achievements of the students in multiple sports activities is an indication of the dedicated attention, which are mainly promoted through the Sports Committee. The Committee also plays supervisory role to initiate, execute, coordinate, and supervise physical education, sports activities and programmes that enhance general/specific interest in sports, which are conducted throughout the year. The outreach of our infrastructure has grown regularly and is used not only by students/faculty/staff but also by other local units, schools etc.

The sports facilities are

- Cricket ground
- Volleyball ground
- Table Tennis room
- Basket ball court

Apart from the above Boys common room and Girls common room are equipped with indoor games.

As a part of the Annual Day Celebrations, several cultural activities are organized by the students, which includes stage performance, exhibition of departments displaying innovation, achievements, music performances and others. Moreover, several activities are conducted at department level such as freshers' party, welcome/farewell parties.

File Description	Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 33.18

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

2021-22	2020-21	2019-20	2018-19	2017-18
280.33	74.8	27.8	19.31	122.8

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

The institute has well equipped, spacious library with the rich collection of engineering, computing and management books including national, international journals, periodicals, magazines. The library is fully automated with RSR RCET MIS software. The reading room facility is available for students. The reading room is 67 sqm with a seating capacity of 50 students. It has about 6800 titles, 35235 volume, 325 e books, 16 national journals, E-Journals 137 and 7 magazines along with 5 newspapers. ILMS Software Package is an Integrated Library management System (ILMS) with Barcode Scanner that supports all inhouse operations of the library.

Name of the ILMS Software: RSR RCET MIS

Nature of Automation: Fully Automated

Year of automation: RSR RCET MIS (2021)

Books are bar-coded and bar-code laser scanners are used in circulation counter for book transaction.

A student approaches the counter for issuing a book; the book is searched by title or author. Students can access physically the stack area. The entry is made in RSR RCET MIS software through student login and book is registered as issued in student's name. The book is marked for a due date by putting stamp and entry is made manually in the register. Many copies of popular books are brought to make them available to as many students as possible. The books per student ratio are approximately 20:1. Each student has issued 5 books at a time and they have allocated library hours per week. The college central library has various institutional memberships of prestigious libraries such as, DELNET membership for e-resources and e-Journals, National Digital Library and browsing center with 155Mbps leased line connected computers in the library. Direct Accesses to online journals are made available for staff and students such as DELNET to learn the latest research and developed techniques in engineering. Library facility is open to all students and faculty members and is continuously updated with latest books and journals. The institute always strives to provide latest and best collection of books, journals, online sources to the students.

File Description	Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

Our Information Technology (IT) Policy sets forth the central policies that govern the responsible usage of all users of the Institution's information technology resources. This comprises the IT facilities allocated centrally or by individual departments. Every member of the Institute is expected to be familiar with and adhere to this policy. Users of the campus network and computer resources ("users") are responsible to properly use and protect information resources and to respect the rights of others.

The IT facilities available in our college can be summarized as follows:

LAN Facility: In the year of inception the institute has 120 systems with 8 Mbps internet speed, now 390 high configuration systems are available for students and all these systems are provided with LAN connection upgraded to 300 Mbps of internet connectivity shared across entire campus with time, these system have been replaced with higher configuration system.

Server configuration in Data Centre: There are 4 servers installed in the campus. These servers are used for to store, retrieve and send the data to other computers on a network. The configuration of Domain Controller is IBM x 3650, Intel Xeon Processor (64Bits), 16GB RAM, 2TB. Institute also has Student and faculty biometric devices which are connected to the main server through LAN connectivity installed in all class rooms and admin block. Storage server = 1.2TB x 1 = 1.2TB (Mirroring)

Softwares: Institute has access open-source operating systems such as Ubuntu, Fedora & CentOS. The college has also open access to Autodesk Educational Licenses like Revit 2017,2019,2020 Nastran 2017,2018, 30S Max 2017 etc. also Licensed Open-Source Software provided by Design Tech Systems- MATLAB which includes MWMatlab, Signal Processing Tool Box, Communication system Tool Box, SIM Power Systems etc. All the systems are protected with Sophos firewall.

Printers: The Institute has 18 Laser jet printers, 2 Xerox machine and 5 scanners for academic and administrative usage.

Cameras: As per the CSVTU guidelines the institution installed the 30 CCTV's which covers administrative, classrooms, Laboratories, parking and common areas for student's safety, prevention from unauthorized visitors and safety of campus.

Updates and Up-gradation: Institute upgraded the computers as per the needs. Wi-Fi: Extendable Wi-Fi routers are placed in various places like Admin, all departments. Wi-Fi access is provided to all the students.

