SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAMGARH ENGINEERING COLLEGE

MURBANDA,P.O-BARKIPONA,P.S-RAJARAPPA PROJECT,DIST-
RAMGARH,JHARKHAND
825101
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Ramgarh Engineering College (Estd. by Govt. of Jharkhand & run by Techno India under PPP) previously known as Techno India Ramgarh and Government Engineering College, Ramgarh, established with the prior approval of All India Council For Technical Education (AICTE) and affiliation of Jharkhand University of Technology, is as an institution under Public Private Partnership between the Government of Jharkhand and Techno India. It is situated in the outskirts of Ramgarh district town on NH-23 at Murubanda, near Chitarpur, Rajrappa project covering an area of 24 acres including separate hostel facilities for both boys and girls as well as staff quarters, is having a pollution free environment.

There are a total 5 Under Graduate Programs, viz. B.Tech in Civil Engineering, Computer Science & Engineering, Electronics & Communication Engineering, Electrical Engineering, Mechanical Engineering. Two of its UG programs, Electronics & Communication Engineering (ECE) and Civil Engineering (CE) are accredited by NBA.

The Institute has approx. 951 students in its roll. The Institute imparts quality education to the students to achieve sought after professionals. The Institute follows the syllabus prescribed by JUT and follows a rigorous academic delivery plan integrated with ICT enabled teaching-learning processes. Adequate emphasis is given for co-curricular and extra-curricular activities. Encouragement of students' innovative ideas and entrepreneurial skills i.e. start-up culture is a major strength of the college.

The Institute has a very strong, experienced, and highly dedicated group of faculty members, with around 14 Ph.D. holders, having expertise in varying areas. The college has an active Research and Development Cell to promote research initiatives among the faculty and students.

REC continues to adopt innovations in academics and administration to emerge as a benchmark setter in engineering and management education in line with the Vision of the Institute.

Vision

To emerge as an institute of excellence in the field of Engineering and Technology based on quality education and research activities leading to producing competent, responsible engineers and overall a good human being who will be innovators and entrepreneurs to serve the industry, society and our nation at large.

Mission

- Imparting quality teaching and learning processes throughout the curriculum.

- Fostering Industry Institute Interaction for quality teaching, training, research, project management and consultancy.

- Ensuring value based education focused on environmentally sustainable society.

- Promoting exchange of thoughts on technological research, innovation and entrepreneurship for the benefit of the society.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Effective leadership of the members of the Techno India Group with passion towards working for academic excellence in the college.

2. Strategically located in the outskirts of Ramgarh city, 50 KM from the state capital Ranchi.

3. TEQIP-III funded.

4. Conducive environment and state-of-art Infrastructure; sprawling campus with amenities like auditorium, hostel accommodation, Wi-Fi, cafeteria, (150+63.5) KVA gensets and UPS for power backup and has ventilated & equipped laboratories, clean potable water. Good indoor and outdoor Sports Facilities for students and staffs.

5. Learner centric and ICT enabled Teaching–Learning process, to meet the needs of the millennials.

6. Qualified, committed and experienced faculty with about 25% possessing Ph.D. degrees with very good faculty retention.

7. Consistently very good student enrollment ratio.

8. Graduation rate with good placements and excellent personality development training programs; Institute has a strong Placement and Training Department which ensures that most of the eligible students are placed in good companies.

9. Career Counselling of students for competitive examinations.

10. Establishment of student professional chapters like IEEE, IE (I) etc.

11. Value added programs like Entrepreneurship Development Cell, NSS Cell, NCC Cell, etc.

12.   **Mentoring and Monitoring of the students on a regular basis.**

13.   **Fully automated Central library with over 19097 volumes.**

14.   **Faculty research publications in national and international journals/ conferences along with book publications.**

15.   **Faculty members are encouraged to organize/participate in the workshops/seminars/ Conferences etc.**

16.   **E-Governance system through ERP.**

17.   **CCTV monitored campus for security.**

18.   **Nodal Centre for IIT-KGP Virtual Lab Project.**

19.   **Recognized as local chapters for NPTEL.**

20.   **Two of the UG Engineering Programs, ECE and CE, are accredited by NBA in 2021.**

21.   **Another one of the UG Engineering Programs, ME, is awaiting the visit of the Expert team.**

Institutional Weakness

1. **Lack of funded projects and patents**

2. **Industry- academy relation to be improved for projects and consultancy and extension activities**

3. **No technology incubators to transfer the technology to industries.**

4. **Quality publications and Interdisciplinary and collaborative Research needs to be strengthened.**

5.   **Insufficient placement trends in core industries of Civil, Mechanical and Electrical engineering sectors.**

6. **Needs to strengthen the Alumni Association.**

7. **University examination questions are repetitive not-in agreement with higher order thinking**

8. **Communication skills of about 20% of students need to be improved.**

9.   **The College is affiliated to JUT and hence has a limitation in upgrading of curriculum and running collaborative courses with Industry and foreign universities.**

10.   **Restricted Autonomy imposes a threat to offer new programmes with employability**.

11. **International engagement in terms of student and faculty exchange programs.**

Institutional Opportunity

1.   **Having an opportunity to become Autonomous Institution enabling design of curriculum as per industry requirements**

2.   **New avenues of getting support in terms of research grants and technology from the funding agencies as well as industries.**

3.   **Securing IPR for innovative ideas and products emerging out of R&D projects. A systematic approach can be adopted in order to identify projects with high potential for patent application with the assistance of an IPR consultant.**

4.   **Establishing a centre of Excellence in key areas like effective research, entrepreneurship development and consultancy. Different opportunities are available for students to become entrepreneurs.**

5.   **Staff and student exchanges with one of the leading Institutions (KLETech University) in India**

6.   **Industrial in-plant training opportunities to students and faculty which will widen the opportunities for students internship, faculty exchange and collaborative work**

7.   **Practicing outcome-based education in all facets of engineering discipline.**

8.   **Alumni pool of the institution serving in the country and abroad widens the opportunity of collaboration and network building.**

9.   **Counselling of students to appear for competitive examinations like, GATE, etc.**

10.   **Enhancing contributions to green initiatives for sustainable development of society**

Institutional Challenge

1.   **Long term sustainability without compromising standards due to horizontal growth of Institution and competitions from nearby colleges and universities; Solution is to benchmark with premier institutes will bring out the best in students and faculty.**

2.   **Changing admission scenario in engineering and technology due to the wide availability of other professional programs.**

3.   **Coping with rapid change in technology and the industrial requirements and improving the employability and life skills of the students are the biggest challenge for an Institution affiliated to a University due to its limited power to overhaul the curriculum and delivery mechanism to cater the job**

market need.

4. **Declining supply of quality faculty, particularly with PhD**

5. **Poor availability of economic and educational (School level) eco system in the state**

6. **Incorporating add-on out of curriculum course modules to comply with industry requirements. This is a challenge because of the lack of free slots in the academic schedule.**

7. **To provide exposure to faculty members in premier institutes in India and international universities. International students and faculty exchange programs with foreign universities; Attracting international /national faculty and the students.**

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

A III tier Academic teaching-gaining knowledge of making plans system is observed for reaching micro level making plans. The University Academic Calendar is a huge agenda and primarily based totally at the same, semester-smart Institutional Academic Calendar is ready incorporating all of the educational activities and extra-curricular sports to be performed in the course of the semester that is accredited by way of means of IQAC and Academic Council. Dissemination of plan and powerful content material shipping is ensured via Academic Review Process on the give up of every semester. The institute has converted the college curriculum into OUTCOME BASED EDUCATION supported via means of PEOs, POs, PSOs and COs & POs. The Action Plan specifies that every one of the scholars will need to observe unusual place guides on the first-year level and branch-precise guides consisting of optional guides from 2nd year onwards. Curriculum Enrichment is completed via Beyond Syllabus Activities and Value Added Courses imparting transferable and life skills in the form of MOOCs courses through NPTEL, Coursera, etc. and programs on extra-curricular and co curricular activities. Institute has the provision of various committee activities which contribute to sensitizing students to cross-cutting issues like Gender, Environmental Sustainability, Human Values, and Professional Ethics for the improvement of creative and divergent competencies. Institute has established a structured Feedback System (from Students, Faculty Members, Alumnae, and the Industry) which is collected as per the schedule and reviewed with corrective mechanisms for improvement.

Teaching-learning and Evaluation

Institute strives to repeatedly improve the potency and effectiveness in assessment of Teaching, Learning and Analysis Processes. The coed centrical education is deployed through experiential, individual, participative and cooperative learning modes to the educational desires of various students. Efforts are taken to spot Slow Learners and Remedial employment is provided for them. After adopting the OBE system, POs, PSOs and Cos are defined for all the programs and the methodology for attainment and evaluation is established. Based on the attainment levels, add-on efforts are known for progressive improvement. Ancient teaching has been replaced with additional innovative and artistic ways in which disseminating, sharing and facilitating data development in students that has Lecture capture , solution, workshops, technical seminars, cluster projects, trade visits, quizzes, assignments, group discussions, and

so on. IQAC has taken steps to reinforce the potential of ICT enabled teaching and learning and to maximize the use of the Learning Management System through an auto package to ensure transparency in the virtual teaching-learning process. Several reforms are introduced within the internal assessment system and therefore the system is created sturdy and transparent with clear guidelines. Commonplace procedures exist for examination connected grievance redressal. Each pedagogue is appointed with a batch of twenty students for Mentoring to produce counselling, guidance and observation for his or her academic progress and different issues. An established feedback mechanism is in-practice for the evaluation of Teaching-Learning Process and thereby a necessary corrective mechanism is initiated based on the suggestions/recommendations made in IQAC.

Research, Innovations and Extension

Institute is very proactive in establishing various platforms for research, innovation, and extension activities. Research culture is promoted by establishing infrastructures such as Research and Development Cell and Entrepreneurship Development Cell.

R&D Cell helps students to transfer their innovative ideas into their projects. Institute encourages faculty and students to take up in-house and collaborative research projects in their domain expertise as well as in interdisciplinary areas. Research proposals have been submitted to different funding agencies.

Some faculty members are recognized as Ph.D. supervisors and many scholars enrolled under them have already been awarded Ph.D. degree.

Several bodies like IEEE, IEI chapters are registered for conducting professional activities. So far, a couple of national conferences and International conferences are conducted. Faculty members are encouraged to publish papers in conferences/Journals in India and abroad and attend FDPs. Institute encourages faculty members in authorizing books,publications,newsletters and also to conduct/attend workshops, seminars, conferences etc. for updating of their technical knowledge.

Programmes to encourage industry-academia interface are regularly conducted.

In pursuit of its service to community and society, the Institute has set up platforms such as NSS and NCC units. Students are sensitized towards cleanliness, health,environmental issues and they also participate in extension activities with NGOs to serve the neighborhood community. The students also host Blood Donation camps.

To promote entrepreneurship among our students, REC is organizing seminars/workshops with industry people in collaboration with KLETech University, Hubli(our mentor institute) so that students are motivated for start-ups.

Infrastructure and Learning Resources

REC has always prioritized provision of adequate infrastructure facilities, in many instances, over and above the AICTE norms. The Institute has state-of-the-art infrastructure viz., classrooms, seminar halls,

Auditorium, laboratories, Wi-Fi connectivity, Language Lab, Computer Center, a well-established Training and Placement department, health centre facilities and Hostel accommodation for boys and girls. In addition, there is also a transport facility for the students.

