SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

RTC INSTITUTE OF TECHNOLOGY

ANANDI, ORMANJHI, RANCHI-835219

835219

www.rtcit.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

February 2024

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

RTC Institute of Technology (RTCIT) aims to consolidate as a pioneer technical institution for running various B.Tech. and Diploma Courses.

The Institute was established in the year 2008 by GAV SAMITI, a trust (45 years old) working in the field of education, having 23 Schools, Intermediate, Degree and B.Ed. Colleges spread all over the State of Jharkhand, serving a large population and lighting the spark of quality education.

The Institute is situated in a lush green environment on NH-33 (Ranchi-Ramgarh) about 20 km away from the capital city (Ranchi). It is surrounded by scenic water body and natural landscape with a perfect pollution-free atmosphere most conducive for academic pursuit. It is located about 1.75 km from Ormanjhi block chowk on Sikidri road.

The Institute location is well connected with all-weather roads. The Institute is being developed by a promising team of qualified and committed engineers, builders, architects & planners constantly working towards achieving excellence.

Vision

To develop an educational institute of national repute.

Mission

Nurturing technocrats by providing them with

- · outcomes-based quality education
- · innovative & applied project work
- environment for holistic development and well-rounded personalities

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Strengths:

1. All departments have well-qualified and dedicated faculty.
2. All the laboratories are as per the curriculum and are established on par with state-of-the-art technology.
3. Testing facilities are available to carry out the routine tests for equipment's is available.
4. Excellent laboratory facilities and Internet facilities are available.
5. Mechanism is available for direct mentoring of students by faculty, interacting with students, and

directing them to upgrade their skills.

Institutional Weakness

Weakness:

1. The number of volumes of journals and department library need to be established and enhanced.
2. Effort is needed to increase the number of state/central government funded projects to strengthen the department.
3. Soft skills and communication skills of students need to be improved.
4. Students are to be encouraged for paper presentation at various National/International conferences, workshops, and seminars.
5. In campus research work not starting till now, it will have to start.

Institutional Opportunity

Opportunities:

1. Increased demand for engineers in engineering sectors.
2. Scope for enhanced research work to be carried out in all related fields of engineering.
3. Scope for the development of interdisciplinary projects useful for society.

Institutional Challenge

Challenges:

1. Global recession may hamper placement opportunities for students.
2. To successfully complete this challenge, the desired course objectives and results must be met.
3. To develop and implement an effective curriculum, teaching methods, and learning methodologies that bridge the gap between industry and institution.
4. Evolution of improved teaching and learning approaches, personal engagement through the development of smart classrooms, and mechanisms for successful evaluation

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

NAAC Criteria 1 is divided into 3 Sub Criteria:

Sub Criteria 1.1 The details of Curriculum and the Role of Teacher in Curriculum Development.

Sub Criteria 1.2 Enquires about the types of Courses, Add-On Programs and Certificate Programs being

followed in the institute.

Sub Criteria 1.3 The details of courses which Cover Professional Ethics, Gender, Human Values, Environment and Sustainability into the curriculum are to be provided. It also enquires about the courses that include experiential learning through project work/field work/internship during last five years and courses that include experiential learning through project work/field work/internship year-wise during last five years and the number of students participated in these courses is also to be provided.

Teaching-learning and Evaluation

This Criterion consist of the following details:

Student's Enrollment Nos. with valid documents, Student's Enrollment Nos. Category wise with valid documents, Status of student's learning level from entry in institute to current semester with valid documents, Full Time teacher-student ratio, Student centric method such as experiential learning, participative learning and problem solving methodologies, details of ICT enabled tools used by teachers for effective teaching-learning process, Data for number of mentors and number of students assigned to each mentor, Full Time teacher against sanctioned posts, Number of full-time teachers with Ph.D./M. Tech./M.Sc./MBA/B.Tech., Average teaching experience of full time teachers in the same institution, COs (Course Outcomes) for all Courses, attainment of POs (Program Outcomes), and COs for all Courses, Average pass percentage of Students and Data for Online student satisfaction survey regarding teaching learning process.

Research, Innovations and Extension

3.1.1 Number of research papers in the Journals notified on UGC website during the last five years.

3.1.2 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years.

3.1.3 Number of Seminars/conferences/workshops conducted by the institution during the last five years.

3.1.4 Average percentage of students participating in extension activities at above during last five years.

3.3.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development and impact thereof during the last five years.

3.3.2 Number of awards and recognitions received for extension activities from government /government recognized bodies during the last five years.

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., (including the programmes such as Swachh Bharat, plantation, blood donation).

3.4.1 The Institution has several collaborations/linkages for Faculty exchange, Student exchange, Internship, Field trip, on-the- job training, research etc. during the last five years.

3.4.2 Number of functional MoUs with national and international institutions, universities, industries, corporate

houses etc. during the last five years

Infrastructure and Learning Resources

RTCIT is committed to providing high quality education through classroom teaching, practical training and by providing excellent infrastructure and experience faculties.

There is an abundance of infrastructural resources such as Classrooms, Tutorial room, Drawing Halls: 02, Seminar Halls: 02, Laboratory, Library: 01, Health Center: 01, Counselling Centre: 01, Office: 01, Exam Cell: 01, Workshops: 01, Food Court: 01, Open air-Gym: 01 and other adequate facilities including HOD Rooms, Faculty Rooms, Boys & Girls Common Rooms. 4 ICT classrooms. Two seminar halls are air-conditioned.

2. Library as a learning Resource: -

The library services are fully computerized as the routine work of Issue and Return of books is being done online with the help of appropriate software. The library is spacious and fully air conditioned. The library has remote access to e-publications through EBSCO & DELNET. It has 6000 online e-books, 36 National, 3 International journals, 16305 books, National Digital Library DEL NET facilities for NPTEL courses are also available.

3. IT Infrastructure: -

In the Institute, computing facilities are one of the best qualities. Computers with internet facilities are available for NPTEL courses. There are Computer labs with 468 computers /nodes with internet facility. Dedicated Lease-line of 300 Mbps bandwidth with Wi-Fi networking caters to all the Labs and departments to the faculty and students at the college.

4. Maintenance of Campus Infrastructure

The regular maintenance and upkeep of the infrastructure facilities and equipment is done through regular/AMCs (Annual Maintenance Contract) and by our staff and technicians. Outside experts are hired as and when required. The annual review is taken to provide the updated requirements. For upkeep and maintenance, the service of an electrician, a plumber and other technicians are available in the Institute. UPS has been provided at various locations as per the requirement. For the uninterrupted supply of electricity, the Institute has 3 generators. There are 5 buses and 1 other vehicle for conveyance facilities to the students and faculty.

Student Support and Progression

Basically, the criteria describes that how the college management and staff are going to support the students in their activities that may include curriculum, Extra-curriculum and other issues that any student may face during their college duration.

This criterion includes five sub sections that are percentage of students benefited by scholarship both by college and by other government scheme, Skill development programs by college, coaching for different exams like Gate and ESE, carrier counseling and other day to day facilities that are essential for students' progression.

In short, the criteria can be described as the student's criteria where we access the working of college for supporting and progression of students.

Governance, Leadership and Management

The following are the various bodies and committees/Cells that participated by the faculties for effective decision making.

1. Board of Governor

2. DAC (Department Academic Committee)

3. IQAC [Included from 2021 onwards]

4. SC/ST Cell

5. Anti-ragging Cell

6. Startup & Innovation Cell

7. Sport Cell

8. Cultural Cell etc..

Institutional Values and Best Practices

Gender equality is one of the key challenges facing society today. The institute has not yet conducted gender equality promotion programs. However, RTCIT has a strong ethical work culture that is based on inclusivity. It observes the highest ethical standards in all its activities. Equal opportunities are provided to all individuals irrespective of gender, race, caste, color, creed, language, religion, political or other opinion, national or social origin, property, birth or other status.

(a) Safety and Security

There are following points regarding **Safety and Security** in RTCIT

• Security checkpoints at all campus entries and exits.

• Extensive surveillance network with 24x7 monitored control rooms.

• Strict implementation of Anti-Ragging, Anti-Smoking and Mobile Free Campus.

• Awareness campaigns on women safety and gender sensitivity through street

   plays, rallies and camps by NSS and NCC student volunteers.

• Separate hostels for boys and girls with dedicated wardens.

(b) Counseling

Counseling of following have been done continuously in RTCIT

• Grievance Redressal Committees for staff and students

• Women's rights

• Gender equality

• Placement Cells and Alumni Placement Assistance Cell

• Others – Entrance Exam Counseling, Orientation Programmes for Students.

• Medical Counseling, Moral Counseling, Career Counseling, Village Counseling etc.

(C) Other Measures

• Extra-curricular activities like Quiz, Painting, Singing, Dancing and Rangoli Competitions have been organized.