File Description	Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 3.39**4.3.2.1 Number of computers available for students usage during the latest completed academic year:**

Response: 390

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document

4.4 Maintenance of Campus Infrastructure**4.4.1**

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

Response: 25.93**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)**

2021-22	2020-21	2019-20	2018-19	2017-18
156.31	96.95	103.46	14.10	39.47

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 73.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
1113	815	804	536	230

File Description

Document

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description

Document

Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.1.3

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

Response: 66.12

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

2021-22	2020-21	2019-20	2018-19	2017-18
1050	324	614	533	639

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	View Document
Proof related to Mechanisms for submission of online/offline students' grievances	View Document
Annual report of the committee motioning the activities and number of grievances redressed to prove timely redressal of the grievances	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2 Student Progression

5.2.1

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

Response: 78.35

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

2021-22	2020-21	2019-20	2018-19	2017-18
192	162	194	251	265

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

2021-22	2020-21	2019-20	2018-19	2017-18
334	219	241	281	283

File Description

Document

Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.2.2

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

Response: 2.72

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.)

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	4

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document

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: 12

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

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	1	3	1

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

5.3.2

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

Response: 18.2

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

2021-22	2020-21	2019-20	2018-19	2017-18
3	13	32	27	16

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

5.4 Alumni Engagement

5.4.1

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

Response:

The RSR RCET Alumni Association aims to link the alumni to the institution, develop synergistic plans to support the institution and achieve its vision, and to enable the institute to add value to all its stakeholders. The alumni association is registered. The main objective is to enroll all alumni as members of the association and facilitating active participation of the alumnae in appropriate activities, events, and initiatives of the Institute. The alumni association helps in building a network of the alumni and helps in being in touch with the corporate world. The alumni meet is conducted once in a year. Also keeping the busy schedule of the alumni in mind RSR RCET has changed its strategy regarding interaction with the alumni. The Alumni coordinator gets the information of the availability and will be invited to come and interact with the students during their availability. This has become the continuous practice of the institution. This concept is helping a lot to the students and fetching good results. The Following are the activities carried out with the help of Alumni.

Curriculum Enrichment: Alumni are involved for curricular gap identification and development of value added course module.

Interactive Sessions: The alumni association helps in holding interactive sessions to motivate current students about the employability and educational opportunities abroad. They share their opinions in social networks, blogs and forums.

Industry connect: Alumni helps in establishing MoUs with industries. The alumni those who are entrepreneurs arranges industrial visits to the students and provide inputs on how to start a new venture to turning them in to job providers. The Alumni extend their support for student internship. **Research and consultancy:** To encourage the students of the college & members of the Association for research & consultancy works in various fields like Engineering, Computers, Industrialization, etc. Alumni helps the departments by directing the entrepreneurs to carry out consultancy works in various sectors of the engineering stream.

Mentorship: Alumni can play an active role in voluntary programs like mentoring students in their areas of expertise. To utilize the rich experiences of old students of the college for the benefit. To assist the students in securing suitable jobs.

Placements/ References: The alumni network of a college is one of the biggest sources of placement opportunities to the students. Alumni can help students in referring to companies and get placed at their respective organizations. The Alumni conduct mock personal interviews and job oriented training.

Generosity: Few of the alumni of various departments have donated text books for departmental library to keep available for utilizing by poor students.

Administration: Alumni are members in IQAC and provides inputs for imparting quality system adaptive to recent trends and requirements of industry.

File Description	Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

- The confluent approach of the management, Principal and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college.
- The Empowered team involves- Governing body, Management, Principal, Deans, IQAC Members, , teaching staff, non-teaching staff, supporting staff, Student representative Council, Stakeholders, Alumines and various committees.
- The Governing body is formed under the rules and ordinance of UGC/AICTE. The Governing body is the supreme body, it takes decision on the basis of the feedback taken from all the Stakeholders. It also monitors and evaluates the functioning of college as per the guidelines given by UGC/AICTE/CSVTU and other statutory bodies. It works in close collaboration with the Principal to regulate and maintain an amicable and scholastic environment required for this purpose.
- The head of the Institution personally communicate with staff members to ensure they are not encountering any problem in regard to their work. The Principal monitors the mechanism regarding administration and academic processes. The leadership is the collaboration of Faculty head, Department heads, IQAC, College Development committee, for decision making and improving the efficiency of the institution. He also ensures proper functioning of the policies and rules and action plans of the college.
- The monitoring of the academic progressive performance of the college is regularly regularly done with the help of supporting committees.
- All the committee takes the responsibility for all plans and activities and successfully takes the responsibility in every academic session.
- Periodic meetings with Principal, IQAC Coordinator, Director of the institution were held regarding the feedback of the student and decision making and also smooth functioning of all the activities and plans.
- For academic performance meetings with Head's and faculty of various department is done regularly regarding punctuality of the teaching staff, taking classes regularly, class tests, group discussion etc. Principal remains constantly in track with the student by solving their difficulties, by taking regular rounds of the college in enhancing the college.