All classrooms, seminar halls, and computer labs are equipped with ICT facilities. The laboratories have state of the art equipment which is regularly upgraded to comply with the current market trends. The computing facilities are also regularly upgraded with the latest configurations.

The Central Library is automated and has adequate volumes in the lending and reference sections. The Institution uses the digital platform for learning resources such as NPTEL, etc.

Computer centers are available for student usage, the student-computer ratio is well above the prescribed norms of AICTE. The Internet bandwidth is being upgraded regularly and current speed is 32 Mbps with 1:1 contention ratio.

The campus is situated in a hilly area and does not have any playground. However, the college has provided opportunities to have various outdoor sporting facilities like football, basketball, badminton, volleyball, cricket net practice etc. Good facilities are also provided for indoor games for boys and girls with sports officer.

The Institute has an Estate and Campus Administration Office which manage maintenance and upkeep of infrastructural facilities through in-house and contractual maintenance.

The vibrant environment coupled with the clean-Green campus ensures the all-round development of the students.

Student Support and Progression

The Institute has a very good student support and progression system for holistic development of every student.

The welfare measures include insurance coverage for all the students, facilitating the sanction of scholarships for poor students and recommending for various Merit-cum-Means Scholarships of Central / State Governments.

Career Counselling is offered to the students by Training & Placement Cell to help the students with various career options. Students interested in pursuing higher studies are provided guidance for competitive examinations, viz. GATE, etc. Pre-placement training sessions are organized to offer training to the students in coordination with external agencies. Weak students are offered remedial coaching to compete with others in the placement selection process.

The Institute has a well-defined student mentoring system to help each student in taking the right decisions for their academic and personal growth.

An active Alumni Association has strengthened the alumni relationship with the Institute through its

yearly meetings and regular interactions. They provide guidance on career options, provide industry insights and impart knowledge on the current trends and latest technologies.

Well-equipped recreation centre is established for the physical and mental well-being of the students. The Institute has an active Student Council and various Student Chapters. Student Council comprises Cultural, Technical, Sports, and Literary Councils. Councils encourage maximum participation of students to provide an opportunity to exhibit the talent of the students. Students are encouraged to take part in games/sports to get relief from the academic stress. Feedback from the students is collected for good governance.

Governance, Leadership and Management

The vision of the Institute emphasizes on imparting quality education and involves all its stakeholders in the decision making process. The Institute promotes decentralization and involvement of staff in various administrative and academic activities.

Strategic plans are framed with goals in line with the Institute's Vision and Mission statements.

Effective leadership is provided in the institution through an explicitly defined hierarchy consisting of Board of Trustees, Board of Governors, Director, HoDs, etc. The Institute has defined structure with Roles and Responsibilities at various levels of academic/ administration. The Institute practices transparent and participative governance at all levels.

Strategic decision making at management level is available without delay as Institutional mechanism. Administrative transparency is ensured by placing organizational structure, rules, regulations and procedures pertaining to recruitment, service, promotions and grievances in Service Rule of the Institute. Adoption of e-governance in certain areas of governance has strengthened the administration of the Institute.

A comprehensively designed Appraisal system for the staff members is used for annual assessment. Staff Welfare is ensured through tangible and intangible benefits viz. EPF, Medi claim, etc.

The progress of the Institute is reviewed on a regular basis for the effective implementation of Quality Policy and Plans.

The Institution has a well established Internal Quality Assurance Cell (IQAC) for accreditations and plays a major role in inculcating quality culture in the Institute.

Financial audits are conducted every year and the Balance Sheet is available in public domain. The only source of income is tuition fees.

Institutional Values and Best Practices

Institute strongly believes in imparting value-based education where learners are nurtured with respect

to gender equity, environmental consciousness, sustainable waste management practices, green initiatives, and professional ethics. The Institute has taken measures to implement a Solar Power Plant in the campus as it believes that a proper eco-system needs to be created by practice. In addition, the campus is made differently-abled friendly by providing all the necessary facilities.

The Institute believes that the best practices will have a larger impact on the students. It has a number of best practices of which two noteworthy best practices are elaborated:

Career Guidance Training: In today's competitive markets, the right path of career choice matching with the potential and the interest is not an easy task for the students. Career growth culture among students is to facilitate their transition from college-level education to face the challenges of the future.

Content beyond Curriculum: There is often a mismatch between what is learnt in the institution and the industrial expectations from the graduate engineers. In order to bridge this gap and make students industry-ready, much emphasis is given for teaching content beyond the regular curriculum.

Institute's distinctive performance lies in its strong learner-centric approach with which it strives to generate competent professionals and responsible global citizens who are sensitized towards the needs of the society. Institute offers the right blend of an appropriate toolset, a professional skill set and a motivated mindset for its learners to excel.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAMGARH ENGINEERING COLLEGE
Address	Murbanda,P.O-Barkipona,P.S-Rajarappa Project,Dist-Ramgarh,Jharkhand
City	Ramgarh
State	Jharkhand
Pin	825101
Website	www.ramgarhengg.edu.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	Mohit Chattopadhyay	9836-585454	9836585454	0332-3572450	gecramgarhti@gmail.com
IQAC / CIQA coordinator	Nazmul Islam	9123-849454	8250095779	0332-	nbacoordinatorjh2018@gmail.com

Status of the Institution	
Institution Status	Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

Date of establishment of the college	01-01-2013

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
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](#)	25-06-2021	12	

Details of autonomy	
Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No

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?	Yes
If yes, name of the agency	National Board of Accreditation
Date of recognition	18-05-2021

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	Murbanda,P.O-Barkipona,P.S-Rajarappa Project,Dist-Ramgarh,Jharkhand	Rural	24.5	29413

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,Electronics And Communication Engineering	48	INTER	English	60	12
UG	BTech,Computer Science Engineering	48	INTER	English	60	32
UG	BTech,Electrical Engineering	48	INTER	English	60	20
UG	BTech,Civil Engineering	48	INTER	English	60	29
UG	BTech,Mechanical Engineering	48	INTER	English	60	21

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				5				10				52
Recruited	1	1	0	2	6	0	0	6	42	10	0	52
Yet to Recruit				3				4				0
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				25
Recruited	20	5	0	25
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				17
Recruited	14	1	0	15
Yet to Recruit				2
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
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	0	0	0	0	0	0	0	0	0	0
Ph.D.	1	1	0	6	0	0	5	0	0	13
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	37	10	0	47

Temporary Teachers									
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	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

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	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

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	4	1	0	5

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	246	2	0	0	248
	Female	81	1	0	0	82
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	20	9	16	18
	Female	7	1	8	7
	Others	0	0	0	0
ST	Male	33	14	24	31
	Female	13	2	9	11
	Others	0	0	0	0
OBC	Male	132	81	103	88
	Female	42	20	21	16
	Others	0	0	0	0
General	Male	63	29	39	36
	Female	20	9	15	14
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		330	165	235	221

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	As per the new policy, the under graduate degree will be of either three or four year duration with multiple exit options. Students will be eligible to get a certificate after completing one year; diploma after

	two years and a bachelors degree after three years. The four year multi disciplinary bachelors program will be preferred option. As per the NEP 2020 the four year program may also lead to a degree "with Research" if the student completes a rigorous research project in their major area of study. State Technical University recently instructed to affiliated HEI's to consider the multidisciplinary education policy in four year degree program and it has been implemented.
2. Academic bank of credits (ABC):	As our institute is local chapter of SWAYAM-NPTEL since 2016 for Massive open online courses(MOOCs) , our students are getting benefitted for last five years.
3. Skill development:	Several skill development programs has been arranged for students, like- 1. Employability Skill Training for pre-final year batch 2. Soft skill classes has been included in regular schedule.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	Programs are regularly arranged such as Solidarity for gender equality, Swachha Bharat Aviyan , Yoga Classes , Indian Culture and so on
5. Focus on Outcome based education (OBE):	The outcome based Approach (OBA) of teaching and learning is thought by many as an effective way to assure high quality education in engineering sector. It also mandates a target oriented approach of curriculum design and provide evidence based management system. We are following the outcome based learning models for empowering students through OBE (informs of CO/PO/PSO attained) - 1. Extensive lectures and interactive group discussion. 2. Practical and laboratory based classes. 3. Approach to problem solving 4. Outcome based Projects and Entrepreneurship. 5.Quality of internal Question paper setting with relevant outcomes 6. A regular system of Evaluation to monitor students. 7. Online teaching learning methods using MOOCs 8. Students mapped into the Blended classroom teaching also. These are the several attempt we already taken from Institute side to improve the OBE education across the state. On the basis of that We got NBA Accreditation against ECE and CE departments on May'2021.
6. Distance education/online education:	We do not have any distance education Policy. But due Pandemic (COVID-19) situation ,we are following a online teaching learning education for the

| | students through ZOOM, Google meet etc. |

Extended Profile

1 Program

1.1

Number of courses offered by the Institution across all programs during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
269	264	259	261	261

File Description	Document
Institutional data in prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

2 Students

2.1

Number of students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
951	896	986	1006	998

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2020-21	2019-20	2018-19	2017-18	2016-17
132	132	132	132	132

File Description	Document
Institutional data in prescribed format	View Document

2.3

Number of outgoing / final year students year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
222	249	264	255	227

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

Number of full time teachers year-wise during the last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	55	55

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	60	60

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 24

4.2

Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)

2020-21	2019-20	2018-19	2017-18	2016-17
84.41	169.23	228.83	224.04	332.50

4.3

Number of Computers

Response: 300

4.4

Total number of computers in the campus for academic purpose

Response: 300

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1 The Institution ensures effective curriculum delivery through a well planned and documented process

Response:

The institute ensures effective curriculum delivery through:

1. Planning for curriculum

2. Teaching-Learning Process

3. Effective course delivery

4. Self-Learning Initiatives

1.Planning for Curriculum

Ramgarh Engineering College (REC), is affiliated to Jharkhand University of Technology (JUT) and follows the curriculum as specified by the university. The university regularly updates its curriculum for UG programs which ensures that the updated curriculum meets the industry expectations required from the students in the prevailing scenario. Department Academic Councils (DACs) of each department discusses the new updated curriculum at a length to identify the curriculum gaps in the curriculum and proposes the ways to bridge /address the curriculum gaps. Thereafter, the suggestions of the DACs are placed before the IQAC/Academic Council of the Institute for further discussion and finalization.

Institute prepares its own semester wise Academic Calendar well in advance before commencement of semester considering on the basis of Academic Calendar of the University. Subjects are allotted to the faculty members following democratic process considering the faculty specialization, experience and workload for the forthcoming semester, after the end of the previous semester, on finalization of Curriculum Planning.

The teaching plan is prepared by the individual department under the guidance of the Head of the Department. It is ensured that the minimum contact hours for theory and laboratory as specified in the university syllabus is strictly maintained. The course coverage is periodically assessed and any related issues/discrepancies /modifications are discussed in the DAC meeting for effective curriculum delivery. The feedback of the students is regularly obtained through CRs which is an integral and indispensable part of curriculum planning and implementation.

2.Teaching-Learning Process

Effective curriculum delivery starts by disseminating the course objectives through course handout and lecture schedule. The day-to-day teaching learning process is driven by tutorials, guest lectures, video classes, seminars, workshops, group assignments and projects as-and-when needed apart from the regular lectures. The curriculum delivery is enhanced by the utilization of LCD equipped classrooms and laboratories.