Community outreach

As part of NCC & NSS activities, free educational & medical camps are organized time to time in neighboring villages, which help transform rural women in building awareness about health, hygiene, importance of child education and provide a launching pad to induct them into vocational skilling.

RTCIT key operations has very less impact on the environment as the Institute is very conscious of generating less waste and recycling it by passing it through a system that enables the used material to be reused ensuring that fewer natural resources are consumed.

03-04-2024 03:05:15

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RTC INSTITUTE OF TECHNOLOGY
Address	Anandi, Ormanjhi, Ranchi-835219
City	Ranchi
State	Jharkhand
Pin	835219
Website	www.rtcit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Ekbal Rashid	0651-2212002	7004088511	-	education@rtcit.ac.in
IQAC / CIQA coordinator	Hare Krishna	0651-221200	8863937967	-	iqac@rtcit.ac.in

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Jharkhand	Jharkhand University Of Technology	[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](#)	02-06-2022	12	Yearly 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	Anandi, Ormanjhi, Ranchi-835219	Rural	7.73	20913

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,Civil Engineering,	48	I.Sc or Ten plus Two	English	60	11
UG	BTech,Computer Science And Engineering,	48	I.Sc or Ten plus Two	English	60	54
UG	BTech,Electronics And Communication Engineering,	48	I.Sc or Ten plus Two	English	30	3
UG	BTech,Electrical And Electronics Engineering,	48	I.Sc or Ten plus Two	English	30	5
UG	BTech,Mechanical Engineering,	48	I.Sc or Ten plus Two	English	30	5

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	2				2				42			
Recruited	2	0	0	2	2	0	0	2	37	5	0	42
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				74
Recruited	66	8	0	74
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				2
Recruited	2	0	0	2
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	0	0	2	0	0	7	3	0	14
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	30	2	0	32
UG	0	0	0	0	0	0	0	0	0	0

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
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**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	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	1	0	0	1
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**	**Others**	**Total**
	0	0	0	0

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	374	53	0	0	427
	Female	66	9	0	0	75
	Others	0	0	0	0	0
Diploma	Male	165	22	0	0	187
	Female	14	3	0	0	17
	Others	0	0	0	0	0

03-04-2024 03:05:16

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	4	5	8	10
	Female	1	1	2	4
	Others	0	0	0	0
ST	Male	7	8	9	21
	Female	0	2	4	2
	Others	0	0	0	0
OBC	Male	37	19	25	72
	Female	7	4	5	9
	Others	0	0	0	0
General	Male	62	98	70	46
	Female	10	22	10	6
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		128	159	133	170

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	RTC Institute of Technology offers a wide array of engineering programs, contributing to its multidisciplinary status. These programs are Core, Professional Elective, Open Elective, Skill-Based, or Value Based. Practical learning experiences such as projects, industrial visits, and internships are integrated into undergraduate programs, enhancing students' skills and knowledge. The institution follows guidelines set by its parent university, Jharkhand University of Technology, Ranchi, concerning entry-level requirements and program duration. All programs offered by the Institute are approved by the university, limiting the institution's flexibility regarding admissions and exits. However,

	students have the opportunity to explore diverse fields through non-major elective courses, promoting multidisciplinary education. Moreover, each program emphasizes value education, contributing to students' holistic development.
2. Academic bank of credits (ABC):	As an affiliated institution, we are bound by the regulations established by the affiliating university regarding the implementation of the Academic Bank of Credits (ABC) system. While the Institute has limited autonomy in this regard, it remains committed to complying with the guidelines set forth by the university. As per affiliating university regulation, a student is eligible to get B.Tech degree with honors, if he/she complete an additional 20 credits. These could be acquired through MOOCS (only NPTEL / SWAYAM). To enhance the curriculum, the Institute encourages faculty members to offer valuable insights and recommendations. Senior faculty members play a pivotal role in proposing enhancements to the curriculum. In terms of pedagogy, instructors are encouraged to adopt innovative, learner-centred approaches, fostering a dynamic learning environment. While prescribed textbooks and reference materials are recommended, teachers are granted the freedom to utilize additional resources relevant to the syllabus topics, enhancing the learning experience. Furthermore, teachers are encouraged to provide supplementary reading materials to enrich students' understanding. Regarding assessments, both internal and external evaluations adhere strictly to the assessment criteria prescribed by the affiliating university.
3. Skill development:	RTC Institute of Technology places a strong emphasis on developing soft skills courses like Environment Science, Professional ethics etc. through specialized programs led by subject-matter experts. These are mandatory but are non-credit courses included in the curriculum. Alongside the core curriculum, the institution is dedicated to imparting value-based education, offering life skill programs to foster moral values and principles. To promote national integration, the Institute observes significant days and events such as Republic Day, Independence Day, Constitutional Day etc. These occasions serve as opportunities for organizing competitions, aiming to inspire students and cultivate virtuous qualities. Participation in activities like NSS,

	NCC, cultural, sports etc., is mandatory for all undergraduate students, ensuring their holistic development. Additionally, the life skill programs such as yoga, meditation, women's safety, health, and hygiene etc. are also organized by inviting experts from the respective fields.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Since its inception, the Institute has been dedicated to promoting India's rich cultural legacy and history. The curriculum includes mandatory electives that delve into Indian traditions, culture, philosophy, and knowledge systems, fostering a deeper understanding among students. JUT has provided a course in the Indian knowledge system, whereas old knowledge in Physics, Chemistry, Biology, Mechanical, Electrical and Civil Engineering has been included and the Institute imparts the above knowledge through experienced teachers to the students. English serves as the primary language of instruction in the Institute, aligning with its status as a higher education institution. However, recognizing the challenges students may face with English, the Institute emphasizes a multilingual approach to teaching. The institute uses Hindi as the language to explain the subjects. Faculty are engaged in the institute translate course books in Hindi so that the education can be imparted in the mother tongue. Students are encouraged to do online courses to further enhance their subject knowledge. To do so, the Institute also helps students financially for passing the NPTEL exams.
5. Focus on Outcome based education (OBE):	Outcome-based education prioritizes course outcomes, allowing students to choose their learning methods and pace. Faculty guide students towards desired results, with specific outcomes outlined for each program and course. The affiliating university plays a significant role in curriculum design, emphasizing course outcomes through Academic Council meetings. Once finalised, the Institute readily implements those policies. The curriculum includes experiential learning opportunities, skill-based courses, and project work, ensuring education is outcome-oriented. Continuous internal assessments, including quizzes and group discussions, evaluate student progress.
6. Distance education/online education:	Distance learning is not permitted in Engineering by AICTE. Entire education cannot be in online mode.

However, online classes are arranged for the subjects under certain conditions. Over the years, the teaching and learning methodologies have evolved significantly. While traditional chalk-and-talk methods were prevalent in the past, recent advancements in science and technology have propelled the education sector towards digitalization. We have taken approval for regular programs only from AICTE, as we believe the entire technical education is very difficult to follow for the students who come to our Institute as they are not from very advanced schools. However, Institute actively promotes the integration of Information and Communication Technology (ICT) into the teaching and learning process. Continuous efforts are made by the management to enhance the Institute's infrastructure and ICT capabilities to meet evolving demands. In response to the COVID-19 pandemic, the Institute subscribed to Microsoft Ecosystem for teaching and learning purposes. Both teachers and students have embraced various online teaching technologies, leading to the adoption of blended learning approaches. During the pandemic, the Institute effectively implemented blended learning strategies, combining traditional physical classes with online assessments, webinars, and assignments. This approach maximized learning opportunities while adapting to the challenges posed by the global health crisis.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	We have applied to set up ELC in the Institute. Waiting for the revert from them.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Coordinating faculty members and student coordinators are identified by the Institute. Once the set-up is complete, we can make the ELCs functional.
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	As ELC is not set up yet, we have no programs directly undertaken by the ELCs.

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.	
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.	A few students have carried out mini-projects on the electoral system to spread awareness through peers while presenting the project. Once the ELC set-up is complete, the plan is to first survey electoral literacy in the Institute's surrounding communities and then in association with the local election officers, conduct awareness drives.
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.	Whenever officers from the election commission approach the Institute to organise enrollment of new voters, full support is extended to them by arranging a gathering of students who have just turned 18 or have not enrolled as voters in the electoral roll.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
502	483	539	642	745

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: 101

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

2022-23	2021-22	2020-21	2019-20	2018-19
41	46	54	65	78

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
287.58	250.42	196.60	397.68	506.04

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:

Curriculum

Jharkhand University of Technology (JUT) provides a curriculum and makes modifications from time to time. RTC Institute of Technology (RTCIT), affiliated to JUT follows the curriculum/syllabus and implements it.

Academic Calendar

The Principal after consultation with all the stakeholders, formulates and circulates the Academic Calendar twice in an academic year which includes commencement of class, MSEs (Mid-SEM Exam), Government Holidays, etc. Each department prepares various department-level curricular, extracurricular and co-curricular activities and notifies concerned students.