Perspective Plans: A 360 degree perspective plan is developed by a IQAC which considers important factors i.e. structure, mechanisms and stake holders within the system and their capacity to act, their creativity, the collaboration between them, their confidence, and the coherence of the action with other initiatives. The objective is to ensure the quality and imbibe the culture of excellence and focus on the time-bound goals set for academic, administrative, research and development activities. The entire process is based on participative approach wherein the faculty members, and other stakeholders are

involved in the development of plans and its efficient execution. The summary is as follows

Sr. No	Strategic Plan
1	Enhance engagement with Society
2	Diverse Student learning environment
3	Enhance engagement with Industry
4	Improve internal support systems
5	Enhance alumni engagement
6	Develop a cleaner and greener campus
7	Enhance Research Culture
8	Academic Autonomy and Industry-Oriented Curriculum

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:

There is a well-defined governance mechanism that ensures the implementation, monitoring and evaluation of policies and plans for smooth running of the Institute. Prominently, the College Development Committee is the governing body of the Institute responsible for framing and evaluating the policies. The plans are effectively implemented by the Principal and his team. The Institution has well framed and published rules, procedures and policies.

The leadership and governance of the organization include management, Principal, Deans, Heads of departments and senior faculty members representing various academic bodies of the Institute. The institute has occupied a niche position in this region as a result of the leadership's active participation in policy design and implementation.

This leadership jointly formulates the action plan for achieving its vision of becoming center of excellence in technical education in Central India. The various committees like IQAC, Purchase Committee, etc. having well defined functionalities, have been formed in order to inculcate transparency in the decision making process and effective governance. The administration takes care of the key attributes, i.e., Budget, Financial support, Infrastructure, Resource planning, Manpower for smooth functioning of the Institute.

The rules and regulations of the institution are well set for decentralized and participatory administration, effective governance and transparency in administration. Principal sets goals and motivates the faculty

and staff for attainment of the institute's vision and mission.

All academic and administrative activities are decentralized and operational management decisions are taken based on discussion and deliberations in Principal's meetings department meetings and various committee meetings comprising of faculty, staff & students. This participatory management culture gives members the flexibility to voice their ideas, weigh the benefits and drawbacks of a proposed course of action, allows collaboration & cooperation between departments and functionaries thereby improving the quality of accomplishment of assigned tasks.

Institution has its well defined perspective plan with the following identified key areas:

1. Academic perspective
2. Stakeholders perspective
3. Industry Academia Collaboration
4. .NEP Implementation

The deployment are recoded, reviewed and action plan are set for the growth of the Institution.

6.2.2

Institution implements e-governance in its operations

- 1. Administration**
- 2. Finance and Accounts**
- 3. Student Admission and Support**
- 4. Examination**

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document

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:

Employees are undeniably crucial stakeholders who influence organisational effectiveness by stabilizing the tremor caused by adaptive environment. The management of RSR RCET implemented various monetary as well as non-monetary welfare measures for employees. **Monetary welfare schemes** are

1. Group insurance for Teaching staff.
2. Maternity Leave
3. Employee is entitled to use Earned Leaves in case of his/her marriage.
4. The Institution provides incentives/appreciation certificates to the faculty for outstanding performance in the curricular/co-curricular/extra-curricular activities.
5. Vacation leaves provision for all employees as per the college norms.
6. Grant of Special Casual Leaves (20) when faculties are required to go out on official duties or to participate in conferences, seminars, workshops etc.,
7. Sick Leaves will be provided based on the request from faculty subjected to discretion of management.
8. Financial support for Professional Membership Fees.
9. EPF is in force to sub staff. EPF is being contributed from management with an equal contribution from employees based on the pay scale governed by EPF rules.
10. ESI is applicable for eligible sub-staff.
11. Incentives to faculty who receive State, National and International recognition/awards Page 12. rovision of Special Leave to the existing faculty for the pursuance of their higher studies like PhD and PDF.
13. Faculties are encouraged to write and publish books or monographs and incentives are provided.
14. Incentives will be given to the faculty member for publication in national/ international journals of Repute.
15. The institution will pay the registration fee, TA & DA and provide OD (On-Duty) for research paper presentation in the conferences.
16. Special incentives for research grants.
17. Support FDP certification programmes for knowledge updation

Apart from monetary schemes various non-monetary welfare schemes are provided to employees for their professional development. The schemes are listed below

1. Technical workshops are conducted to keep pace with syllabus and new technologies.

2. Faculty development programs /STTP are conducted in the institute.
3. Experts from the industry and academia are invited for interaction with the staff.
4. The institute motivates the faculty and staff for arranging / attending industrial training programs/ visits.
5. Training programs are arranged for updating the knowledge of the non-teaching staff.
6. Faculty members are encouraged and benefited from qualification improvement programs such as PhD.
7. Sessions for Health and Stress management.