3. Effective Course Delivery

Effective course delivery is ensured using various instructional methods and pedagogical initiatives such as lectures, tutorials, Laboratory experimental work, Project

Work, Continuous Assessments (Mid Sem. 1,2) for the theory subjects and for practical subjects (Internal and External assessments) as per University guidelines, etc. depending on the course and the situation creating the best learning environment for the students.

Class Routine Schedule provides Tutorial classes for the subjects which require hands-on experience, practical lessons, etc. Remedial classes are conducted for weak learners.

4. Self-Learning Initiatives

Our institute is a recognized local chapter of NPTEL. Students and faculty are encouraged to get certified in relevant NPTEL courses. Students are encouraged to learn 10% of the syllabus by self-learning process. Student Chapters and Entrepreneurship Cell activities inculcate self-learning in the students. Apart from R&D projects, students are also encouraged to design and develop prototype models which later can be taken up as start-ups. The institution also provides avenues for students to demonstrate their co-curricular activities through various annual technical events like Tech Fest.

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

1.1.2 The institution adheres to the academic calendar including for the conduct of CIE

Response:

The process of preparing the academic calendar and its adherence is mentioned below:

A tentative academic calendar for the institute is prepared following the calendar of university. Generally, the calendar is prepared semester-wise. The holidays considering Govt./University holidays and tentative dates for vacations are mentioned in the calendar. Any required changes/ reforms are included in the calendar for the present semester. The number of continuous

assessments to be conducted is mentioned in the calendar following the guidelines and timeline provided by the university. While preparing the calendar of the prevailing semester, compliance of previous years' academic calendars and deviations, if any, are taken as reference.

The tentative academic calendar prepared from the academic incharge office is discussed in the Academic Council in presence of all the Heads of Departments as well as in IQAC and distributed for circulation for any feedback. Any Suggestion/Feedback regarding the calendar are communicated by the employees (faculty members and staff) to the academic in-charge office and the same are incorporated, if necessary, after due deliberations in the Academic Council/IQAC. Thereafter, the final version of the academic calendar is published and circulated. It is published at the beginning of every semester.

The dates mentioned in the academic calendar are generally followed by the institute. In case there are changes at the university level the same is taken care of by modifications in the academic calendar of the institute.

The academic calendar contains the dates for the following categories of activities:

1. **Commencement of class**

2. **It includes specific dates for conduction of Continuous Evaluations – Mid Sem-1& Mid Sem-2 for theory subjects and Internal assessments for Practical papers, as prescribed by the University**

3. **MOOCs activities (NPTEL courses etc.)**

4. **End-semester examinations (Practical & Theory) for University assessments**

5. **Commemorative events, Holidays and Semester-break**

- **For continuous internal evaluation (CIE) process the institute adheres to the academic calendar prepared by it based on the academic calendar of the affiliating University.**

- **All activities of CIE are optimally completed as per the academic calendar, except in exceptional cases e.g. changes in University calendar or local events like strike, road closure impacting passage of the students and the teachers.**

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum

development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

> 1. **Academic council/BoS of Affiliating university**
> 2. **Setting of question papers for UG/PG programs**
> 3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
> 4. **Assessment /evaluation process of the affiliating University**

Response: D. Any 1 of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented

Response: 100

1.2.1.1 **Number of Programmes in which CBCS/ Elective course system implemented.**

Response: 05

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document
Any additional information	View Document

1.2.2 Number of Add on /Certificate programs offered during the last five years

Response: 12

1.2.2.1 **How many Add on /Certificate programs are offered within the last 5 years.**

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	0	0

File Description	Document
Institutional data in prescribed format	View Document

1.2.3 Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

Response: 15.68

1.2.3.1 **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
236	261	241	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The Institution believes that integrating cross cutting issues with the curriculum would create positive effect on the students in terms of their education and societal commitment. The Institution provides a platform and

propagates initiative where the amalgam of social awareness coupled with professional responsiveness gets evident through the subjects offered by the University and different creative activities relevant to Gender, Environment and Sustainability, Human Values and Professional Ethics.

1. Gender Sensitization: Sensitizing today's youth about the gender discrimination practices around us would allow them to be more sensitive, empathetic and responsive towards them. The institute believes in creating a space where each individual is treated equally and respect. The institute holds seminars where gender is no bar. Gender an issue which not only makes the students aware of the atrocities against women in the society but also helps them understand gender in the light of gender spectrum.

The Class Representatives for all the semesters are equal, where a girl CR and a boy CR take care of

the class related issues. Institute has about 20% girl students in overall student population. Faculty/Staff population is well balanced with both genders. The college provides a rock-solid platform where everyone feels welcomed and encouraged without any gender discrimination. The institute is headed by a lady Principal.

2. Environment & Sustainability: Environment and Sustainability is one of the ardent issues that have been addressed by this institution with utmost care and ministration. Environment as a subject features under different subject codes for different branches in different semesters.

Regular awareness program through posters, models, PPT presentation, 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 which 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-capitates playground and fringing decoration of trees.

Environmental Science is taught in all programmes 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, rain water harvesting, runoff modeling, flood prediction, green concrete, etc. and sustainability issues like energy conservation, environmental protection, use of natural resources etc.

College received Green Champion Award from MGNCRE, Govt. of India.

3. 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 in spirituality by monks from the different missions are conducted with live yoga sessions and reach out services.

File Description	Document
Upload the list and description of courses which address the Professional Ethics, Gender, Human Values, Environment and Sustainability into the Curriculum.	[View Document](#)
Any additional information	[View Document](#)

1.3.2 Average percentage of courses that include experiential learning through project work/field work/internship during last five years

Response: 6.91

1.3.2.1 Number of courses that include experiential learning through project work/field work/internship year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	15	15	15

File Description	Document
Programme / Curriculum/ Syllabus of the courses	[View Document](#)
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	[View Document](#)
Institutional data in prescribed format	[View Document](#)

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

Response: 64.88

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

Response: 617

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

1.4 Feedback System

1.4.1 *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders 1) Students 2)Teachers 3)Employers 4)Alumni*

Response: C. Any 2 of the above

File Description	Document
Any additional information (Upload)	[View Document](#)
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	[View Document](#)
URL for stakeholder feedback report	[View Document](#)

1.4.2 Feedback process of the Institution may be classified as follows: Options:

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Response: A. Feedback collected, analysed and action taken and feedback available on website

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 81.67

2.1.1.1 **Number of students admitted year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
330	165	235	221	274

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

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.1.2 Average percentage of seats filled against reserved categories (SC, ST, OBC, Divyangjan, etc. as per applicable reservation policy) during the last five years (exclusive of supernumerary seats)

Response: 55.15

2.1.2.1 **Number of actual students admitted from the reserved categories year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
73	39	82	78	92

File Description	Document
Institutional data in prescribed format	[View Document]
Any additional information	[View Document]

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students and organises special Programmes for advanced learners and slow learners

Response:

In every year diversified students from different backgrounds are involved in the institute. The ability of learning of students are highly affected by their personal capabilities and other characteristics like their social and economic background. The institute has developed a well structured mechanism for assessing the learning levels of the students and continuously monitors for improving their academic as well as overall performance.

The Institution assesses the learning level of the students from the time they are admitted to the college through a well structured induction programme.

Process to identify the student's learning level:

Induction Program:-The institution organises student induction program for the newly enrolled first year students every year. This induction program contains a lot of activities like initial knowledge perspective (debates, Quizzes, Group discussion), sports, art and craft, meditation, Yoga etc. So, this helps to identify the diversified students. At the end of induction program a test is conducted and based on this level of the students are indentified.

Continuous Assessment:-During the progress of semesters, the advanced learners and slow learners are identified based on their overall performance of previous semesters, orientation towards academics, and feedback from subject teachers.

Mentoring System:- The institute adopted a well defined mentoring process where each faculty mentor is assigned with a maximum of 15 students for monitoring their attendance, punctuality, discipline and academic performance as well as to guide them through their career path.

Assisting the Slow learners:

- **Different departments of Ramgarh Engineering College conduct remedial classes and extra laboratory classes and provide course notes for students who are slow learners. This practice helps the struggling learners to improve subject knowledge and helps them to compete with their peers.**

- **Basic Science department arranges the preliminary Spoken English and communication classes for the benefit of students of the vernacular medium as well as for those whose proficiency in English is low.**

- **Counselling of weak students and encourage them to perform better. Academic counselling and personal advise are given to the slow learners by the mentor and faculty.**

- **Each department of the institute arrange the prerequisite classes of their respective courses**

for the slow learner students to their basic understanding.

Program for Advanced learners:

- **The advanced learner students having high academic track records are encouraged by faculties to achieve university ranks, and also encouraged to take up competitive examinations like GATE, GRE, CATetc.**

- **Students are encouraged to enroll themselves and get certified in MOOCs /NPTEL courses and courses offered through SWAYAM.**

- **Faculties of the institute always encouraged the advanced learner students to attend conferences, workshops, and seminar and inter institute events.**

- **Institute organises a felicitation for successful candidates who have qualified in GATE Examination.**

- **Students participated in Hackathons**

- **Institute always provides the opportunities to advanced students to organise different technical and cultural fest.**

- **Students are encouraged to inculcate research orientation by involving them in innovative projects and research work.**

File Description	Document
Upload any additional information	View Document
Paste link for additional Information	View Document

2.2.2 Student- Full time teacher ratio (Data for the latest completed academic year)

Response: 15.85

File Description	Document
Any additional information	View Document

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

Response:

Institute adopts student-centric methods which are central to the Outcome-Based Education (OBE) system. The faculty has integrated several student-centric teaching-learning processes into their regularcourse delivery in order to improve the attainment of Course Outcomes, Program Outcomes, and Programme Specific Outcomes.Traditional teaching has been replaced with more innovative and creative ways of disseminating, sharing, and facilitating knowledge development in students. Each department of the institute identifies the gap of curriculum provided by the university and organises the extra lectures for the same to bridge the gap of curriculum.

Experiential Learning:

The institution imparts the following experiential learning practices to enhance creativity and cognitive level of the students.

- **Laboratory Sessions with advanced experiments**

- **Internship and Vocational training to expand the knowledge on market trends.**

- **Beyond the syllabus, classes are held to bridge the gaps of curriculum by the expert person of other colleges like IITs and NITs.**

- **Group Projects – Final year projects of all branches through which experiential learning is achieved.**

Participatory Learning:

- **Group Discussion, Debate, Role Play, Quiz**

- **Tech Fest/Project Expo**

- **Technical Seminar Presentation**

- **Industrial Visit to get insight into the internal working atmosphere of industries**

- **Extra-Curricular activities/contests to trigger self-confidence of the students NSS and extension activities**

Problem-solving methods:

- **Practical Sessions to get Hands-on experience**

- **Tutorial Sessions**

- **Brain Storming sessions**

- **Special Assignments Technical Seminar on contemporary topics cum group discussion**

- **Quiz Session**

Individual learning:

- **E-learning platforms like NPTEL videos, SWAYAM, Coursera, IIT Bombay X course, etc. are provided to facilitate independent learning wherein students can access course contents online which also bridges the gap of classroom learning, and also supplement advanced learning.**

- **Students are strongly encouraged to enroll and get certification for such add-on online courses for self-paced learning.**

Collaborative learning

Students are engaged in a common task where they are accountable to one another.