Subject Allocation

HoD of each department calls a meeting of the DAC (Departmental Academic Committee) at the end of each semester to finalize the subject allocation to the faculty for the upcoming semester.

Timetable

Based on the number of credits to the subjects in JUT Syllabus and JUT regulations for affiliated institutions and considering the Academic Calendar, the Timetable Coordinator prepares the Timetable and the same is circulated to the Faculty and the Students and displayed on the e-Notice and notice boards of respective departments.

Lecture Plan

All the Faculty members prepare their lecture plans meticulously with the help of the Academic Calendar and the Timetable. However, due to the short duration of any semester given by JUT, extra classes are also arranged by the concerned faculty for completion of the syllabus as far as possible.

Internal Assessment

As per JUT regulation, two MSEs are arranged as MSE-I and MSE-II of equal weightage (20 Full Marks) by the Institute's Examination Department as per the schedule mentioned in the Academic

Calander. However, exam dates may be extended or preponed as per affiliating university instructions from time to time. After completion of each MSE, the concerned subject faculty member evaluates the answer books in a centralized evaluation centre as per IEP (Internal Evaluation Process). After the evaluation of MSE, answer books are shown to the students for their satisfaction. For internal assessment of the laboratory, the concerned faculty member examines the student's lab file weekly. For the preparation of MSE, each faculty member provides a question bank to the students which is prepared as per CIE (Continuous Internal Evaluation) guidelines. In each semester assignments are also prepared and provided to the students by the concerned subject faculty member.

File Description	Document
Upload Additional information	[View Document](#)

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: 15

File Description	Document
List of students and the attendance sheet for the above mentioned programs	[View 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: 2.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	5	54

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 Institution believes that integrating cross-cutting issues with the curriculum would create a positive effect on the students in terms of their education and societal commitment. The Institution provides a platform and takes initiative for social awareness and professional responsiveness through the subjects offered by the University and different creative activities relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

Gender Sensitization:

Sensitizing today's youth about gender discrimination practices allows them to be more sensitive, empathetic and responsive towards them. The institute believes in creating an atmosphere where everyone is treated equally. The institute holds seminars on gender issues which not only makes the students aware of the atrocities against women in society but also helps them understand gender in the light of the gender spectrum. The faculty/staff population is well-balanced with both genders. The Institute provides a rock-solid platform where everyone feels welcome and encouraged without any gender discrimination. Female faculty members are well included in the activities like NSS, NCC, etc.

Environment & Sustainability:

Environment and Sustainability is one of the ardent issues that have been addressed by this institution with utmost care and administration. Environment as a subject feature under different subject codes for different branches in different semesters. Regular awareness programs through posters, models, PPT presentations, talks and seminars are done to create an understanding and awareness among all to protect our environment and promote an ecological balance. 'Tree plantation' and 'Clean India- Swachh Bharat Campaign' are the popular drives that act as the document of this synthesis apart from this the mandatory Induction Program for the 1st year students also provides a chance to interact with the local people, understand the local structure, background, and environment. The sync of concrete and green is also noteworthy with grass carpets, playground and fringing decoration of trees. Environmental Science is taught in all programs as a compulsory subject. Many projects are undertaken by final year students relating to environmental issues like climate change, water pollution, sewage treatment, air pollution, rainwater harvesting, runoff modelling, flood prediction, green concrete, etc. and sustainability issues

like energy conservation, environmental protection, use of natural resources etc.

Human Values and Professional Ethics:

Human Values and Professional Ethics and Human Rights are included in the curriculum and are taught with different subject codes for different branches. These papers primarily give the nuances of Human Values and Ethics and how they are to be implemented in day-to-day social and professional life. Lecture sessions and seminars on spirituality are conducted with live yoga sessions.

File Description	Document
Upload Additional information	[View 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: 50.6

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

Response: 254

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: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies

File Description	Document
Feedback analysis report submitted to appropriate bodies	[View Document](#)
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	[View Document](#)
Action taken report on the feedback analysis	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 41.62

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

2022-23	2021-22	2020-21	2019-20	2018-19
78	57	59	115	153

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

2022-23	2021-22	2020-21	2019-20	2018-19
210	210	240	210	240

File Description	Document
Institutional data in the prescribed format	[View Document](#)
Final admission list as published by the HEI and endorsed by the competent authority	[View Document](#)
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	[View Document](#)

2.1.2

Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years

Response: 33.69

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

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	36	48	55

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

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	120	105	120

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](#)
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	[View Document](#)

2.2 Student Teacher Ratio

2.2.1

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

Response: 12.24

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:

2.3Teaching- Learning Process

2.3.1 Student centric methods, such as experiential learning, participative learning and problem-solving methodologies are used for enhancing learning experiences.

Response:

Teaching-Learning is a phenomenon where both the teacher and the students are learning. The teacher is refining his/ her subject knowledge and effective teaching skills, whereas the student finds it easier to understand the subject and its application. Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing, and facilitating knowledge development in students. Institute adopts the following student-centric methods which are central to the Outcome-Based Education (OBE) system. The faculty has integrated several student-centric teachings-learning processes into their regular course delivery to improve the attainment of Course Outcomes, Program Outcomes, and Programme Specific Outcomes.

Course Delivery Methods:

- Subject Notes, Question Bank
- PPTs
- Traditional way (Chalk & duster)
- Class Assignments

Experiential learning (learning through hands-on experiments)

- Student-centric learning is provided in the practical sessions.
- Lab Experiments to practically test the concepts which are theoretically learned in the classroom.
- Students write the experiment/program in their observation book and record the result, which is documented in the Record Book.
- Internships/ Vocational training usually for one month
- Group Projects – Final year projects of all branches through which experiential learning achieved Technical Fest & Workshops on robotics, PLC, AUTOCAD etc.
- Short Visit to nearby industries.

Participative /collaborative learning (students are engaged in a common task where they are accountable to one another)

- Participating in intra college,
- Invited talks by experts from the industry and academia.
- MOUs are signed with leading industries/institutes to bridge the gaps in the curriculum.

2.3.2 Teachers use ICT (Information and Communication Technology) enabled tools for effective teaching-learning process.

Response:

The institute always strives to make the latest Information and Communication Technology (ICT) infrastructure available for use by its students, faculty, and technical staff members in the campus.

- The institute has dedicated digital classrooms for all programs. The use of multimedia teaching aids like LCD projectors, classrooms with internet-enabled computer/laptop systems are usually in use in digital classrooms.
- The institute has multiple seminar hall equipped with multimedia facilities. Invited talks and webinars are conducted regularly in seminar halls using ICT facilities.
- The institute encourages the teachers to use modern teaching aids.
- The program-wise class routine includes the details of the regular classes to be conducted through ICT enabled tools.
- Faculty members prepare PowerPoint Presentations (PPTs) and other materials like relevant videos and animations, etc. to deliver the lectures to create the best learning environment for the students.
- Communication skill classes are conducted with ICT-enabled tools to face campus interviews.
- Online resources such as DELNET, NPTEL and other e-learning resources are available.
- Besides printed books and journals, the library subscribes to many e-journals in Engineering, Science, and Management with facilities for accessing online and offline databases.

File Description	Document
Upload Additional information	[View Document](#)

2.4 Teacher Profile and Quality

2.4.1

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

Response: 96.27

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

2022-23	2021-22	2020-21	2019-20	2018-19
46	49	55	67	78

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: 19.01

2.4.2.1 **Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	11	09	07

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](#)
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awaded by UGC recognized universities	[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:

Internal assessment mechanism

For Theory and laboratory subjects' marks distribution are as per affiliating university (JUT) regulations

MSE (Mid-Sem-Exam)/CT (Class Test) [B.Tech.]

The Institute prepares its own academic calendar well before the semester begins in which schedule for MSEs/CTs. are marked.

1. Two class tests/MSEs are conducted by Institute Examination Department during each semester of 20 FM each [as per affiliating university regulations].

1. Three sets of Questions for any MSE/CT are prepared by the concerned subject faculty member as per CIE guidelines and are provided to the COE after moderation randomly, one sets is selected out of three sets.

3. CT/MSE is conducted as per schedule mentioned in academic Calendar in a fair and impartial manner. Only in exceptional case or direction of affiliating university the schedule of MSE/CT is changed which is notified before the start of test.

1. MSE/CT program is also notified by the Institute's Examination Department for the students through e-notice and Examination Notice Board.

1. After the end of each MSE/CT ,Institute's Examination Department makes necessary arrangements to evaluate answer books in a Centralized Evaluation Centre. After evaluation answer books are shown to the students by the faculty.

All these processes are done as per IEP (Internal Evaluation Process).