The Institution has put great emphasis on staff performance. The annual Performance Report formats have been derived as shown hereunder by considering the Knowledge Skills and Behavior aspects into account.

- 1.University results
- 2.Research & publications/ academic progress
- 3.Students feedback
- 4.Punctuality & adaptability
- 5.Mentoring/ counselling of students
- 6.Administrative contributions

The non-teaching staff are appraised based on the following parameters:

- Punctuality & adaptability
- Administrative contributions

The attitude, commitment and achievement of staff with regard to above mentioned parameters are the key areas to their appraisal. Self-Appraisal reflects the contribution of the faculty members to teaching-learning process, research activity, involvement in department and college level activities (academic and administrative).

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: 63.73

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

2021-22	2020-21	2019-20	2018-19	2017-18
70	55	45	40	50

File Description	Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document

6.3.3

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

Response: 74.33

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

2021-22	2020-21	2019-20	2018-19	2017-18
90	77	66	57	69

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

2021-22	2020-21	2019-20	2018-19	2017-18
14	16	16	14	15

File Description	Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by 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:

The different sources for mobilizing the funds is as follows

1. Tuition fees from students
2. Through external research projects
3. Other misc incomes.

The major source of revenue for the institute is the Annual tuition fee collected from students. The fee is collected from students' as per the guidelines issued by the fee fixation committee of state government of Chattisgarh. Mobilization of funds is also done through sponsored projects from govt and non Govt. agencies..

The college budget is allocated based on the needs. The college follows a systematic approach towards the allocation of budget. All the departments are requested to submit an estimate of requirements for their respective department which is discussed under various heads of their department. The needs of the particular department are analysed separately and the required budget is allocated. Further, if there is any requirement for the departments other than the one stated in the budget, the same can be procured by submitting the necessary details. Hence, all the departments are allocated with budget adequacy to meet their needs. Budget requirements under 'recurring 'and 'non-recurring' heads are collected from every department before the commencement of the financial year. Before the commencement of the financial year, budget proposal is collected from all departments. The same is placed before the Finance committee and the committee in turn will deliberate and makes necessary changes for a proper balance of receipts and expenditure. The same will be submitted to Governing Council for approval. Budget approvals will be communicated to the departments and sections. The institution keeps track of the budget. In any unforeseen circumstances, non-budgeted amount is considered and allotted depending on the merit of the case. The requests are consolidated and reviewed by the Administration team and funds are allotted. Utilization of allocated funds are monitored periodically and reviewed at the end of the Financial Year

Almost, 95% of the total budget was spent during the last three years. Some of the namely utilization of funds is towards the expenditure on salary of teaching and supporting staff, purchase of equipment, machinery and furniture, library books, e-subscriptions, electricity charges, consumables, software, internet bills, repair and maintenance, faculty development programs, advertisement, affiliation and approval fees, printing & stationery, sanitation- housekeeping-gardening and security charges, and other miscellaneous expenses.

The Institution conducts internal and external financial audits regularly. As part of this mechanism, the Institution has an in-house team auditors, who help in carrying out the internal audit. The team conducts an internal audit regularly and submits the report to the Director.

The external audit is conducted once in a year. The external audit is carried out external Auditor. The queries which are raised are put before the Director who clarifies & rectifies before finalizing the accounts.

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 main aim of the quality policy is to impart technical education using state-of-the-art technology and ensure that the students are industry-ready. The IQAC Cell is as per the guidelines of NAAC. The IQAC has developed a continuous review process on teaching-learning to sustain effective teaching and learning for targeted outcome. IQAC believes in appropriate planning for success. Following are few parameters on which review is conducted.