- **Competitive and Team Spirit are developed through Group Discussions, Debates, Management Games, and Panel discussions.**

- **Participating in inter college, state level and national level project competitions, design contests, and various technical festivals.**

File Description	Document
Upload any additional information	[View Document](#)
Link for additional information	[View Document](#)

2.3.2 Teachers use ICT enabled tools for effective teaching-learning process.

Response:

The Institute always endeavours to make the latest Information and Communication Technology (ICT) infrastructure for use by its students, faculty and technical staff members. The learning experiences of the students are enriched with the latest state-of-the-art pedagogical techniques used by the teachers and adequate utilization of ICT enabled tools to the optimum level to make the teaching-learning process effective.

- **The institute has provided digital classrooms for all programs. The use of multimedia teaching aids like LCD projectors, smart classrooms with internet-enabled computer/laptop systems are usually used in digital classrooms.**

- **The institute has language laboratory, seminar hall and smart classrooms(for each department) equipped with multimedia facilities using ICT tools. Invited talks and webinars are conducted regularly.**

- **The institute encourages the teachers to use modern teaching aids.**

- **The Audio-Visual Aids are utilized effectively by the faculty members to demonstrate the concepts to the students to enhance the learning experience.**

- **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.**

- **Online teaching System developed internally can be accessed by the students inside the campus through LAN as well as through the internet outside the campus.**

- **Digital Library is available in the institute.**

- **Online resources such as DELNET, NPTEL, and SPOKEN TUTORIAL-IIT Bombay and other E-learning resources are available.**

- **Google Platform is extensively used by the faculty members for sharing recorded lectures. Frequently regular class evaluations are done using this platform to check the learning level of the students.**

- **Faculties upload their online class videos on Youtube.**

File Description	Document
Upload any additional information	[View Document](#)
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process.	[View Document](#)	

2.3.3 Ratio of students to mentor for academic and other related issues (Data for the latest completed academic year)

Response: 27.17

2.3.3.1 **Number of mentors**

Response: 35

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
Mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

2.4.1 Average percentage of full time teachers against sanctioned posts during the last five years

Response: 96.67

File Description	Document
List of the faculty members authenticated by the Head of HEI	View Document
Institutional data in prescribed format	View Document

2.4.2 Average percentage of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. during the last five years (consider only highest degree for count)

Response: 17.94

2.4.2.1 **Number of full time teachers with *Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt.* year wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
14	15	15	6	3

File Description	Document
Institutional data in prescribed format	View Document

2.4.3 Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)

Response: 4.31

2.4.3.1 **Total experience of full-time teachers**

Response: 258.7

File Description	Document
Institutional data in prescribed format	[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1 Mechanism of internal assessment is transparent and robust in terms of frequency and mode

Response:

Academic calendar is prepared by the institute academic council before the start of semester and it disseminates among the students and all the departments. Academic calendar indicates the start of classes, date of 1st midterm exam, date of 2nd midterm exam.

The internal assessment process is communicated to the students at the start of the semester by the respective department as well as during the orientation program for the first-year students. Further, changes in schedules, patterns, methods if any, are immediately notified to the students through classroom briefing by the concerned subject teachers and the department notice board.

The Institute is affiliated to JUT from 2018-19 onwards and VBU Hazaribag from AY 2013-14 to 2017-18.

The performance of students is evaluated through the continuous assessment of theory courses, laboratory courses, and project works. Internal assessment of theory courses are evaluated in 30 marks and laboratory courses are evaluated in 25 marks. Internal assessment of theory courses is further divided in to three categories i.e 20 marks for midterm examination, 5 marks for assignment/class test and 5 marks for attendance, Similarly, laboratory courses evaluation are divided into two categories i.e 20 marks for day-to-day performance in laboratory experiment and 5 marks for attendance.

During a semester, two mid-term examinations are conducted by the Institute Examination Cell.Each mid-term examination carrying 20 marks, and out of two midterms best score shall be taken as the final marks secured by each student in continuous internal evaluation.

The institute has prepared standard formats for question papers depending upon the type of the subject based on Course Outcomes (COs) for continuous evaluations. While setting the questions, previous years' university exam questions are referred. Departmental Examination Committee members evaluate the quality of question papers and coverage of the entire COs.The first midterm question paper is prepared in such a way that 2 to 3 COs are attained, Second midterm another 2 to 3 COs are attained.The COs are not only attained by midterm examination but also by assignments and quizzes. Faculty members are trained periodically on fairness and transparency with respect to the evaluation process. The syllabus for the test is communicated to the students by the class teachers well in advance. The question papers are verified by the Head of the Department of each department for any discrepancies.

The answer scripts of the class test are evaluated and distributed within two weeks of the internal exams for verification of marks.It is a practice of the college to show internal examination answer

books after evaluation to the students in the class for self-evaluation.Students are free to interact with the teacher to resolve grievances if any, regarding the assessment, so complete transparency is maintained in the system of internal assessment.

Departmental advisory committee , Internal Quality Assurance Cell check the process of conduct of the entire evaluation process (including the level of questions, invigilation, marks allocation & attainments)and provides its recommendations for improvement on a continual basis.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.5.2 Mechanism to deal with internal examination related grievances is transparent, time- bound and efficient

Response:

The institute has a well structured mechanism to recognise the examination related grievances in an efficient manner which is transparent and time bound, as explained below.

The institute has established an examination cell committee, where one faculty in-charge is headed in the committee and some members of all departments of the institute is the part of the committee, Head of the department is also a member of the examination cell. The Examination Cell continuously keeps in touch with the university; the institute follows strictly the guidelines and rules issued by the affiliating university while conducting internal tests and semester-end examinations. Examination cell gives the notice to the departments periodically to conduct the internal semester examination, and departmental committee members follows the instructions,

The answer sheets for all internal assessments are shown to the students after evaluation. If they have any doubts, then clarification is given which enables them to perform better in future. Checked copies of class tests are discussed with students in classand in case of any problem, the subject teacher tries to solve it. However, if the complaint remains unresolved, a committee is constituted by the Head of the Institution to address the issue.

Internal evaluation of Practical, Viva-voce, and lab copy evaluations are done in the lab experiment wise only in presence of the students so that process remains transparent and grievances are minimized. The student seminars and project seminars are conducted in presence of all the students of the class and hence providing complete transparency in internal assessment.

The external examination is conducted by the affiliated university, at the end of the semester, after the publication of the results of the semester; the unsatisfied students have to raise the scrutiny process through the institute examination cell by paying some requisite fee for re-evaluation. So, the above system facilitates the student for resolution of his/her grievance.

Any grievances raised by the students before appearing in the university examination related to Admit Card, Registration number etc. is dealt by examination cell in close coordination with the University.

File Description	Document
Any additional information	View Document
Link for additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1 Teachers and students are aware of the stated Programme and course outcomes of the Programmes offered by the institution.

Response:

A key development in engineering education in the past decade has been the move to outcome-based or competency-based education. OBE is an important element in the move away from the perception of the curriculum as a syllabus comprising a body of knowledge and skills to be transmitted to the student.

Program Specific Outcomes (PSOs) are also prepared by all the departments of the institute through the detailed discussion with departmental advisory committee, and final approval by the academic council of the institute, The PSOs are also displayed in the prominent places in all the respective departments & also on the website.

Course outcomes of all curriculums are displayed in the course file of each subject and also it is disseminated to the institute website. A brief description on writing a CO is given below.

1. **Bloom Taxonomy:- Faculty of each department defines the course outcomes of their concerned courses by using Bloom's Taxonomy and the same is discussed in the Departmental Advisory Committee in presence of the Head of the Department, After discussion/review, the COs are finalized and written for each course in every program. The COs are kept in the course file and uploaded in the website in the place of the respective departments.**

2. **Mapping of COs to POs:- After finalizing the course outcomes, it is mapped to program outcomes in terms of relevance. Three levels of relevance based on the degree of compliance are used. The levels of compliances are 1 for low, 2 for medium, and 3 for high correlation.**

3. **The contribution of course to each PO is expressed in terms of the average relevance of COs**

mapped to that particular PO. Similarly, the value computed for all the courses including first-year courses is entered for the corresponding PO and PSOs.

Mapping of the COs-to POs helps in achieving the goal of the institute and thus contributing towards achieving the Mission and Vision of the Institute.

The POs, PSOs and COs are disseminated to all the stakeholders through various means. POs and PSOs are displayed on institute's website, various places of the campus like class rooms, corridors, Laboratories, each department office, Faculty rooms, etc., are printed on lab manuals, course files, etc.

The following platforms are used to disseminate the POs and PSOs to the stakeholders.

- **Induction Program / Orientation Program – Students and Parents**

- **Campus Recruitment Drives – Employers**

- **Alumni Meet – Alumni**

- **Introduction class at the beginning of semester- Students**

- **Exit student's feedback form.**

COs are made available and communicated to teachers and students via

- **Institute website**

- **Course File**

- **Announcements to the students during the beginning of each semester and throughout.**

- **Discussions by faculty in the departmental meetings.**

- **Faculty discussing CO's during department events**

File Description	Document
Upload COs for all courses (examples from Glossary)	[View Document](#)
Paste link for Additional information	[View Document](#)

2.6.2 Attainment of programme outcomes and course outcomes are evaluated by the institution.

Response:

Course Outcomes AttainmentProcess

Direct assessment method is used to find the course outcomes. In this method, the performances of students are continuously evaluated on the basis of internal midterm examination, end semester university examination, assignment given to students, project work, and laboratory courses.

CO assessment processes for different components of the program are shown below in table2.6.1

Table:-2.6.1

Sr. No.	Component of courses	Descriptions	Marks for each course s/sessional/project
1	**Theory paper**	1. **Internal examination and assignments-This examination is a metric to understand whether all the course outcomes prepared by the concerned teacher have been achieved or not.** 2. **End semester exam:-End semester exam is conducted by the university of 70 marks. Questions of End semester exams are also covering all the course outcomes.**	**Total (100)** **Internal -30** **External-(70)**

2	Laboratory paper (Sessional)	Practical examination is mainly one of the criteria to measure the student's practical knowledge and skills. Practical examination evaluation is based on performance in semester exams, lab transcripts and viva-voce on that particular subject.	50 (Internal-25, External-25 for JUT Ranchi)
3	Project work	The evaluation of project work of students through day to day performance, viva-voce exam and project defend seminar by project guide and departmental project review committee.	7thsem- 50marks 8th sem-200 marks

Attainment level of each theory and laboratory courses are defined, which are shown in table 2.6.2. Target marks of each theory and laboratory courses are set by the concerned course teachers by the judgement of level of questions paper or the target marks of previous year. Average target marks are in between 50% to 70%.

Table-2.6.2:-CO Attainment level for theory and laboratory courses

Attainment level	Method of assessment
Level 1	Upto 50% student scores more than target marks
Level 2	51%-79% student scores more than target marks
Level 3	80% and above student scores more than target marks

For each CO a target level is decided by DAC

Attainment of Program Outcomes and Program Specific Outcomes

The assessment tools for measuring the attainment of each POs and PSOs includes direct and indirect assessment methods.

Direct assessment method

This method is based on the continuous evaluation of students performance in theory courses, laboratory examination (viva-voce), general proficiency test, and project work (Midterm and University examination. Midterm and University examination are metric of assessingfor all the POs and PSOs attainment. Direct attainment is calculated from CO attainment as discussed in Table 2.6.1

80% weightage is given to direct assessment method. All the components of the program are mapped to the POs and PSOs to determine the PO and PSOs attainment.