ESE (End Semester University Exam) ESE is notified and conducted by JUT and evaluation process is also completed by the university. Full marks for this exam for theory paper is 70 (same for Ranchi university).

Student Grievance: -

If any student feels that the marks, he has secured is inappropriate after the university has announced the results, then, university provides two options:

1. To process for scrutiny.

2. RTI to show answer book.

If any error is found in either of above two options, correction is made by JUT and corrected revised TR sheet is sent to the Institute. This is a time bound process as decided by JUT.

Internal: -For any type of student grievance related to internal exams (CT/MSE), students give application to the Exam Dept, and the Exam Department solves it within 7 working days. Further, if unsatisfied, students can write an application to the Principal and the Principal may form an enquiry committee as per requirement to solve the issue of the student.

File Description	Document
Upload Additional information	[View 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 institute follows an outcome-based evaluation system the guidelines of the NAAC.

- The program outcomes (PO) as identified by NAAC are followed for Engineering programmes. Program Outcomes (POs) given by the NAAC are shown in the prominent places in all departments and on the website.

- The university specifies the semester wise syllabus for each branch. Course Outcomes (COs) of some courses are provided by the University in the syllabi. The Institute is following the COs as specified by the University for courses. However, if the COs are not specified by the university, the same is identified following the guidelines specified by NAAC at each department level.

- A brief description on writing a CO (Course Outcome) is given below.

1. The subject teacher defines the course outcomes using Bloom's Taxonomy and the same is discussed in the Departmental Academic Council in presence of the Head of the Department.

2. After discussion/review, the COs are finalized / written for each course in engineering program. The COs are kept in the course file and uploaded in the website in the respective department's place.

3. Each Course Outcome is mapped to Program Outcomes in terms of relevance. Three levels of relevance based on the degree of correlation are used. The levels of correlation are 1 for low, 2 for medium, and 3 for high correlation.

4. The contribution of course to each PO is expressed in terms of the average relevance of COs mapped to that PO. Similarly, the value computed for all the courses including first-year courses is entered for the corresponding PO. The agreed-upon COs form the basis for achieving POs and thus contributing towards achieving the Mission and Vision of the Institute.

- POs and COs are disseminated to the stakeholders through the following channels:

- Digital Media

- Institute Website

- Print media

- Course file

- Outdoor Boards at prominent places

- At each department

- Inside each laboratory

- Activities/Meetings

- Orientation / Induction programme

- Presentation of the lesson plan in the first lecture

- Departmental meetings

In addition to the above, there is a continuous thrust given by the subject teacher and the mentors to make the students aware about the outcomes of any course and convince them to understand the importance of an outcome-based evaluation system.

File Description	Document
Upload Additional information	[View Document](#)

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- The academic programmes offered by the institution have a clearly stated learning outcome. It is integrated with institutional goals and objectives. The attainment levels of the course outcomes

and program outcomes are very important parameters for the outcome-based education system. This helps in creating an academic environment for achieving excellence. The efficiency and effectiveness of the process is continuously monitored, assessed, and improved by taking inputs from the discussion/suggestion/decision taken in the meetings of the Department Academic Council (DAC) . IQAC Cell also closely monitors the assessment and attainment process. The following methodology is used to measure the attainment of course outcomes. The attainment levels for courses are set as per Student learning level improvement system (SLLIS). The learning outcome of each programme offered by the institute has been prepared by the expert faculty members and with the help of university syllabus.

File Description	Document
Upload Additional information	[View Document](#)

2.6.3

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

Response: 67.82

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	107	117	97	115

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

2022-23	2021-22	2020-21	2019-20	2018-19
127	132	142	174	177

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](#)
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.49

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: 0

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	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:

Over the past year, the Innovation and Startup Cell at RTC Institute of Technology, Ranchi, has been dedicated to fostering a culture of innovation and entrepreneurship among students and faculty. With a mission to disseminate information, organize events, and provide support for startup projects, the Cell has actively engaged in various initiatives to promote innovation and nurture budding entrepreneurs.

Competition on Innovation and Startup Ideas:

One of the key highlights of our activities was the organization of a competition where students from the institute showcased their innovative ideas and startup projects. Participants were evaluated based on the novelty, presentation, and feasibility of their ideas. This initiative provided a platform for students to unleash their creativity, hone their presentation skills, and receive feedback from expert judges. It also served as an avenue for identifying promising ideas that could potentially be developed into successful startups.

Introduction to Indian Knowledge System:

Recognizing the importance of integrating traditional Indian knowledge with modern entrepreneurial practices, the Cell introduced a new curriculum module focused on startup opportunities rooted in Indian values. This initiative aimed to instil a sense of pride in our cultural heritage while inspiring students to explore innovative business ideas aligned with Indian ethos. By bridging the gap between tradition and innovation, we strive to empower students to leverage indigenous knowledge for sustainable entrepreneurship.

Guest Lecture on Entrepreneurship in Blockchain Technology:

To provide students with insights into cutting-edge technologies and emerging trends in entrepreneurship, the Cell organized a guest lecture by Mr. Rohit Triipathy, founder of Ranchi Mall, on entrepreneurship in blockchain technology. The session facilitated discussions on the potential applications of blockchain in various industries and shed light on the opportunities and challenges associated with blockchain-based startups. Through such interactions with industry experts, students gained valuable knowledge and inspiration to explore innovative ventures in this domain.

Participation in International Symposium on Entrepreneurship:

Our faculty members participated in the International Symposium on Entrepreneurship at BIT Sindri. This platform provided them with the opportunity to exchange ideas, network with peers and professionals, and gain insights into global entrepreneurship trends.

Facilities and Support for Incubators:

In addition to organizing events and initiatives, the Innovation and Startup Cell also offers a range of facilities and support services to incubators. These include working space, access to testing facilities in all labs, an e-library, high-speed internet connectivity, and mentoring by industry experts. These resources are aimed at providing aspiring entrepreneurs with the infrastructure and guidance they need to nurture their startup ideas and transform them into successful ventures.

In conclusion, the Innovation and Startup Cell at RTC Institute of Technology has been instrumental in fostering a culture of innovation, entrepreneurship, and knowledge exchange among students and faculty. Through a diverse range of activities, initiatives, and support services, we aim to empower our students to become the next generation of visionary leaders and change-makers in the world of startups and innovation.

File Description	Document
Upload 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: 7

3.2.2.1 **Total number of workshops/seminars/conferences including programs conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	1	0	2	1

File Description	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: 0.02

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	1	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](#)
Links to the papers published in journals listed in UGC CARE list or	[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: 0.08

3.3.2.1 **Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	3	0	1

File Description	Document
Institutional data in the prescribed format	[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:

RTC Institute of Technology organizes several extension activities to promote institute-neighbourhood community relations to sensitize the students towards community needs. The students of our Institute actively participate in social service activities leading to their overall development. The Institute runs the National Service Scheme and National Cadet Corps Units effectively and constantly promotes its advantages for society. Through these units, the Institute undertakes various extension activities in the neighbourhood community, such as educational camps, health camps, cleaning awareness, AIDS awareness, etc. Programs like tree plantations, Blood donation camps, Medical camps, Puneet Sagar campaigns, awareness on single-use plastic, water conservation, Cloth Distribution Drives, etc,. Institute has adopted Five villages of Baridih panchayat namely Jara Toli, Naya Toli, Chepa Toli, Anandi and Purna Toli for the development under Unnat Bharat Abhiyan launched by MHRD. Under this programme, a student or group of students carry out different development challenges and evolve appropriate solutions for accelerating sustainable growth.

All the above-mentioned activities create a positive impact on the students, and they develop empathy, community relationships and leadership skills. It also helps in cultivating the hidden personality of students and creates awareness among students. Through these programs the neighbourhood communities are also benefited and move towards a better future.

File Description	Document
Upload Additional information	[View Document](#)

3.4.2

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

Response:

Our Institute and some of our faculty members are recognized and received awards from government/government recognised bodies for extension activities. The institute has taken initiatives in this field such as the nomination of faculty members in UBA (Unnat Bharat Abhiyan). The institute has adopted nearby villages under UBA scheme and conducted different extension activities.

File Description	Document
Upload Additional information	[View Document](#)

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: 10

3.4.3.1 **Number of extension and outreach Programs conducted in collaboration with industry, community, and Non- Government Organizations through NSS/ NCC etc., year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
4	0	2	1	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View 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: 6

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

03-04-2024 03:05:16

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:

RTCIT campus is situated over an area of 7.73 acres and built-up area is 20913 square meters. The Institute has ample space to provide sufficient classrooms, laboratories, and facilities for computing equipment, which significantly contribute to the students' learning process. RTCIT is dedicated to delivering top-notch education through classroom instruction, practical laboratory exposure, and ensuring outstanding infrastructure and experiences through advanced technology. The institute adheres to all the standards set by statutory bodies, providing ample land for instructional, administrative, and amenity purposes. At RTCIT, each department has laboratories designed to meet the university curriculum's requirements. All laboratories are well-equipped with necessary experimental setups of excellent quality. Some laboratories also have boards for teaching during students' practical work. Each classroom and laboratory are designed and kept according to AICTE norms, considering carpet area, lighting, ventilation, furniture, etc., to create a conducive ambience.