Curriculum Level

Review of Academic Calendar	-	Once in Semester
Review on Curriculum Planning	-	Once in Semester
Review on Teaching – Learning (Planning)	-	Once in Semester
Review on Teaching – Learning (Execution)	-	Once in Semester
Review on Teaching – Learning (Attainment)	-	Once in semester
Review on Syllabus Completion Monitoring	-	Twice in semester
Review on Teaching Feed Back from students	-	Twice in semester
Review on Conduct of Remedial Classes	-	Once in semester
Review on Quality of Projects/Product Development-		Once in Year

Co-Curricular Level

Review on Industrial Visits	-	Once in Year
Review on Internships	-	Once in year

Review on Guest Lectures/Work Shops/

Certification/Value Added course for students - Once in semester

Review on students Technical Paper

Publication in Journals/Technical Events - Once in year

Review on Conduct of Activities by Professional Bodies - Twice in year

Extra-Curricular Level

Review on Student participation in Art/Literary/ Cultural Activities - Once in Year

Review of Student participation in Sports & Games - Once in year

Review of Student participation in NSS activities - Once in year

Organisation level

Review on attainment of Cos, POs and PSOs - Once in year

Review on ICT / Laboratory facilities - Once in year

Review on Best practices/Innovation/ product Development - Once in year

Review on Faculty Development Programs conducted/attended - Twice in year

Review on Budget planning & utilization - Once in year

Review on finance audit - Once in year

A few of the incremental increments include

- Value-added courses for the students
- Structured online feedback
- Transformation of classroom teaching to online learning during Covid Pandemic.
- Reformation of CIA
- ISO Certification
- Project/ design based learning.
- Green campus Initiatives.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

The Institute established a Women Empowerment Cell with the vision of **“Preserving and Strengthening the Status of Women”**, and with the objectives to develop self-confidence, prevent sexual harassment, promote general well-being of female students, teaching and non-teaching women staff of the College, providing opportunities and organizing programs on gender-related issues with emphasis on educational attainment, health, preparation for economic opportunity and safety. These programs helps female to be financially, mentally and emotionally empowered so as to promote their growth as individuals in their own rights.

In organizing curricular & co-curricular activities the girl students/women faculty will be given appropriate preference. Every department will have a women faculty coordinator for taking care of contribution of students/staff in the events organized. The committee submits the action plan with details of curricular and co-curricular activities at the beginning every academic year related to the promotion of gender equality. RSR-RCET has a systematic process/approach for conduction of all these events.

The institution celebrates Days of National Importance like Independence Day and Republic day with fervour and festivity out of which a few are as listed below.

- Republic Day It is a day to remember when India's constitution came into force on January 26, 1950, completing the country's transition toward becoming an independent republic.
- World water day is held annually on 22 March as a means of focusing attention on the importance of freshwater and advocating for the sustainable management of freshwater resources.
- 22 April- is all about appreciating the uniqueness of our planet Earth with its incredible biodiversity.
- National Technology day is being observed across India on May 11 to mark India's technological advancements and to promote the development of technology in various fields
- 14 June encourages students/faculties to donate blood voluntarily without compensation. The goals of World Blood Donor Day are: To raise awareness that individuals can save lives and improve the health of others by donating blood.
- 21 June: to develop the habit of meditation among youngsters so that they can enjoy more peace of mind and self-awareness, which is essential for a stress-free existence.
- 15 August Independence Day marks the end of British rule in 1947 and the establishment of a free and independent Indian nation. It also marks the anniversary of the partition of the

subcontinent into two countries, India and Pakistan.

- 5 September - (India) has been dedicated to the teaching profession by celebrating this day as teachers day all through the India. It is celebrated every year to commemorate the birth anniversary of former India President, Dr. Sarvapalli Radhakrishnan as well as pay honour to the teachers.
- 15 September - Engineer's Day (India) to take a pledge to promote and encourage the youth to select for Engineering education. To produce quality Engineers for the bright future of our country.
- Gandhi jyanthi is celebrated on 2 October every year to mark the birth anniversary of the most prominent leader of the Indian Independence struggle

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: C. Any 2 of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	View Document

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:

Tolerance and Harmony towards Cultural & Regional factors: The institute puts lot of efforts/initiatives in bringing an inclusive environment. The students and staff of this institute are from different cultural background and from different states. The staff and students belong to different communities like Hindus, Muslims, Christians etc. being their mother tongues different. The institution has a very effective approach to maintain tolerance and harmony even though they belong to different communities and with different culture by organizing the events which bring the harmony and integrity among the students. Yoga, guided meditation sessions, seminars on human values are organized every semester to create coherent environment and respect for individual.

Communal factors: Also, institute organizes events and campaigns by the NSS of RSR RCET like plantation, blood donations, greenery importance awareness programmes Environmental day, Swachh Bharath Abhiyan, Constitution day, etc. also the women empowerment cell of the institute organizes Ethnic day, Women's day programmes. Students and staff demonstrates communal harmony by celebrating the festival Dewali, Eid, Christmas and Holi collectively irrespective of religious, racial, cultural and lingual identities.

Socio-economic & other diversities. Majority of the students graduated are from rural areas and belong to middle class. Nearly 80% of the students got employment and supporting their families. The institute strives for uplifting the students and their families socially and economically.