Indirect assessment

Subjected to indirect method, department has taken the students exit survey, Alumni survey (questionnaire) and resources person survey (questionnaire) for the purpose of attainment of program outcomes and Program specific outcomes. 20% weightage is given to indirect method.

Sl.No.	Indirect Assessment Method
1	Alumni Survey
2	Graduate Exit Survey
3	Recourse person survey
4	Employer Survey

Finally POs and PSOs attainment is calculated by 80% weightage of Direct Attainment and 20% weightage of Indirect attainment.

File Description	Document
Upload any additional information	View Document
Paste link for Additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 93.33

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

2020-21	2019-20	2018-19	2017-18	2016-17
192	212	260	251	221

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

2020-21	2019-20	2018-19	2017-18	2016-17
223	249	261	255	227

File Description	Document
Upload any additional information	[View Document]()
Institutional data in prescribed format	[View Document]()
Paste link for the annual report	[View Document]()

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.13

File Description	Document
Upload database of all currently enrolled students (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: 28.73

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)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	28.73	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copies of the grant award letters for sponsored research projects / endowments	[View Document](#)
Any additional information	[View Document](#)

3.1.2 Percentage of departments having Research projects funded by government and non government agencies during the last five years

Response: 8

3.1.2.1 **Number of departments having Research projects funded by government and non-government agencies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	2	0	0	0

3.1.2.2 **Number of departments offering academic programes**

2020-21	2019-20	2018-19	2017-18	2016-17
5	5	5	5	5

File Description	Document
Supporting document from Funding Agency	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Paste link to funding agency website	[View Document](#)

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

Response: 31

3.1.3.1 **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
2	15	9	5	0

File Description	Document
Report of the event	[View Document](#)
Institutional data in prescribed format	[View Document](#)

3.2 Research Publications and Awards

3.2.1 Number of papers published per teacher in the Journals notified on UGC website during the last five years

Response: 0.48

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

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	1	11	7

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.2.2 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: 0.12

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

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	2	1	0

File Description	Document
Institutional data in prescribed format	[View Document](#)

3.3 Extension Activities

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.

Response:

The college organizes a number of extension activities to promote institute-neighbourhood community to sensitize the students towards community needs. The students of our college actively participate in social service activities leading to their overall development. The college runs effectively National Service Scheme Unit. Through this unit the college undertakes various extension activities like cleanliness, tree plantation, Blood donation etc in the neighbourhood community. It aims at developing qualities of leadership, patriotism, maintaining discipline, character building, spirit of adventure and the ideal of self service. The NSS unit of the college organizes various extension activities like tree plantation, Swachhta Abhiyan, Blood donation, National voter's day celebration, Health awareness camp, Financial literacy program, Meditation camp etc. Other than NSS units, the various departments of the college is conscious about its responsibilities for shaping students into responsible citizens of the country by making students aware of social issues through various programmes like Environmental Awareness, Personal Health and Hygiene, Road Safety, Tree Plantation, Soil and Water Testing, Plastic eradication, No vehicle day, financial literacy programme, Programme on female hygiene, organizing Voters awareness, Blood group detection ,Health check -up camps, Blood donation camps, etc. All these mentioned activities have positive impact on the students and it developed student community relationship, leadership skill and self confidence of students. It also helped in cultivating hidden personality of students and created awareness among the students..

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

Response: 0

3.3.2.1 **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
e-copy of the award letters	[View Document](#)
Any additional information	[View Document](#)

3.3.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 5

3.3.3.1 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	2	1	0

File Description	Document
Reports of the event organized	[View Document](#)
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

3.3.4 Average percentage of students participating in extension activities at 3.3.3. above during last five years

Response: 5.38

3.3.4.1 Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years

2020-21	2019-20	2018-19	2017-18	2016-17
0	50	160	51	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

3.4 Collaboration

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

Response: 20

3.4.1.1 **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	8	5	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of linkage related Document	View Document
Any additional information	View Document

3.4.2 Number of   functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years

Response: 2

3.4.2.1 **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

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2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

File Description	Document
Upload any additional information	View Document
Institutional data in prescribed format(Data template)	View Document
e-Copies of the MoUs with institution./ industry/ corporate houses	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The Institution has adequate infrastructure and physical facilities for teaching- learning. viz., classrooms, laboratories, computing equipment etc.

Response:

The Institute is located on 24.5 acres of land with 29413 sq. m. build-up area and has adequate physical infrastructure to accommodate all departments for conducting its teaching-learning process. It has well equipped 21 classrooms (6 smart classrooms), tutorial rooms, seminar halls, laboratories, Language Lab, staff rooms, toilets, administrative area, etc. and all supportive aids/facilities as per the AICTE requirements to cater for the academic needs of the students. The institute ensures the optimal utilization of available infrastructure by effective participatory planning. The time table committee plans well in advance and arranges for the required infrastructure before the commencement of the session.

A. Classrooms

1. Each classroom is designed and maintained as per AICTE norms with respect to carpet area, lighting, ventilation, furniture, etc. to have a conducive ambience.

2. All departments are having classrooms having ICT enabled with projector facility.

The whole campus is enabled with the connection of Wi -Fi .

3. Classrooms are very much capacious and airy for any kind of interaction among the students for group discussion, debate

etc.

B. Laboratories

1. Each laboratory/workshop with the appropriate layout is designed and maintained as per AICTE norms with respect to carpet area, lighting, ventilation, and furniture & fixture.

2. Every lab has a lab instructors/ technical assistant, who provides constant support and ensures maintenance of the laboratories.

3. Laboratories are well equipped with adequate number of experimental set-ups, computers & peripherals.

4. Special care is taken to ensure that the students conduct all the experiments as per the University syllabus. A few experiments beyond the curriculum are also conducted.

5. In addition, R&D labs with appropriate equipment help the faculty members/students to carry out research activities to a great extent.

C. Computing equipment and IT Facilities

1. There are 270 desktops in working condition, around 7 laptops, printers, scanners and servers in adequate numbers for computation and related purpose.

2. Uninterrupted power supply (UPS) is made available in the campus. There are twogenerators with a total capacity of 187

KVA for power back-up power supply.

3. The Institute provides internet connectivity of bandwidth 32 Mbps for Wi-Fi facility all over the campus.

4. Online MOOC courses through Swayam are made available to students. Online NPTEL-FDP courses through Swayam are made available to faculty members.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

4.1.2 The Institution has adequate facilities for cultural activities, sports, games (indoor, outdoor), gymnasium, yoga centre etc.

Response:

A sound mind coupled with a vigorous physique is the key to prosperity. The institute utilizes a lot of its resources to provide an environment to its students where they are encouraged to indulge in sports and extracurricular activities.

The Institute has created both infrastructural and instructional facilities in Games and Sports for both indoor and outdoor games to establish all round development for the students. Sizably voluminous playing fields support a wide variety of games. There are dedicated spaces for Indoor sport. Outdoor facilities include courts for Basketball,

Volleyball. The Institute teams have been proving their excellence in sundry Inter and Intra–Institutional, University, National level competitions. Many regaling events all-round the year. Students passionate for music and dance are inspired to perform during Cultural Fest. Photography club assembles students to organize nature walks and other such events like Debate Club, Quiz Club, etc.

Availability of Sports Facilities:

The Institute has varied games/sports facilities within its premises which are as given below:

1. The Institute has one well-maintained Badminton courts, Basketball ground and volleyball courts with playing facilities. The girl students participated in inter-college tournaments. The boys have participated at inter-college university level so far.

2. The Institute has a cricket ground and a well maintained football ground with Day-Night facilities to conduct matches.

3. The Institute has three indoor playing facilities for Table Tennis in hostels and Recreation Point for both male and female students.

4. Yoga sessions are carried out customarily for both boys & girls by external agencies. The students have represented the Institute at the national level in several tournaments and won matches in cricket and football for outstanding performance.

Cultural & Tech Fest conducted by Student Council Tech- Festa is a three-day annual Tech-Fest of the Institute held every year. In the Tech Fest, many technical

events are conducted for the students with enthusiasm and magnetism. The Cultural Fest held once in a year provides a fabulous opportunity for the students to exhibit their talent in music, dance, band, etc. with uniqueness and magnanimity.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc. *(Data for the latest completed academic year)*

Response: 33.33

4.1.3.1 **Number of classrooms and seminar halls with ICT facilities**

Response: 8

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Paste link for additional information	[View Document](#)

4.1.4 Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)

Response: 19.63

4.1.4.1 **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	5.16	8.52	78.65	187.11

File Description	Document
Upload audited utilization statements	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2 Library as a Learning Resource

4.2.1 Library is automated using Integrated Library Management System (ILMS)

Response:

The Library of the Institute occupies a very paramount place in the campus. It fortifies study, teaching -cognition process and research activities. It provides a cognition space for the students, staff and faculty members. It is housed in a sprawling three storied building with carpet area 640.38 Sq. m. It has a total accumulation of over 19097 volumes of books.

Library Automation

Library automation is profoundly consequential in this age of technology. Due to tremendous magnification in the different fields of cognizance, there is a need for access to the desired literature. The Institute has taken initiative to move its library towards paperless functioning through the utilization of automated library management software. It is arduous to have access to the desired literature with manually operated contrivances. The Library automation is the

utilization of automatic and semi automatic data processing machines to perform traditional activities as acquisition, cataloguing and circulation.

Library Networking [Intranet and Internet]

The Library is plenarily automated with Integrated Library Management Software, KOHA (Version 16.05.19.000),

Procurement, Online Public Access Catalogue (OPAC) and Project Reports. All the library documents are bar-coded and books are issued to the users by scanning the barcode of the document. The holdings include the books and Journals, syllabus, question papers and Project reports. The users of the Library can access publications of all the various major publishers like Elsevier, Springer, ASCE, IEEE etc. The users can access E-books, International journals etc. A Wi-Fi facility is available for accessing library resources. E-resources are accessible throughout the campus by means of network connectivity. Besides printed books and journals, the Central Library subscribes to an immensely colossal number of e-journals in the field of Engineering, Science and Management. It additionally comprises an Electronic Library with facilities for accessing online and offline databases. Library organizes book fairs every year in the Institute. The library has a unique feature in the form of the Book Bank Section which provides the required number of textbooks to every student at the commencement of each semester. The Institute conducts library stock verification at the end of every year and identifies the books to be weeded out because of obsolescence in syllabus or physical damage. Such books are abstracted from the library after approbation from the BOG. Incipient books are integrated in adequate numbers as and when syllabus changes or incipient courses are introduced and with which to supersede the weeded out /damaged books.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for Additional Information	[View Document](#)

4.2.2 The institution has subscription for the following e-resources

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases
6. Remote access to e-resources

Response: B. Any 3 of the above

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)

4.2.3 Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)

Response: 7.17

4.2.3.1 **Annual expenditure of purchase of books/e-books and subscription to journals/e- journals year wise during last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1.58	1.305	7.76	25.2

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)
Any additional information	[View Document](#)

4.2.4 Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the latest completed academic year

Response: 0

4.2.4.1 **Number of teachers and students using library per day over last one year**