The institute has 545 functional desktops, along with a suitable number of laptops, printers, scanners, and servers to support computational and related activities. A total of 468 computers for students in working condition are available. Uninterrupted power supply (UPS) is ensured, complemented by three generators 82 KVA, 62 KVA, and 25 KVA with a combined capacity of 169 KVA for backup power.

The Institute emphasizes the co-curricular engagement of both students and staff, offering facilities for sports, cultural activities, and more. RTCIT boasts ultramodern and meticulously maintained sports facilities designed for hosting various sports and games, fostering a passion for sports, and meeting the requirements of sports enthusiasts. Expansive playing fields accommodate a diverse range of games, including Cricket, Football, Basketball, Volleyball and Kabaddi. Additionally, dedicated areas are reserved for indoor sports such as Table Tennis, Badminton, Chess, and Carroms. The outdoor facilities feature a playground for cricket and football and courts for Basketball and Volleyball.

The institute believes that yoga is crucial for the well-being of today's youth, and, therefore, the Institute observes International Yoga Day annually on the 21st of June. Engaging in yoga practices can enhance the quality of life by reducing stress, lowering heart attack rate and blood pressure, alleviating anxiety, depression, and insomnia, and enhancing overall physical fitness, strength, and flexibility. The institute has established recreational facilities for students, including an open-air gym with a comfortable atmosphere that creates a pleasant backdrop for regular exercise and relaxation. The open-air gym offers a variety of equipment catering to almost all sporting and fitness needs of the students.

Cultural activities at the Institute are organized by a dedicated cultural committee, with the highlight being the annual celebration of Cultural Fest. Other cultural activities include Dancing, Singing, Essay Writing, etc. Apart from these Institute also celebrates annual sports day to rejuvenate students from the monotony of continuous classes.

File Description	Document
Upload Additional information	View Document

4.1.2

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

Response: 15.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
47.55	19.77	0.70	52.25	138.03

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 a spacious air-conditioned library. The library services are computerized as the routine

work of Issue and Return of books which is being done online with the help of MASTERSOFT ERP software. Also, the students and teachers can access the Internet facilities and other online subscriptions provided in the library at any time between 9:00 A.M to 5:00 P.M.

The library houses a collection of high-quality and sought-after books covering diverse subjects related to various streams. The spacious reading room is well-equipped with computerized facilities. Additionally, the library provides books ensuring a comprehensive collection that eliminates the need for students to buy books from external sources.

The library has remote access to e-publications through EBSCO & DEL NET. It has 6000 plus online e-books, 36 National, 3 International journals, 16305 books, National Digital Library, DELNET etc. The average daily use of the library physically by the students and faculty of the institute is around 10-12%. The library provides computers with net facilities for NPTEL preparations.

File Description	Document
Upload Additional information	[View 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:

In the Institute Computing facilities are available of the best quality. There are Computer labs with 468 computers /nodes with internet facilities. The Overall ratio of computers to students is well above the number recommended as per AICTE norms. The institution has a policy for periodical upgradation of the computer systems. Dedicated Lease-line of 300 MBPS bandwidth with Wi-Fi networking caters to all the Labs and departments to the faculty and students at the college. Projectors, Printers and Scanners are available to effectively fulfil their academic requirement. Adequate number of classrooms & seminar halls are equipped with projectors and are used to deliver video clips and PPT presentations on a required basis. To assist the comprehension and learning process in teaching methodology, effective modern ICT resources like LCDs are used as computer -aided teaching materials for the dissemination of knowledge and teaching in the classes. The students are also encouraged to use these devices while making their presentations. ICT devices like computer, internet, projectors, are also made available to faculty members and students.

File Description	Document
Upload Additional information	[View Document](#)

4.3.2

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

Response: 1.07

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

Response: 468

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	[View Document](#)
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	[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: 6.9

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

2022-23	2021-22	2020-21	2019-20	2018-19
15.11	23.07	12.15	26.42	36.32

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: 58.67

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

2022-23	2021-22	2020-21	2019-20	2018-19
350	314	290	338	416

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)

5.1.2

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

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

Response: C. 2 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**
Report with photographs on ICT/computing skills enhancement programs	**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: 15.12

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**

2022-23	2021-22	2020-21	2019-20	2018-19
202	238	0	0	0

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: B. 3 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](#)
Proof for Implementation of guidelines of statutory/regulatory bodies	[View Document](#)
Details of statutory/regulatory Committees (to be notified in institutional website also)	[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: 30

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

2022-23	2021-22	2020-21	2019-20	2018-19
21	44	26	30	32

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	107	117	97	115

03-04-2024 03:05:17

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](#)
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	[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: 1.12

5.2.2.1 **Number of students qualifying in state/ national/ international level examinations year wise during last five years (eg: IIT/JAM/NET/SLET/GATE/GMAT/GPAT/CLAT/CAT/ GRE/TOEFL/ IELTS/Civil Services/State government examinations etc.)**

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	1

File Description	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: 0

5.3.1.1 *Number of awards/medals for outstanding performance in sports/cultural activities at*

national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[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: 3.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	4	2

File Description	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:

Till now we have not registered Alumni Association. However, at Institute level we are doing activities

with some of institute alumni and trying to register Institute Alumni Association.

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 Board of Governors envisions our Institute to contribute at the National level. This is reflected in the forward-looking schemes and policies framed from time to time. In RTCIT, effective governance and leadership are crucial for aligning actions with the organization's vision and mission. This alignment is not only essential for clarity of purpose but also for ensuring that all activities contribute to the overarching goals. One of the ways this alignment manifests is through practices such as decentralization and participation in institutional governance. This approach empowers individuals and departments to make choices that are in line with the institution's vision and mission while also fostering innovation and responsiveness to all the needs. It encourages a sense of ownership and accountability among staff and stakeholders, as they are directly involved in shaping the direction of the institution. Participation in institutional governance further reinforces alignment with the vision and mission by involving a diverse range of stakeholders in decision-making processes. This inclusivity ensures that different perspectives are considered, leading to more well-rounded and informed decisions. It also fosters a sense of community and shared responsibility, as everyone has a stake in the success of the institution. These practices contribute to the visibility of governance and leadership in action, demonstrating a commitment to the Institute's purpose and values. They create a culture where individuals feel empowered to contribute meaningfully and where decisions are made with broader goals in mind.

Various bodies of which employees are part of are namely Internal Quality Assurance Cell, Grievance Redressal Committee, Anti-Ragging Committee, Internal Complaint Committee, SC/ST Committee, etc. After receiving feedback from these Cells, Committees, Heads and In-charges, the Management Committee and the Principal of the Institute create short-term and long-term goals to full fill the vision and mission of the Institute. The plan is presented in the meeting of the BoG and after approval implementation is carried out. We use these small steps to move towards achieving our strategic plan i.e. "RTCIT @ 2025" which includes 5 major ambitious goals of the Institute.

Even though we are restricted by University Regulations to work autonomously on NEP 2020 implementation, we encourage our employees to attend workshops, seminars and webinars to get accustomed to the New Education Policy and prepare ourselves in advance well before our affiliating University implements it.

File Description	Document
Upload Additional information	[View Document](#)

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:

Institute has been rigorously working and continuously working to fulfill its ambitious strategic plan "RTCIT @ 2025". The three goals planned till the year 2023 are successfully achieved. The plan for 2021 was to adopt digitalization to the Institute's roots. For this, we started utilising Microsoft ecosystem beyond online classed capabilities. Use of teams as e-Notice, read only functions of excel and word to sharing e-notices through links accessible from anywhere. Developing and using excel models on par with professional usage. Usage of official emails to send account status to students. Apart from this communication through Teams chat, group chats and emails became staple. We also initiated implementation of MasterSoft ERP to properly manage all our resources centrally saving lots of time in compilation work. To manage admission processes efficiently, use of CRM software was implemented. The use of ICT facilities became widely used as all the departments got their ICT rooms. To efficiently use all these, 300 Mbps internet speed was purchased. The Goal for 2022 was achieved by getting ISO certified. Along with it successful Energy Audit and Green audit boosted Institute's "The Eco-friendly campus initiative".