The majority of the students who seek admission to the college hail from remote rural areas. They are not fully aware of the great culture of the country. They even do not know about the role the nation had played in the history of the world. The authorities of the Institution know that the students of this generation need to be enlightened about the history and culture of this country. They also need to be told about the freedom struggle and contribution given by great stalwarts in the freedom struggle. It is observed that they do not have any knowledge of the Constitution of the country. They are not aware of duties and rights of a common man in India. In view of this the affiliated university has introduced the courses Constitution of India, Professional Ethics, in the curriculum as mandatory credit courses to fulfil the requirements of getting degree. Apart from the curricular activities functions are celebrated in the college. Similarly the students have to be told about the role they shall be required to play as Engineers after completion of their academic pursuits. The college therefore conducts programs to enlighten them about the role they shall be required to play in future. Birth and Death Anniversaries of the great leaders

like Mahatma Gandhi, Dr. A. P. J. Abdul Kalam etc, are observed to make the students aware of their contribution in shaping the country. Eminent speakers are invited to speak on such occasions. These speakers throw light on the lives and work of these stalwarts. The students get motivated and inspired to espouse the cause of National Development.

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:

Practice-I

1. **Title of the Practice: AVISHKAR**, an Interdepartmental Project Competition cum Exhibition
2. **Objectives of the Practice:**

- To develop working habit among students to reflect under achievements and what they have learn during the year.
- To improve presentation skills.
- To recognize work and creativity.
- To develop leadership qualities.
- To strengthen bonding among students of junior courses
- To motivate rural youths for technical education
- To show the hidden talent.
- To come up with innovative ideas
- To identify the challenges and opportunities as per the requirement of society
- To inculcate the course knowledge into a single collective project and work

The Context:

During class and laboratory teaching, student learns lot of thing theoretically and to some extend practically in laboratory which enhances the technical knowledge of students. However, actual implementation of theoretical concept is not taught in classroom or laboratory. The best practice **AVISHKAR** identifies the students and gives them opportunity to come forward for the implementation of their innovative thoughts by focusing on the current need of society and industry.

AVISHKAR is conducted once in an academic year to identify and improve the technical knowledge and skills acquired by the students throughout the semesters. Students were used to create projects and working models mainly from scrap which were eco-friendly and cost effective.

During this exercise higher semester students were get combined with lower semester students for preparation of project. Due to this practice lower semester students were enhanced in their technical studies. As the final year student will be the leader of project group, and will work as a student mentor

throughout the completion of this activity.

The Practice:

- The AVISHKAR is organized once in a academic year and the schedule is published in academic calendar at the beginning of academic year.
- Branch wise project areas are identified and displayed by respective department.
- Students are required to submit their choice of the project area within stipulated time.
- Project groups are formed in such a way that students of final year are combined with pre-final year students to participate in AVISHKAR
- A project guide is allotted to group of student base on their research area.
- Project guide finalizes the project topic with reference to current need of society and industry.
- Head of the department finally approves the project topic.
- Head of the department forms a departmental project committee to continuously review the progress of projects.
- Projects are then exhibited in mock project presentation where the committee of inter departmental expert evaluate the completeness of project.
- MOCK 1: Students presents their 40% completed project with synopsis and challenges occurred and coming for the completion of project work.
- MOCK 2: Students presents their 90% completed project with proper power point presentation and challenges occurred and coming for the completion of project work.
- The projects which are incomplete and need further efforts are given proper inputs.
- The final version of project is displayed in AVISHKAR where projects are evaluated by expert committee.
- Experts are invited from other colleges/universities and industry. (Two experts are from academics and one expert is from Industry).
- On the day of competition and exhibition, class 9th, 10th , 11th and 12th students from nearby schools and villages are invited to visit the exhibition where the students are counseled by career counselors to built the interest among these students to choose a technical career.
- Following awards are given away in a presence of dignitaries.

1. Best departmental project award
2. Best departmental guide award
3. Best concept award
4. Director best award
5. Principal best award
6. Best presentation
7. Best Project

Evidence of Success:

- It is observed that the students started more time spending in workshop and laboratory due to which their confidence levels substantially increase.
- Due to actual work experience, communication skill, presentation skill etc substantially increase resulting into better placement.
- We analyzed students in their technical knowledge while working with major projects as per the curriculum designed by Chhattisgarh Swami Vivekananda Technical University (CSV TU).