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The use of technology is a way of life at the Institute. IT infrastructure facilities are created taking into consideration the requirements of all the stakeholders. Institute has a high-speed internet connection or connectivity having a Wi-Fi across the campus. Wi-Fi is authentication driven and is with restrictions as per user level for maximum security. Students can avail the Wi-Fi facility from 10.00 am to 5.30 pm with a common User-Id. Faculty members are given individual User-Id and password for round the clock access. Internet facility is provided in all the classrooms, laboratories, offices, departments, and hostels through WiFi. Wherever high-speed connectivity is required wired connection through Ethernet/optical cable LAN services is provided. Internet connectivity of bandwidth 32 Mbps . The institution has a policy for periodical up gradation of the computer systems. The operating system of all the computer systems in the campus is governed by Microsoft Campus Licensing Agreement. According to this agreement, all the computer systems in the campus are automatically upgraded to the latest operating system released by Microsoft. Students are provided with ample opportunities to work on open-source solutions with a high-speed internet connection. Majority of the classrooms are ICT-enabled and portable LCD projectors are provided for other classrooms. Video conferencing facility is available in the seminar halls of the departments. Library is fully automated and KOHA provides a very user-friendly interface for searching documents in the library and their issue-status. Library facilitates Web – OPAC remote access to users. In order to ensure safety and security of data, a licensed Sophos firewall with web and application filters are used.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 3.17

File Description	Document
Upload any additional information	[View Document]
Student – computer ratio	[View Document]

4.3.3 Bandwidth of internet connection in the Institution

Response: C. 10 MBPS – 30 MBPS

File Description	Document
Upload any additional Information	[View Document](#)
Details of available bandwidth of internet connection in the Institution	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)

Response: 7.93

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

2020-21	2019-20	2018-19	2017-18	2016-17
0	16.72	38.96	22.57	8.92

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)
Audited statements of accounts	[View Document](#)

4.4.2 There are established systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc.

Response:

The Institute perpetually strives to meet the growing needs of the twenty-first century academic world making available adequate physical infrastructure and perpetually upgrading facilities in order to provide a good teaching and learning environment. Academic Council/IQAC convenes the conventional meetings to assess the infrastructural facilities and to the requisites in the campus.

In order to ascertain the maintenance and optimum utilization, sundry systems and procedures are established so as to take care of the benefit for all the stakeholders. The institute is very much sought after as its venue for conducting sundry public examinations due to its infrastructural

facilities.

The College has a well established procedure of maintaining and making use of academic and support facilities.

Physical Facilities:

Classrooms, Tutorial rooms and Seminar halls:

Before the commencement of each semester, the class rooms and tutorial rooms are inspected by the Head of the Department to check out the adequacy of furniture, working of projectors, tube lights, fans, etc. and ascertain all the facilities are available in a good condition for the students. The college has an in-house Maintenance team and Annual Maintenance Contract with agencies to carry out different repairs and maintenance work. Separate classrooms, tutorial rooms and seminar halls are allotted to the faculties exclusively as per the requisites. Central Routine Coordinator along with the deputed coordinator of the departments prepares times tables in consultation with each other and displays the time table on the notice board . All the classrooms in the college are provided with LCD

projectors and students and faculty members can utilize them for their presentations.

Laboratory and Workshop Facilities:

Requisite laboratory facilities subsists for carrying out all the experiments as per the curriculum that is prepared. Each Laboratory is managed and maintained by a Faculty in-charge and Technical Assistant of the respective departments. Annual proposals for the purchase of incipient equipment, repair and maintenance of the available equipment are prepared by the concerned lab in-charges and submitted to the Head of the Department. The Head of the institution after receiving these proposals from all the Head of the Departments summons the Purchase Order Committee meeting for their approbation and purchases / repairs and maintenance. After the purchase and

installation, the details of every incipient purchases are recorded in the stock registers of the respective Labs. Testing & calibration of equipment and the devices are performed on conventional substructure to ascertain the working and precision of the available equipment in the laboratories. The equipment rendered obsolete on account of the transmutation in syllabus, process, or

technology is phased out either by superseding it with an incipient equipment or transferring it to any other institutes who can utilize these equipment productively. The Central Routine Committee conducts meetings for finalization of the Class Schedule of all the departments before the

commencement of each semester so as to finalize the schedule of courses for both theory classes and labs and the Time Tables of each department are prepared accordingly for the perfect utilization of resources.

Computers:

Each department has its own computing laboratories plenarily equipped with latest computer systems, printers, pertinent license softwares and internet connectivity for the benefit of the students. All the faculty members of the college are provided with Desktop with internet connectivity in the respective departments and also in laboratories . Computing, Wi-Fi and Internet facilities are checked routinely by the office of the system administration and any rehabilitations and maintenance will be carried out as and when required through AMC accommodation provider. The Upgradation of hardware and software is done periodically. Most of the labs are utilized exclusively by the students of the department for their lab activities and project works assigned to them. Whole campus is enabled with Wi-Fi and staff members and students make use of the facilities for accessing the cyber world.

Academic Facilities:

Library:

The Library with over 19097 volumes and subscription to 4 databases offers an excellent environment for academic pursuits. The Library Committee endorse the purchase of incipient editions, number of volumes predicated on vigor of students from the library. In the annual meeting of the Central Library Committee, Librarian presents these recommendations and finalizes the purchases of any of the required books. Printed journals and magazines are kept in the reference section where the students can read and take photocopies. Computer and internet facilities are available in the library which is utilized by the students and staff for browsing e-journals and online databases. Each department has its own departmental library with a constrained number of

designations and volumes for the ease of faculty members who make use of this facility for their research work.

Support Facilities:

Sports Complex:

Central Sports Facility for in-door and outdoor games is available for students on the college campus. The campus is having In-door game facilities for Table Tennis. and playgrounds for outdoor games like - Cricket, Football, Kabadi, Volleyball, etc.The Professor of the college who is Incharge of Games & Sports is responsible for purchase and maintenance of sports equipments, and organizing Inter and Intra college events annually. Student and staff members of the college make avail of these

facilities to participate in the inter college games and sport events held annually and with to represent the college in inter-college sports competition. Institution provides sundry other accommodations / facilities for the students and staff

members which are as follows:

• Reverse Osmosis Water Treatment Plant and water coolers for clean and portable drinking water.

• ATM facility for financial transactions.

• Canteens for Vegetarian and Non-Vegetarian food.

• Medical Unit in collaboration with Matrika Sadan Hospital for any medical emergency.

• Security personnel for campus security and safety.

• Campus Plumber & electrician for repairs and maintenance work.

• 125 KVA and 62 KVA generators for uninterrupted power supply.

• System Administrator for addressing internet and networking problems.

• Students' Council to carry out any student activities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1 Average percentage of students benefited by scholarships and freeships provided by the Government during last five years

Response: 66.44

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
662	624	706	623	593

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.2 Average percentage of students benefitted by scholarships, freeships etc. provided by the institution / non- government agencies during the last five years

Response: 4.07

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2020-21	2019-20	2018-19	2017-18	2016-17
152	39	0	0	0

File Description	Document
Upload any additional information	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.1.3 Capacity building and skills enhancement initiatives taken by the institution include the following

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

Response: B. 3 of the above

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document
Link to Institutional website	View Document

5.1.4 Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years

Response: 7.69

5.1.4.1 **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	194	189	0

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

5.1.5 The Institution has a transparent mechanism for timely 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: C. 2 of the above

File Description	Document
Upload any additional information	
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	

5.2 Student Progression

5.2.1 Average percentage of placement of outgoing students during the last five years

Response: 23.47

5.2.1.1 **Number of outgoing students placed year - wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	70	88	65	69

File Description	Document
Upload any additional information	
Self attested list of students placed	
Institutional data in prescribed format	

5.2.2 Average percentage of students progressing to higher education during the last five years

Response: 3.6

5.2.2.1 **Number of outgoing student progressing to higher education.**

Response: 8

File Description	Document
Upload supporting data for student/alumni	
Institutional data in prescribed format	

5.2.3 Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)

Response: 6.85

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

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	31	6	0

5.2.3.2 **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
175	189	147	151	78

File Description	Document
Upload supporting data for the same	[View Document](#)
Institutional data in prescribed format	[View Document](#)

5.3 Student Participation and Activities

5.3.1 Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any additional information	[View Document](#)

5.3.2 Institution facilitates students' representation and engagement in various administrative, co-curricular and extracurricular activities (student council/ students representation on various bodies as per established processes and norms)

Response:

Students constitute a major stakeholder in institutional magnification. The utilization of the fortification and conceptions of the students in the campus is the paramount requisite for the prosperity and salubrity of the institute. The college

always strives to build a cognation of mutual reverence and inculcate a sense of pride amongst the students for their own institute .The institute has a Students' Council, which is constituted with the students of all years of the college and the

council act as three different bodies - (1) Student Academic Council, (2) Student Social & Cultural Council and (3)

Student Administrative Council. The Chairperson is the Dean (Students' Welfare & Alumni) and the three faculty advisors

coordinate with the students. The members of the Council participate in the deliberative sessions and formal meetings called for formulating various strategies for the overall curricular, co-curricular and extra-curricular development of the

students.

(1) Functions of Academic Council:

The Student Academic Council (represented by 5-6 students) gets the feedback on the teaching learning processes like teaching , course content, study material, practical sessions from the departments, pertaining to quality amendment.

Class Representatives (CRs - one male student and another female student) assigned from each programme to communicate the same to the faculty advisors and the chairperson who puts up the suggestions of the Council in the Academic Council/IQAC of the Institute. Student Academic Council meets once in a semester to discuss about the

ameliorations to be made in the library facilities and recommends books, journals to be procured

which is put up before IQAC. Sundry events and activities like technical workshops, Technical Fest, invited talks, skills ,cognizance enhancement programmes etc. are conducted in coalition with respective professional bodies such as CSI, IEEE under the banner of Student Chapters.

(2) Functions of the Administrative Council:

The Administrative Council looks after the feedback on the Hostels and Amenities, Anti-Ragging initiatives, Alumni Association, Grievance Redressal, NSS etc.

Student feedback on amenities: Dean (Students' Welfare & Alumni) addresses the different problems pertaining to the classroom, infrastructure, library, food, water, hygiene, etc. to get the students' offences rectified. He refers different issues to the administrative authorities for the improvement of the quality of students' life in the Institute.

Anti-Ragging committee: Nomination of the students and parents as a Member of Anti-Ragging committee promotes an ambience conducive for the Institute to be a ragging-free campus.

Internal Complaints Committee: The Girl Students' representation facilitates to the investigation into the information against

the complaints launched, if any.

(3) Social and Cultural Council (represented by 5-6 students) promotes and encourages the involvement of students in organizing various sports, social initiatives and the community outreach programmes and different recreational activities of the college in coordination with faculty mentors like Annual Sports, Cultural Fest, Freshers' Welcome, Farewell, etc.

(4) NSS: Institute has set up the NSS to sensitize students towards different societal issues and the community services, activities of

which is mainly carried out by the students of the college.