The effectiveness and efficiency are vital for ensuring smooth operations and the attainment of organizational goals. This effectiveness and efficiency are evident in various aspects of institutional functioning, including policies, administrative setup, appointment and service rules, procedures, and the deployment of strategic or development plans. By focusing on alignment with the institution's vision and mission, adherence to established principles and guidelines, and continuous improvement, RTCIT plans to enhance its capacity to fulfill mandates and deliver value to stakeholders. These elements work together to create a supportive environment that enables the institution to achieve its objectives and thrive in a dynamic and competitive landscape. All the policies which are formulated from time to time serve as guiding principles that govern various aspects like recruitment process, career progression, code of conducts, leave rules, campus management, etc. The organisation structure is designed in a simple way so that there is effective communication from top to bottom. Recruitment is carried out religiously and an attempt to recruit the best suited candidate for the Institute is of the highest priority. A well customized 360-degree feedback system is also designed to increase the efficiency and effectiveness of the workforce. Salary is paid as per norms and status quo is maintained to provide other welfare benefits like EPF, Group insurance, subsidized food rates, subsidized Transport charges, etc. All the processes are standardized and simplified so that the time is preserved and day to day working is efficient.

File Description	Document
Institutional perspective Plan and deployment documents on the website	[View Document](#)

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
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	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:

A comprehensive performance appraisal system for both teaching and non-teaching staff is implemented in the Institute. The institution has developed a 360-degree feedback system based "Hexa Score" for the assessment of all its teaching staff. This system works semester wise and the final assessment is done on an annual basis by combining the two semester's performances. Hexa Score for each faculty is calculated out of 100. Every Faculty earns their Hexa Score based on 6 essential components given below:

SP: Students' Performance (25 points)

TP: Teaching Process (20 points)

DLA: Department Level Activities (15 points)

ILA: Institute Level Activities (15 points)

ACR: Annual Confidential Report (15 points)

SF: Students' Feedback (10 points)

Every faculty's performance is assessed on the above six components and a score out of 100 is formulated which is the Hexa Score of the faculty.

"Annual performance Appraisal" is carried out for non-teaching employees, administered by the head of department. The 6 parameters to access the performance of non-teaching employees are namely:

1. Job Knowledge and skills
2. Quality of Work
3. Communication Skills
4. Teamwork and Collaboration
5. Attendance and Punctuality
6. Inventory Management

Welfare measures for teaching and non-teaching members are not only for the development of employees but also for the organization's development. Institution has great concern towards welfare of teaching and non- teaching staffs. Following are the welfare measures provided to teaching and non-teaching staff by the institution:

1. Maternity Leave up to two children.
2. Subsidized Transport Facility for all the employees
3. Support to employees for higher education /research by providing Academic Leaves.
4. Support to staff for attending conferences and seminars by reimbursing the registration fee. National up to Rs. 5000 and International up to Rs. 8000.
5. Employee Provident Fund (EPF)
6. Group Insurance: All the employees are covered under group insurance, which is taken with Life Corporation of India.
7. Salary advance - Salary advance is given for needy staff members.
8. Medical Facility through a Health Centre inside the campus with a qualified physician
9. Other facilities

- Separate vehicle parking lot for faculty.
- Library with computer and internet facility.
- Special programs on health and fitness, yoga and meditation.

File Description	Document
Upload Additional information	[View Document](#)

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: 3.17

6.3.2.1 **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
3	2	2	0	2

File Description	Document
Policy document on providing financial support to teachers	[View 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: 13.76

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

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	11	9	7

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

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	74

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:

Resource Mobilization Policy and Procedure: -

The institution continually evaluates the effective and efficient use of the financial resources available for the infrastructure development to support the teaching and learning process. RTCIT, Ranchi is a self-financed private institution. Tuition fee is the main source of income. These funds are utilized for all recurring and non–recurring expenditures. The institution has a well-defined mechanism to monitor the effective utilization of available financial resources for the development of the infrastructure to augment academic needs. All administrative and academic heads, as well as coordinators of various departments, submit the budget requirements. The accounts department prepares a financial requirement estimate duly considering the proposals received and also the recommendations of the Management Committee and Principal. The Institute's Board of Governing Body approves the financial requirement and guides for further utilisation. The Institute follows the budgetary guidelines that the BoG approved for academic and administrative costs. Quotes are requested, and purchase orders are submitted following successful negotiations. After the work is verified, the bill payments are approved. Respective members make sure that the right machinery and equipment are obtained and that they meet the necessary specifications.

Optimal utilization of resources

The Institute aims to promote seminars, Conferences, Workshops, consultancy and such other activities, involving the faculty at various levels. Travel grants can be sanctioned to faculty to present research papers or to attend National or International Conferences. Effective utilization of infrastructure is ensured through the appointment of adequate and well-qualified lab technicians & system administrators. The optimal utilization is ensured through encouraging innovative teaching-learning practices. The Institute infrastructure is utilized as an examination centre for Government examinations/University Examinations. There is a TCs iON Centre also which caters huge number sof online examinations. The library is beneficial to students, faculty, and alumni.

The institution conducts internal and external financial audits regularly

The Institution has established a mechanism for conducting internal and external audits of the financial

transactions every year to ensure financial compliance. Internal audit is conducted half yearly by the internal financial committee of the institution. The committee thoroughly verifies the income and expenditure details and the compliance report of the internal audit is submitted to the management of the institution through the Principal. An external audit is conducted once every year by an external agency.

File Description	Document
Upload Additional information	[View Document](#)

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:

Internal Quality Assurance Cell

The institute established IQAC as per National Assessment and Accreditation Council (NAAC) guidelines in 2021. Since quality enhancement is a continuous process, IQAC becomes a part of the institution's system and works towards the realization of the goals of quality enhancement and sustenance. IQAC ensures the effective implementation of quality initiatives through continuous reviews and periodic meetings. The IQAC works towards attaining excellence in all academic activities and for continuous improvement in the teaching-learning process.

Objectives:

(a) To develop a system for conscious, consistent, and catalytic action to improve the academic and administrative performance of the institution.

(b) To promote measures for institutional functioning towards quality enhancement through internalization of quality culture and institutionalization of best practices.

Functions:

Some of the functions expected of the IQAC are:

- Development and application of quality benchmarks

- Parameters for various academic activities of the institution

- Collection and analysis of feedback from all stakeholders on quality-related institutional

processes

- Dissemination of information on various quality parameters to all stakeholders

- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles.

- Documentation of the various programmes/activities leading to quality improvement.
- Periodical conduct of Academic Audit and its follow-up

Examples of institutional reviews and implementation of teaching-learning reforms facilitated by the IQAC.

A. SLLIS [Student Learning Level Improvement System]

B. IAA [Internal Academic Audit]

C. Formation of DAC & CR

File Description	Document
Upload Additional information	[View Document](#)

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: B. Any 3 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](#)
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:

Measures for the promotion of gender equity

The promotion of gender equity within RTCIT is a critical endeavour, ensuring equal opportunities and representation for all students regardless of gender. To address this issue, the institution has initiated various measures aimed at fostering a more inclusive environment. These initiatives not only benefit individual students but also contribute to the overall development and excellence of the institution. Such efforts play a pivotal role in demonstrating the institution's commitment to gender equity and inclusivity.

One significant measure implemented is the establishment of dedicated support programs and resources specifically tailored to address the needs and challenges faced by female students. These programs often include mentorship initiatives and workshops aimed at building confidence and skills among female students. Additionally, RTCIT offers scholarships and financial aid targeted towards female students to ensure equitable access to education and resources.

Furthermore, RTCIT has taken proactive steps to promote gender diversity among faculty members and leadership positions. By recruiting and retaining more female faculty members, colleges not only provide role models for female students but also bring diverse perspectives to the academic environment. Additionally, colleges may implement policies to address gender bias and discrimination, ensuring fair and inclusive treatment of all students and staff members.

Initiatives to maintain Gender Equity

No distinction between boys and girls: - We have no distinction between boys' and girls' students. There is common dress, common classrooms, common canteen, and common laboratories for boys and girls. There are no separate Roll No. for boys and girls. Common Service facilities in accounts, examination department, General Office, etc. for boys and girls. **Internal Complaint Cell for Women: -** The Institute has an Internal Complaint Cell to protect against sexual harassment in girls students.

The Institute organizes Seminars / workshop /festivals on women empowerment.

A session on Women Empowerment was conducted at the Institute by an external delegate Advocate Sunita Kumari (Associate Council of State Government, Lawyer of HCLSC, Jharkhand High Court) on 10th December 2022.

NCC department organizes camps on women's health and Hygiene.

Free educational camps are organized from time to time, which help transform women in building awareness about health, hygiene, and the importance of child education and provide a launching pad to induct them into vocational skilling.

A medical Camp is organized by NCC cadets on 24-25 January 2023 in the nearby village for health and hygiene in women and to distribute sanitary napkins to rural women.