- During the AVISHKAR competition the following parameters were identified in the students such as
 - Technical skill
 - Component Identification
 - Placement ready for technical round
 - Expertise in one area of research
 - Technical Aptitude Tests
 - Presentation skills
 - Leadership Quality
 - Imitativeness
 - Collaborative work culture
 - Decision Making Skills

The AVISHKAR activity is appreciated by dignitaries of many organizations like Dr. M. K. Verma (VC, CSVTU), Dr. Bikesh Singh (HoD, BioMedical Engineering, NIT Raipur), Mr. Kaushal Tiwari (VP, Electrical Design, BEC Bhilai) etc.

The outcome of the practice can be witnessed from no of students admitted and choose the technical education as their future aspect and many students opted for doing PG after UG.

Problems encountered and Resources Required:

- Initially due to lack of awareness among students a very few projects were display whereas gradually this number substantially increase.
- Identification of project topic was a challenge; however it was work on as far as the society and industry demands are concerned.
- To mould the students' mentality towards improvement in their personality without hampering academics was a difficult task.
- To make the students group with higher and lower classes' students was a challenging issue.
- Non availability of prescribed components required to complete the project was a major issue however with the help of project guide, it can be made available or alternate components can be used.
- Gathering of higher and lower semester students at a time was tedious to handle.
- In spite of mock 1 and mock 2 schedules, few groups' reports late and their project status were not up to the mark as defined by the committee.

Best Practice II

Title of the Practice: Creation of Awareness among Faculty and Students about their social responsibility.

Goal: To develop ethical and moral values among Faculty and students. To create harmony and peace among the Faculties and students and non-technical staff. To develop emotional quotient and spiritual quotient along with intelligent quotient. To imbibe education among the Faculties and students for the development of the society and community.

Due to the word limit the details of the best practice II is attached. Please click the link for the details

File Description	Document
Best practices as hosted on the Institutional website	View Document

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:

Vision of the Institution is to mould and empower students in the pursuit of knowledge, values and social responsibility and help them to achieve excellence in various fields, thereby also preparing them to face global challenges. The Institution as never faltered in inspiring the students in the pursuit of knowledge, values, and social responsibility. The Institute has established its distinctive approach towards this comprehensive Vision through,

1. Ideate integrate Enterprise (I2E) Cell
2. Alumni Interaction Cell
3. Skill Development
4. Inter-disciplinary Projects

1. **Ideate integrate Enterprise (I2E) Cell:** The Center for Ideate Integrate Enterprise (I2E) Cell is crucial in igniting young minds in order to develop innovation and hence establish the framework for entrepreneurship. Entrepreneurs are driven to create a firm with self-sufficient and financially independent, and they can support their education or families. Many events and activities have been conducted to motivate the students.
2. **Alumni Interaction Cell:** To improve relationships with alumni in order to facilitate better industry institute interactions and job placements. To arrange frequent encounters between students and alumni to expose them to the constantly altering corporate environment.
3. **Skill Development:** The institution organizes skill development programmes such as personality enrichment, employability skill development, entrepreneurial development, language skill development, and so on.
4. **Inter-disciplinary Projects:** Our institute provides a variety of seminars and training sessions to help students improve their talents in areas such as personality enrichment, employability skill development, entrepreneurial development, language skill development, and so on. Students pursuing UG and PG degrees complete their projects through internships at industries or R&D institutes that provide hands-on experience in their field of study. The primary goal of the Institution is to shape and empower students in their pursuit of knowledge, values, and social responsibility, as well as to assist them in achieving greatness in a variety of subjects, therefore

equipping them to meet global issues. Figures depict various aspects of the project. Every year Aviskar is organized.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Quality Policy

We at RSR RCET strive to bring out and nurture the talents and skills of youth with Quality Technical Education, motivate them to be self-disciplined and develop their competence to face the challenges of globalization. We shall achieve this by

- Provide value-based education.
- Produce Industry-ready Professionals through training in Soft-Skills and Personality development. Undertaking networking with Industry, Academic and Research Institutions
- Provide adequate and furnished infrastructure for academic and research activities.
- Organize national level Seminars/Conferences.
- Promote Creativity and Innovation among students.
- Conduct Career -Vision program to facilitate right career choice by students.
- Encourage Entrepreneurship among students.
- Motivate the students to participate in Co-curricular and Extra-curricular activities.
- Train teachers in modern instructional methodologies to improve their teaching skills.
- Motivate the faculty to publish papers in National/International Conferences and Journals.
- Provide Hostel and Residential accommodation to students and staff.
- Develop and promote Green Environment.
- Provide quality environment and services to all Stakeholders.
- Both teach and follow Ethical, Environmentally responsible Engineering practice.
- Attention to issues of national relevance.
- Responding to the changes in both technology and applications.
- Provide systems, resources, and opportunities for continuous improvement.