File Description	Document
Upload any additional information	[View Document]
Paste link for additional information	[View Document]

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

Response: 1.6

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	2	3	2

File Description	Document
Upload any additional information	[View Document]
Report of the event	[View Document]
Institutional data in prescribed format	[View Document]

5.4 Alumni Engagement

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

Response:

The Institute has played a pivotal role in shaping the vocations of students into technocrats, leaders, entrepreneurs, researchers and worldwide managers. With the objective to nurture a bond with alma mater, to enhance employment opportunities and to create a networking platform to apportion and influence the prosperity stories of alumni, Alumni Association was composed in the Institute but it is not registered. Since its inception, the Alumni Association has provided boundless support to the institute in consummating its goals. Alumni Association has provided adhesive bonding among the alumni members and the present students fostering a spirit of allegiance towards the institute and availing to promote its welfare activities, thereby benefiting the students of the institute. The Alumni Association avails in holding interactive sessions to incentivize current students about the employability and inclusive opportunities abroad. The Alumni share their opinions in social networks, blogs and forums. The Alumni provide feedback on competencies gained during their course and provide valuable information to amend curriculum on a continual substructure. The Alumni Association avails in building a network of the alumni and avails the Institute in being in

touch with the corporate world.

Aims and objectives:

The principal objectives of the Alumni Association are:

o To provide a platform for establishment of a relationship and a link among ex-students and current students of

the institute to share their experiences, feelings and interests.

o To have an opportunity for social and professional networking among alumni members.

o To work as ambassadors of the institute and help its students in their career development activities by

organizing visits to local industries.

o To utilize the rich experience of ex-students of the institute for the benefit and progress of the current students,

to promote campus interviews and placements by utilizing their contacts in various industries.

o To play a key role to bridge the gap between academia and the industry.

To maintain the cordial relationship between all the stakeholders, the REC Alumni meet for the current year was organized on 22nd December, 2019. The meet was conducted throughout the entire day which consisted of sundry cultural events complemented with interaction between the alumni, the present batches of students and faculty members to create innovative conceptions for grooming the current students, explored job opportunities in sundry sectors followed by discussion on recent trends in technology and industry etc. During the interaction, few alumni shared recollections and experiences during their stay at the Institute. Although financial support was not contributed by the alumni till date but they have exceptionally contributed to fortify the college in sundry aspects enumerated below:

Contributions from Alumni:

Expert Speakers

Experience sharing

Curriculum enrichment

Service the Institute as Faculty Members

Helping the IQAC as   active members for the quality enhancement

Facilitator for the campus recruitments through the HR of their respective companies.

File Description	Document
Paste link for additional information	<u>View Document</u>

5.4.2 Alumni contribution during the last five years (INR in lakhs)

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1 The governance of the institution is reflective of and in tune with the vision and mission of the institution

Response:

The institute was started in 2013. After the strength-weakness- opportunity- threat (SWOT) analysis, the institute framed its vision and mission in 2018 along with short term goals and long term goals.

VISION

To emerge as an institute of excellence in the field of Engineering and Technology based on quality education and research activities leading to producing competent, responsible engineers and overall a good human being who will be innovators and entrepreneurs to serve the industry, society and our nation at large.

MISSION

Imparting quality teaching and learning processes throughout the curriculum.

Fostering Industry Institute Interaction for quality teaching, training, research, project management and consultancy.

Ensuring value based education focused on environmentally sustainable society.

Promoting exchange of thoughts on technological research, innovation and entrepreneurship for the benefit of the society.

Now, to fulfill the goals and to achieve the mission, the institute had constructed 22 numbers of Committees/cells with the teaching and non teaching staff where applicable. Each committee has defined roles and responsibilities and the decision making authority is the Chairman/ head/ coordinator of the committee.

Starting from mid of 2018 to mid of 2021 has been devoted towards achievement of Short term goals, where the target year for Long term goal has been fixed as mid of 2023. Goals have been set upon four parameters which are as:

1. **Quality Education**
2. **Research Activity**
3. **Value & Ethics**
4. **Innovation & Entrepreneurship**

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

6.1.2 The effective leadership is visible in various institutional practices such as decentralization and participative management

Response:

The institute is following a decentralization working mechanism. For such purposes the institute formed several committees with defined working areas. Each committee has full autonomy and the Chairman/ head/ coordinator of the committee is the decision making authority.

Case study:

Mess Management Committee: Selection of Mess Vendor.

The college has a Mess Management Committee (MMC) constituted by the teaching staff members of the institute. The role of MMC is to monitor the working process of the mess and canteen in the campus. The MMC has a mechanism to select the mess vendor. The Hostel Mess is run and managed by the students of the respective hostel. For this purpose, the MMC formed a hostel mess committee from students. Hostel wardens are the ex officio members of the committee.

Process of selection of mess vendor:

Quotation invitation by committee members (MMC and Student Mess Committee)

Approval of quotation by MMC (based on the predefined criteria for mess vendor)

Vote for the selection of quotation by each member of MMC and student mess committee

Approval of the selection process by the Chairman, MMC

In this process, there is no role of the Principal and other administrative bodies. The MMC has full authority in the vendor selection process which is in tune with the vision and mission of the institute. The decentralization of working mechanisms and effective leadership is visible in the working process of the committee.

File Description	Document
Upload any additional information	[View Document]()
Paste link for additional information	[View Document]()

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Institute has a well defined structure for strategic orchestrating an overall management of resources. The Institute has prepared its own set of Strategic Plans to consummate academic development of the institute in extracurricular activities, sports, culture and defined targets for the full utilization of infrastructural facilities in the institute. These targets have been set with extensive consultation with all stakeholders, staff,

faculty, alumni, management and the industry. Ramgarh Engineering College has set-up its own mission and vision accordingly . The Institute has defined its goals in synchronization with the Institute mission-vision.

Institutional goals were set up in the mid of 2018 and were categorized in two components: Short term goal and Long term goal. Starting from the mid of 2018 to mid of 2021 has been devoted towards the achievement of Short term goals as well as the target year for Long term goals has been fine-tuned as mid of 2023. Goals have

been set upon four parameters which are as:

1. Quality Education

2. Research Activity

3. Value & Ethics

4. Innovation & Entrepreneurship

Short Term Goal (within 3 years):

1. In order to procure quality Teaching Faculty development training and Professional development training has been provided to each and all faculty members. Outcome based education has been implemented at

the Institute level.

2. Research lab has been established in the Institute and all faculties were exhorted to publish research papers. Quality of student projects was discussed and progressively the ameliorations have been described.

3. The NSS Activities, Technical and Cultural festivals in the campus are organized to instill the values & ethics within the students so that they can contribute to their circumstances with lots of emotions and veracity.

4. Formation of start-up cell, entrepreneurship cell and some seminars are organized for the

students as well as for the faculty members of the college to motivate them to be a job provider rather than a mere job seeker. 3-4 start-ups are expected till the cessation of 2020.

Long Term Goals (within a span of 5 years):

1. To have quality inculcation autonomy of the Institute is required which would in turn sanction the Institute to

implement outcome predicated education in a congruous way. With a faculty exchange program with good Institutes will avail our faculties gain more experience and will avail in procuring OBE.

2. Students are inspired to work on live projects and publish research papers in peer reviewed journals.

Departments are exhorted to take up consultancy works with the avail of laboratories available and engender funds for the Institute as well as Department level.

3. Each Department of the college is exhorted to have at least one start-up and that must be functional in order to give accentuation to innovation and entrepreneurship.

File Description	Document
Upload any additional information	View Document
Strategic Plan and deployment documents on the website	View Document
Paste link for additional information	View Document

6.2.2 The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules and procedures, etc.

Response:

Organogram of the Institution

The Institute is established by GoJ and Run by Techno India under PPP mode. The college is run by the administration of Techno Education Ramgarh, a section 25 company established by Techno India Group with an aim of imparting quality higher education and to boost promotion of Engineering in Jharkhand.

The Institute is managed by the Board of Governors (BOG). The Institute has decentralized its operations and has delegated authority at various levels to ensure good governance. The Principal is the academic and administrative head who monitors the overall functioning and growth of the Institute. The involvement of effective leadership is achieved through the well-defined system and

organizational structure.

Administrative bodies:

1. **Board of Governors (BOG):**

Board of Governors has the advantage of having experience in both the educational and corporate environment enabling them to design and implement a system that bridges the gap between academics and industry requirements. BOG meetings are conducted once every 3 months.

1. **Academic Council (AC) and Internal Quality Assurance Cell (IQAC):**

The Statutory bodies of the College are the Academic Council (AC) and Internal Quality Assurance Cell (IQAC) framed as per norms of AICTE.

These bodies play an important role in framing policies and its execution.

3. **Major functions of the Principal:** Major functions of the Principal is to act as the Member-Secretary of the BOG and implement the approved policies and decisions of the BOG including budget in consultation with the Academic Council/IQAC and constitute sub-committees for delegation of responsibilities and coordinate for smooth implementation of policies with respect to academics, research and development activities, students' activities and resolution of matters in the day to day running of the Institute and compliance with the requirements of various Statutory Bodies.

4. **Major functions of the Vice-Principal:**

In the absence of the Principal in the College, the Vice Principal will take the role of the Principal as In Charge and have the same duties, responsibilities, and authority. The other major functions of Vice-Principal includes Project related activities given by the Head office and Principal, formation and managing of clubs and society, Administering effective purchase procedure, managing canteen & mess, creation and managing alumni interaction, interaction with HoDs, different committee members, overseeing the teaching-learning process, supervision of academic calendar, supervision of result analysis and submit corrective measures to Principal, initiate supplementary teaching measures, supervision of extra and co-curricular activities, personal involvement in Teaching, Research, Publication, Real knowledge application as per norms etc.

5. **Major functions of the HODs :** Head of the departments are responsible for the day to day academic activities and assuring quality in teaching and learning process and administrative functions of the department and monitor various students' activities.

6. **Rules, Procedures, Recruitment and Promotional Policies:** i) Service rules: The institute follows the Service Rules according to the norms of the University and Government of Jharkhand. Service Rule is disseminated among staffs. ii) Recruitment: The Institute follows the recruitment procedure as laid down in the Service Rule. iii) Promotional policy is followed as per norms of the AICTE in case of faculty members and Government of Jharkhand for non-faculty members. iv) Grievance

Redressal Mechanism: Grievance Redressal committee, Anti-harassment /Internal complain committee is responsible to sort out the issues/complaints raised by women staff and Girls students.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)
Link to Organogram of the Institution webpage	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
ERP (Enterprise Resource Planning) Document	[View Document](#)

6.3 Faculty Empowerment Strategies

6.3.1 The institution has effective welfare measures for teaching and non-teaching staff

Response:

The Progress of an organization depends on its employees. The Institute has effective welfare schemes for the benefit of its teaching and non-teaching staff. Welfare measures of the employees and staffs are inevitable for the seamless functioning and the growth of any. Being a organization self-financed institution under the Societies Act, the Institute has effective welfare schemes which are implemented for the benefit of its various teaching and non-teaching staffs. Institute believes that one can give her best when he/she is happy with work. This in turn has a positive impact on the student community.

1) Welfare Schemes for Teaching Staff:

Sponsorship Fee Reimbursement for STTP/Workshop/ Professional Membership/Paper

Publications: Considering rapid changes in technology and industry expectations, the Institute encourages its teachers in acquiring the latest skills by deputing them for various programs/ conferences and reimbursing the registration fees.

Incentives for Higher Studies: In order to keep pace with the latest trends in technology and industry, the Institute encourages the teachers by providing Special Leave/Study Leaves to pursue Project/Doctoral/PostDoctoral research.

Empowering teachers with personal computation facility: The Institute provides Desktops and wi-fi facilities to every faculty/staff member and encourages them to use modern teaching aids.