File Description	Document
Upload Additional information	[View Document](#)

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](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
Bills for the purchase of equipment's for the facilities created under this metric	[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: A. All of the above

File Description	Document
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	[View Document](#)
Policy document on environment and energy usage Certificate from the auditing agency	[View Document](#)
Green audit/environmental audit report from recognized bodies	[View Document](#)
Certificates of the awards received from recognized agency (if any).	[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:

Institute takes efforts/initiatives to provide an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, and communal socioeconomic diversity . The institute is dedicated to fostering inclusivity and promoting ethical behavior across its diverse community. By establishing separate codes of ethics for students and staff, regardless of their backgrounds, the institute ensures that everyone is held to the same standards of conduct and professionalism. Moreover, the efforts to reach out to the community to provide oral health care and organise seminars on the adverse effects of alcohol and tobacco demonstrate a commitment to public health and education. By providing these services and spreading awareness regardless of caste, creed, color, sex, or socioeconomic background, the institute ensures equitable access to essential resources and support for those in need. This approach not only benefits individuals but also contributes to building a more cohesive and understanding society. Various Commemorative days along with many regional festivals are celebrated in the college.

RTCIT is committed to fostering a sense of unity and responsibility among its diverse student body and staff. The institute recognizes and embraces the rich tapestry of backgrounds within the country, including cultural, social, economic, linguistic, and ethnic diversities, all of which are upheld by the Constitution. To instill a deep understanding of constitutional obligations, values, rights, duties, and responsibilities among its members, the institute sensitizes both students and employees. This education enables them to act as responsible citizens in society.

Various programs and initiatives are undertaken to enrich the educational experience. Guest lectures, workshops, and events led by prominent figures cover topics such as ethics, values, citizenship duties, environmental conservation, and traditional knowledge. Additionally, the curriculum includes mandatory courses focusing on professional ethics, the Constitution of India, and Indian traditional knowledge,

ensuring that students are well-versed in their constitutional obligations.

Activities such as elocution, debates, and class presentations further reinforce ethical values, rights, duties, and responsibilities among students. The institute takes pride in its efforts to not only provide academic excellence but also nurture students into better citizens of the country. Through organized practices and programs, RTCIT promotes unity in diversity, fostering a sense of oneness among its student community in different dimensions.

File Description	Document
Upload Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

BEST PRACTICE – 1

1. Title of the Practice: Use of Microsoft Ecosystem

2. Objectives of Practice:

The primary goals of harnessing the Microsoft Ecosystem are as follows: Firstly, to diminish paper consumption by transitioning to digital platforms, thereby enhancing environmental sustainability and simplifying document management. Secondly, to expedite the dissemination of crucial information among students, faculty, and staff, nurturing a responsive community. Thirdly, to streamline administrative tasks by integrating various Microsoft applications, thus boosting productivity and efficiency. Fourthly, to ensure the secure storage of institute-related data through Microsoft's robust security features, maintaining confidentiality and compliance standards. Fifthly, to enable flexible teaching schedules through digital platforms, accommodating diverse student needs. Lastly, to elevate academic outcomes by optimizing processes and increasing engagement, leading to higher attendance rates, improved student achievement, and a more conducive learning environment.

3. Context: – The institute's adoption of the Microsoft ecosystem underscores its focus on enhancing employee productivity through digital resources like MS Teams and Mastersoft Cloud. This strategic move modernizes workflows, fosters collaboration, and aligns with current educational and workplace trends, showcasing adaptability and forward-thinking.

4. Practice – The institute has seamlessly integrated Microsoft's digital tools into its operations, benefiting both faculty and students. Faculty members utilize these platforms to streamline administrative tasks, like attendance recording and assessment grading, reducing paperwork and errors.

'E-notice' on MS Teams ensures prompt and transparent communication, accessible via mobile devices. Invigilation duty charts simplify examination logistics, ensuring organization. Online classes on holidays via MS Teams offer flexible learning, minimizing disruptions. Quiz tests on Microsoft Forms streamline assessment administration and grading, facilitating real-time feedback and data analysis. Storing institute events' records in MS OneDrive ensures secure data management and collaboration.

5. Evidence of Success: - The integration of Microsoft's digital ecosystem has shown notable success in the institute's operations. Online classes via MS Teams have increased student interest and participation. Mobile-accessible notices enhance attendance. Digital grading and assessments lead to improved student performance. Paperless workflows reduce administrative burdens and promote efficiency, also supporting social distancing measures. Overall, this integration has yielded tangible benefits in student engagement, attendance, academic performance, and administrative efficiency.

6. Problems encountered: - The problems encountered in implementing a digital ecosystem and the resources effectively are as follows.

- Internet and Network Issues: Both students and faculty may face connectivity issues, hindering their ability to access online resources or participate in virtual classes. Providing technical support and troubleshooting guides can help individuals resolve connectivity issues more efficiently.

- App Functionality: Mobile apps not functioning properly can disrupt the seamless integration of digital tools into daily operations. Ensuring that software is regularly updated and compatible with various devices and operating systems can minimize technical glitches.

- Student Fatigue: Transitioning from offline to online classes can be mentally and physically taxing for students, leading to exhaustion and discomfort. To address this, the institute could implement strategies such as incorporating breaks during online sessions and varying instructional methods to maintain engagement.

BEST PRACTICE – 2

1. Title of the Practice: Student Learning Level Improvement System [SLLIS]

2. Objectives of Practice: The main objectives of the Student Learning Level Improvement System are as follows

- Identification of weak students in class.

- Paying extra attention to the weak students for their development

- To improve the learning level of students up to the mark.

- Increase the percentage of success of students.

- To raise the weak students, close to the level of bright students and simultaneously to excel at the level of bright students also.

- To prepare the weak students also to compete in placement tests.

3. Context:

The Student Learning Level Improvement System (SLLIS) represents a structured approach aimed at assessing and enhancing student learning levels to ensure academic success. Implemented based on recommendations from Heads of Departments (HODs) and members of the Internal Quality Assurance Cell (IQAC), SLLIS was launched on January 22, 2022. SLLIS operates by evaluating students' performance in quizzes and mid-semester examinations to categorize them into distinct learning groups: Very slow learners, slow learners, Moderate learners, and fast learners. This categorization enables targeted intervention strategies tailored to each group's specific needs. For instance, extra classes are organized for slow and moderate learners to provide additional support and address learning gaps effectively. However, fast learners are identified and encouraged, receiving supplemental resources and opportunities to further excel academically.

4. Practice

The introduction of the "Student Learning Level Improvement System" (SLLIS) by the Institute since January 2022 underscores a commitment to enhancing students' academic progress through structured methodologies and continuous evaluation. The Institutional Quality Assurance Cell (IQAC) plays a pivotal role in overseeing and periodically reviewing the efficacy of the system's structures, methodologies, and learning outcomes. One fundamental aspect of SLLIS involves the systematic assessment of students' learning levels, commencing from their entry into the institution. Mentors are assigned to each student, tasked with identifying their mentees' learning levels at the beginning of every semester. This evaluation begins with an assessment of the student's entry level, with the results of qualifying examinations serving as the initial benchmark. Subsequently, as the semester progresses, the results of Mid-Semester Examinations (MSE), Quiz Tests, and University examinations are utilized to further gauge the students' learning progress. These assessments serve as critical indicators for determining the students' proficiency levels and identifying areas requiring improvement. Through this structured approach, SLLIS ensures a holistic evaluation of students' academic capabilities, allowing for targeted interventions and support mechanisms tailored to individual learning needs. By continually monitoring and adjusting methodologies based on learning outcomes, the system facilitates a conducive learning environment aimed at enhancing students' overall academic performance and fostering their continuous improvement and success.

5. Evidence of Success:

The implementation of the "Student Learning Level Improvement System" (SLLIS) has yielded noticeable improvements in student success, with academic outcomes showing a slight increase. This system has provided additional benefits to students in their academic pursuits.

6. Problems encountered, and resources required:

- Absence of students in extra classes.

- Reluctancy of students from studying.

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:

The Institute feels distinct based on complete attention for improvement of the students

RTC Institute of Technology pays sufficient attention on the students regarding their academic development. Syllabus completion, extra classes, labs are the primary factors in this direction. The details of the work of Institute in this direction are as follows:

1. To complete the syllabus, we take online classes after college hours

In the contemporary educational landscape, learning transcends the conventional classroom, with the rise of online classes. The Institute extends learning opportunities beyond regular hours, including weekends, after college hours and holidays, fostering student engagement. Through live sessions, prerecorded videos, quizzes, and forums, diverse learning styles are accommodated. Faculty-led online classes offer personalized learning avenues, empowering students to delve deeper into subjects. Accessible at any time, these resources allow for review and reinforcement of complex topics, ensuring comprehensive understanding. Online education thus enriches the learning experience, promoting flexibility and tailored learning paths for students.

2. We take offline classes in ICT classes rooms

RTC Institute of Technology conducts most of the classes in ICT classrooms. Each department has been provided with an ICT classroom, where faculty members teach the students through PPT presentation, by video presentation, by demonstration or by animation. By using ICT classrooms, we have the following advantages.