Concluding Remarks :

Right from its inception, the Institution has grown leaps and bounds both in its size as well as stature till this day and promises to continue in its progressive mode of placing at the hands of our nation , Engineers with knowledge, skill as well as human values. The Institution has been constantly refining its focus as well as modus operandi in achieving the Vision it has set for itself. The descriptive summaries and the accompanying data under each criterion are a proof of the sincere efforts of the Institution in this direction. It is a firm belief as well as the perception of the Management of this Institution that the growth in infrastructure, academics, research, co-curricular and extracurricular activities, activities on social and national issues for creating awareness as well as mitigating the problems, contributions in terms of activities of relevance to local community around the Institution - have all been in keeping with the expectations of NAAC - a wing of the UGC, highly relevant to the present-day educational scenario in the country.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships Answer before DVV Verification : 1034 Answer after DVV Verification: 334</p>																				
3.1.1	<p><i>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</i></p> <p>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) Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td>0.6</td> <td>13.32</td> <td>3.82</td> <td>1.24</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>1.25</td> <td>0.25</td> <td>6.62</td> <td>1.07</td> <td>0.84</td> </tr> </tbody> </table> <p>Remark : Value has been updated considering only Research based projects . The consultancy Projects have been Excluded</p>	2021-22	2020-21	2019-20	2018-19	2017-18	2.1	0.6	13.32	3.82	1.24	2021-22	2020-21	2019-20	2018-19	2017-18	1.25	0.25	6.62	1.07	0.84
2021-22	2020-21	2019-20	2018-19	2017-18																	
2.1	0.6	13.32	3.82	1.24																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
1.25	0.25	6.62	1.07	0.84																	
3.2.2	<p><i>Number of workshops/seminars/conferences including on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship conducted during the last five years</i></p> <p>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 Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>11</td> <td>17</td> <td>9</td> <td>10</td> <td>10</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> <th>2017-18</th> </tr> </thead> <tbody> <tr> <td>10</td> <td>15</td> <td>9</td> <td>10</td> <td>8</td> </tr> </tbody> </table> <p>Remark : Revised values excluding expert talk</p>	2021-22	2020-21	2019-20	2018-19	2017-18	11	17	9	10	10	2021-22	2020-21	2019-20	2018-19	2017-18	10	15	9	10	8
2021-22	2020-21	2019-20	2018-19	2017-18																	
11	17	9	10	10																	
2021-22	2020-21	2019-20	2018-19	2017-18																	
10	15	9	10	8																	

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
56	50	52	75	106

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1	2	6	0	0

Remark : Revision considering research papers in the Journals notified on UGC CARE list year and calendar year publication and excluding papers. without ISSN number

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
6	20	97	1	96

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
0	0	0	0	0

Remark : Publication without ISBN number to be considered and publication with ISSN to be excluded

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.

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
10	10	15	11	12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	5	11	8	7

Remark : Revised values excluding celebration of days and competitions .

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 :31

Remark : Revised values excluding industrial visits and guest lectures.

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:

2021-22	2020-21	2019-20	2018-19	2017-18
275.57	204.93	218.46	143.22	108.12

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
156.31	96.95	103.46	14.10	39.47

Remark : Revised values excluding unspecified expenditure i.e. other expenditure

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***

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1113	815	804	536	230

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1113	815	804	536	230

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***

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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

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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
1050	324	614	533	639

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
1050	324	614	533	639

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**

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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:

2021-22	2020-21	2019-20	2018-19	2017-18

192	162	194	251	265
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Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
192	162	194	251	265

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
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5.2.2 Percentage of students qualifying in state/national/ international level examinations during the last five years

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.)

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	9

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
2	1	1	0	4

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

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

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
23	0	28	28	30

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
7	0	1	3	1

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:

2021-22	2020-21	2019-20	2018-19	2017-18
31	23	34	35	37

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
3	13	32	27	16

6.2.2 Institution implements e-governance in its operations

1. Administration
2. Finance and Accounts
3. Student Admission and Support
4. Examination

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: A. All of the above

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**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**

Answer before DVV Verification:

2021-22	2020-21	2019-20	2018-19	2017-18
76	61	50	43	54

Answer After DVV Verification :

2021-22	2020-21	2019-20	2018-19	2017-18
70	55	45	40	50

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

Answer before DVV Verification : A. 4 or All of the above

Answer After DVV Verification: A. 4 or All of the above

7.1.3	<p>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</p> <ol style="list-style-type: none"> 1. Green audit / Environment audit 2. Energy audit 3. Clean and green campus initiatives 4. Beyond the campus environmental promotion activities <p>Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. Any 2 of the above</p>
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2.Extended Profile Deviations

ID	Extended Questions
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 166 Answer after DVV Verification : 166</p>