- ICT classes provide a tangible, hands-on learning experience. Students can interact directly with hardware components, software applications, and networking equipment, gaining practical skills and troubleshooting abilities that are essential in the field of ICT.

- ICT classes also cater to students who may not have reliable access to digital technologies or internet connectivity outside of the classroom. By providing access to resources and equipment during class time, educators ensure that all students have an equal opportunity to participate and succeed in their studies through ICT.

- ICT classes allow educators to focus on practical demonstrations, simulations, and real-world scenarios that may be challenging to replicate in conventional way of teaching.

3. Providing extra / make-up classes for weak students for their supplementary exam.

RTC Institute of Technology provides makeup classes tailored to support struggling students, fostering personalized attention and guidance from faculty members. These sessions effectively address doubts and tackle challenging topics, boosting students' confidence and academic performance. The institute values every student's potential to overcome obstacles with adequate support and resources. By offering supplementary classes, faculty members instill a culture of ongoing improvement, promoting resilience and perseverance. This proactive academic support enhances the overall learning community, nurturing a supportive and inclusive environment that benefits all students.

4. Institute have fully equipped laboratory as per university syllabus

RTC Institute of Technology boasts a fully equipped laboratory in all the departments that adheres to the standards set by the university syllabus. This laboratory serves as a vital hub for practical learning and hands-on experimentation, allowing students to apply theoretical knowledge gained in classrooms to real-world scenarios. Equipped with instruments, tools, and facilities, the laboratory provides students with opportunities to conduct experiments, analyze data, and develop practical skills essential for their academic and professional development. Under the guidance of experienced instructors or faculty members, students have access to a wide range of experiments and activities that align with the curriculum, ensuring comprehensive coverage of the subject matter.

5. Whenever needed we conduct virtual lab (Through PPT in online mode)

In addition to the physical laboratory facilities, the institute also conducts virtual labs whenever needed, further enhancing the students' learning experience. Virtual labs offer several benefits, including accessibility, flexibility, and scalability. In such labs, through PPT and images in online platforms, a wide range of experiments and activities are demonstrated remotely, allowing for learning opportunities beyond the constraints of time and space. During the covid pandemic faced by the country recently, virtual labs provided a safe environment for students to practice experiments. By integrating virtual labs into the curriculum, the institute ensures that students have access to comprehensive and versatile learning resources that complement traditional laboratory experiences, ultimately enriching their educational journey and preparing them for success in their academic and professional endeavors.

6. Institute conducts experiments through video demonstration if needed.

RTC Institute of Technology, recognizes the importance of providing comprehensive learning experiences, in adverse situations, where physical labs were not feasible. As such, the institute conducts experiments through video demonstrations, ensuring that students have access to practical demonstrations of concepts and techniques. Video demonstrations offer several advantages in the

educational context. Firstly, they provide a visual and auditory representation of experiments, allowing students to observe procedures, techniques, and outcomes in real-time or pre-recorded formats. Additionally, video demonstrations can be replayed and reviewed multiple times, allowing students to revisit specific steps or concepts at their own pace. This flexibility promotes self-directed learning and accommodates diverse learning styles and preferences. Moreover, video demonstrations can showcase experiments that may be difficult to replicate in a traditional laboratory setting due to logistical constraints, safety concerns, or resource limitations. By leveraging video technology, the institute ensures that students have access to a wide range of experiments and practical demonstrations that align with the curriculum and learning objectives.

7. Co-Curricular & Extracurricular Activities

At RTC Institute of Technology, we believe in fostering holistic development through a range of co-curricular and extracurricular activities. Students engage in diverse activities such as sports, workshops (robotics, coding), soft-skills and entrepreneurship. Our institution promotes co-curricular and extracurricular skills through regular workshops, seminars, and industry visits to enhance practical learning. Sports events, cultural festivals, and community service initiatives further enrich the student experience, promoting teamwork, creativity, and social responsibility. These activities complement academic pursuits, nurturing well-rounded individuals prepared for the challenges of the modern world.

File Description	Document
Appropriate web in the Institutional website	[View Document](#)
Any other relevant information	[View Document](#)

5. CONCLUSION

Additional Information :

No any additional information.

Concluding Remarks :

RTC Institute of Technology (RTCIT), which is approved by the All-India Council for Technical Education (AICTE) in New Delhi and affiliated with Jharkhand University of Technology, Ranchi (earlier Ranchi University, Ranchi) aspires to be a pioneering technical institute offering B.Tech and Diploma programmes in engineering. The institution has well equipped state-of-the-art infrastructure and highly efficient staff. The management of the Institution is well supervised by GAV SAMITI, a trust working in the field of education, having large number of schools, Intermediate, Degree and B. Ed. Colleges spread all over the State of Jharkhand, serving a large population and lighting the lamp of quality education in the remotest and inaccessible areas of state.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

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*
	
	    Answer before DVV Verification : A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website
	    Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies
	    Remark : DVV has made necessary changes

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*
	
	    2.1.2.1. **Number of actual students admitted from the reserved categories year wise during last five years (Exclusive of supernumerary seats)**
	        Answer before DVV Verification:
	
	{{TABLE1}}
	
	        Answer After DVV Verification :
	
	{{TABLE2}}
	
	    2.1.2.2. **Number of seats earmarked for reserved category as per GOI/ State Govt rule year wise during the last five years**
	        Answer before DVV Verification:
	
	{{TABLE3}}
	
	        Answer After DVV Verification :
	
	{{TABLE4}}
	
	    Remark : DVV has made changes as per prescribed format shared by HEI and values have been downgraded due to excess of seats in reserve category

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)*

Table 1 (2.1.2.1 before):

2022-23	2021-22	2020-21	2019-20	2018-19
49	19	38	73	115

Table 2 (2.1.2.1 after):

2022-23	2021-22	2020-21	2019-20	2018-19
29	19	36	48	55

Table 3 (2.1.2.2 before):

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	120	105	120

Table 4 (2.1.2.2 after):

2022-23	2021-22	2020-21	2019-20	2018-19
105	105	120	105	120

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	12	13	10

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	13	11	09	07

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have excluded faculties less than 10 months.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
2	5	7	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	4	3	0	1

Remark : DVV has made necessary changes as per prescribed format shared by HEI and values have been downgraded as we have considered ISBN publications

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:

2022-23	2021-22	2020-21	2019-20	2018-19
5	0	0	0	0

Answer After DVV Verification :

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

4	0	2	1	3

Remark : DVV has made necessary changes as per supporting photograph shared by HEI as per below link https://rtcit.ac.in/wp-content/uploads/2024/03/3.4.3-Photos.pdf

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 :6 Remark : DVV has made necessary changes.
4.1.2	*Percentage of expenditure for infrastructure development and augmentation excluding salary during the last five years* 4.1.2.1. **Expenditure for infrastructure development and augmentation, excluding salary year wise during last five years (INR in lakhs)** Answer before DVV Verification: 	2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
62.66	42.83	12.85	52.25	174.35 | Answer After DVV Verification : | 2022-23	2021-22	2020-21	2019-20	2018-19
---	---	---	---	---
47.55	19.77	0.70	52.25	138.03	 Remark : DVV has made necessary changes.
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 : B. 3 of the above Answer After DVV Verification: C. 2 of the above Remark : DVV has made necessary changes.
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:

2022-23	2021-22	2020-21	2019-20	2018-19
103	99	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
202	238	0	0	0

Remark : DVV has made necessary changes.

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: B. 3 of the above Remark : DVV has made necessary changes.

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:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	2	0	0	1

Remark : DVV has made necessary changes as per supporting's shared by HEI as per below link https://rtcit.ac.in/wp-content/uploads/2024/03/C-DOC-5.2.2-A.pdf

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:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Remark : DVV has made necessary changes

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
28	33	3	15	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6	4	3	4	2

Remark : DVV has made necessary changes.

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*

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**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
31	32	11	9	7

Answer After DVV Verification :

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

| 31 | 32 | 11 | 9 | 7 |

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
74	74	74	74	74

Remark : DVV has made necessary changes.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year wise during the last five years** Answer before DVV Verification: table1 Answer After DVV Verification: table2
2.1	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 102 Answer after DVV Verification : 101
2.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: table3 Answer After DVV Verification: table4
3.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)**

table1:

2022-23	2021-22	2020-21	2019-20	2018-19
502	582	607	694	775

table2:

2022-23	2021-22	2020-21	2019-20	2018-19
502	483	539	642	745

table3:

2022-23	2021-22	2020-21	2019-20	2018-19
46	49	55	67	78

table4:

2022-23	2021-22	2020-21	2019-20	2018-19
41	46	54	65	78

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
335.13	270.18	197.30	449.93	528.50

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
287.58	250.42	196.60	397.68	506.04

03-04-2024 03:05:17