 2) Welfare Schemes for Non-Teaching staff:

Sponsorship/Fee Reimbursement for Workshop/Training

Special training for soft skills

3) General Welfare Schemes for all staff:

Leaves: The Institute provides various leaves to facilitate all its employees. as per the institute policy.

In Campus Accommodation: Accommodation in campus as per the policy of the college. Employee's Provident fund: Employee's Provident Fund (EPF) is a retirement benefit scheme provided by the institution for the benefit of all its employees.

Gratuity: All employees are eligible for Gratuity after completion of continuous service of minimum 5 years and is governed by the Gratuity Act in force. ESIC Scheme: ESIC facility is provided to all its employees having Gross Salary less than or equal to Rs 21,000/- per month. Medical Insurance: The Institute provides Medical Insurance of Rs 200000/- to all its employees covered under Group Medical Benefit Scheme. In Campus Medical Assistance: The Institute has tied up with The Matrika Sadan Hospital to provide medical advice to all the staff members.

Counselling Centre: Institute has a professional counsellor to address stress and depression of students and Staff.

Transport Facility: All teaching and non-teaching staffs are eligible to avail the transport facility of the Institute.

Canteen Facility: The Institute offers canteen and cafeteria facility to provide quality foods to all its employees.

ATM Facilities Recreational Activities: A dedicated team of teaching and non-teaching staffs promote recreational activities. Sports facility is available to maintain a healthy and balanced life. Health Awareness Programs like blood donation, etc is conducted in every semester.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.3.2 Average percentage of teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the last five years.

Response: 20.67

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**

2020-21	2019-20	2018-19	2017-18	2016-17
11	28	23	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.3 Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years

Response: 1.4

6.3.3.1 **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	0	0

File Description	Document
Institutional data in prescribed format(Data template)	[View Document](#)

6.3.4 Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).

Response: 9.67

6.3.4.1 **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

2020-21	2019-20	2018-19	2017-18	2016-17
1	18	10	0	0

File Description	Document
IQAC report summary	View Document
Institutional data in prescribed format(Data template)	View Document

6.3.5 Institutions Performance Appraisal System for teaching and non-teaching staff

Response:

A well-defined faculty appraisal system need to be adopted in the institute for the development of the Institute. As the Institute primarily impark knowledge through the faculties so a comprehensive policy is needed.This will also provide an insight to all faculties their role and responsibilities to develop the institute.

1. **OBJECTIVE**

The Objective of the Faculty Appraisal and Developmental systems are

- **To describe the work of the faculties in an objective way**

- **To judge the work done by the faculty in a way which can be measured**

- **To identify the Strength and Area of Improvement of a Faculty**

- **To Decide the further Improvement Plan**

- **To set a Target for next period**

- **To provide a policy for Promotion and Grade Change**

The Faculty Appraisal and Developmental System is targeted to be number oriented so that it is clear to all and can be computerized easily.

File Description	Document
Upload any additional information	**View Document**
Paste link for additional information	**View Document**

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The Institution has set up a mechanism for conducting the internal and external audits on the financial transactions every year to ensure financial compliance. Internal audit is conducted annually by the Principal of the institution. The Principal thoroughly verifies the income and expenditure details and the compliance report of internal audit which is directly submitted to the management of the institution through principal. Once in every year the external audit is conducted by an

external agency. The mechanisms that are used to monitor the effective and efficient use of the financial resources are mentioned below:

Before the commencement of every financial year, the college Principal submits a proposal on budget allocation, by considering the recommendations made by the heads of all the departments, to the management. The college budget includes the recurring expenses such as salary, electricity, internet charges, maintenance cost, stationery, other consumable charges etc., and the non – recurring expenses like lab equipment purchases, furniture and other development expenses. The expenses will

be monitored by the accounts department as per the budget allocated by the management. The depreciation costs of the various things which are purchased in the preceding years are also worked out. Process of the internal audit: All vouchers are audited on a yearly basis. The expenses incurred under the different heads are thoroughly checked by verifying the bills and vouchers. If in case any discrepancy is found then the same is brought to the notice of the principal. The same process has been followed for the last five years. Process of the external audit: The accounts of the college are audited by the Chartered Accountant regularly as per the government rules. The auditor ensures that all the payments are duly authorized after the audit, the report is sent to the management for review. Any queries in the process of audit would be attended immediately along with the supporting documents within the prescribed time limits. The institution has never come across any major audit objection during the preceding years. All these mechanisms exhibit the transparency that is being maintained in financial matters and adherence to financial discipline to avoid defalcation of funds or

properties of the institution at all levels. The audited statement is duly signed by the authorities of the Management and Chartered Accountant.

File Description	Document
Upload any additional information	View Document
Paste link for additional information	View Document

6.4.2 Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)

Response: 0

6.4.2.1 **Total Grants received from non-government bodies, individuals, Philanthropers year-wise during the last five years (INR in Lakhs)**

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

File Description	Document
Institutional data in prescribed format(Data template)	View Document
Annual statements of accounts	View Document

6.4.3 Institutional strategies for mobilisation of funds and the optimal utilisation of resources

Response:

The College being a private self-financed is not in receipt of any financial grant/aid from the Central/ State Governments. The main source of revenue generation is the tuition fees collected from the students as per the fee structure mandated by the State Government.

The fund velocity is critical to the growth of the Organization. The institution has a mechanism to ensure adequate budgetary provisions for academic and administrative activities and to monitor the effective, efficient and optimal use of financial resources. The annual budget is prepared according to the need and requirements of the departments taking into consideration the annual intake of students, laboratory and infrastructure developmental expenses, requirements of latest technologies, additional faculty and staff requirements and other routine expenditure like salary, increment, promotions, etc.

The College has a well-defined organization set up, headed by the Director who has financial and

administrative powers through BOG. Before the commencement of the financial year, HODs of respective department submit proposals regarding expenditure corresponding to the projected income for an academic year which is scrutinized by the Director and thereafter a consolidated budget is placed before the Management for approval. Director apprises the departments of the allocation so that re-appropriation of budget outlays are avoided or kept to the minimum. Departments avail the financial resources within the given limit. The institution maintains a reserve corpus fund which is used as matching grants for developmental purposes.

The funds are utilized for approved academic expenses and administrative expenses as per the norms. Major proportion of funds is allocated for remuneration to the teaching professionals and administrative staff members. For optimal utilization of financial resources, expenditures are prioritised as follows:

1. To conduct Induction-cum-Orientation Programs for the students, workshops, FDPs, training programs that ensures quality education.

2. Adequate funds are utilized for development and maintenance of infrastructure of the Institute towards upkeep of the fixed assets, repairs & maintenance of classrooms, laboratories and administrative areas etc.

3. Funds are also allocated towards security, fire fighting charges, water proofing, AMC charges, etc. for regular upkeep of the campus,

4. To conduct student activities like technical competitions, cultural activities, literary events, seminars, workshops, placements, study notes and study material printing etc.

5. University expenditure towards Registration fees, Examination fees, etc.

6. Funds are allocated to encourage research and development activities and for enhancing library facilities like subscriptions to Books/ Journals/ Periodicals/ Magazines

Purchases are made with the recommendations of duly constituted Purchase Committee with Director, Representative of Finance & Accounts department, HOD and representative from Purchase and Stores department through BOG.

The amounts withdrawn from the banks follow a systematic mechanism of obtaining the approval at various levels.

If any expenditure is made beyond sanctioned budget, it gets ratified in a special meeting. Any financial crunch is managed by deferred expenditure.

The financial statement, Income and Expenditure details are available through Profit and Loss Account, Balance Sheet and Ledgers, and duly audited by Statutory Auditors.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for 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

Response:

The Internal Quality Assurance Cell (IQAC) is established by the institution to maintain and enhance quality of education. The prime task of IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institution. The quality assurance processes, with regard to academics, administrative, are the integral part of the institutional policy. IQAC fosters a number of activities to make everyone aware of the quality assurance strategies and processes.

Two IQAC initiatives which have contributed significantly in quality improvements are given in brief.

Title of Practice: Implementation of an Effective Mandatory Induction Programme Objective: As per the proposal initiated by IQAC, Mandatory Induction Programme for the first year students was introduced to create manpower who will possess strong technical knowledge and skill, have leadership qualities and be a team player, capable of coming up with innovative solutions and be alive to societal and community concerns as an Engineer. The aim is to help the students evolve into well rounded individuals, process of which starts from the very first year.

Process: 1.In order to make students aware regarding the latest technology trends in industry, eminent industry experts are invited to deliver talks in the campus such that the students can be benefitted to the fullest extent to upgrade and enrich their knowledge base.

2.English and Computer Proficiency assessment courses are conducted by the In-house faculty members to assess a student's employability quotient.

3.Visits to neighborhood places like nearby schools, villages are conducted for the first year students to get them accustomed to different environments and to work in a team.

4.NGO Workshops are also organized and lecture sessions are organized on Values & Ethics for the first year students to enlighten them to understand their responsibilities towards the Society.

Title of Practice: Introduction of MOOCs courses as part of Beyond Curriculum Objective: The Massive Open Online Courses (MOOCs) was introduced as part of beyond curriculum activities to create the excellent opportunities for the students to enrich their knowledge base and skill set for employability where the rate expertise of world famous experts from academics and industry are available, as per suggestion of IQAC.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms and recorded the incremental improvement in various activities (For first cycle - Incremental improvements made for the preceding five years with regard to quality For second and subsequent cycles - Incremental improvements made for the preceding five years with regard to quality and post accreditation quality initiatives)

Response:

Institute has developed a well planned and robust teaching learning process which is continuously improved through implementing the suggestions and guidelines as provided by IQAC. Institute reviews its teaching-learning process, structures and methodologies of operations and learning outcomes once in a semester through IQAC. In addition, teaching-learning process is reviewed in the meetings of Academic Council, Department Academic Committee (DAC) meetings in presence of CRs, Faculty interaction meetings and appropriate measures are taken at regular intervals of time. Following are the two examples

to enhance Teaching- Learning process: 1. ICT Initiatives Use of Digital Classrooms Conduct of online class test through in-house software (OES)s Conduct of MOOCs courses on beyond Curriculum courses through NPTEL Conduct of online classes through digital mode It was suggested by the IQAC members to maximize the use of ICT resources in every department of the

Institute. More emphasis was given to utilize the digital classrooms which are enabled with LCD projectors with internet connection and digital contents to enhance the teaching-learning process. The departmental routines corresponding to different programs are designed in such a manner so as to include the conduct of regular classes through ICT mode. Faculty members can demonstrate PPT, share recorded lectures and other subject materials to deliver their lectures in a more lucid and interactive manner through the ICT enabled digital class rooms. Students/Faculty members can enroll for MOOCs courses through NPTEL using ICT platform to avail quality learning from IITs in diverse fields of Engineering. Facility for centralized online tests is developed in-house and the tests conducted through the software e.g. Online Examination System (OES). The system can be accessed through the LAN inside the Campus as well as through the internet outside the Campus. Google and other digital Platforms are invariantly and extensively used to conduct online classes to benefit the students during the pandemic situation. Frequently regular class evaluations and assignments were designed using these platforms to validate the learning levels of the students. 2. Initiatives for E-management of different units of the Institution through ERP software IQAC suggested that e-management should be implemented in different units of the Institute Campus to facilitate its students, faculty and staff members. In order to accomplish this, ERP was recommended as a solution for the automation of all the units, Library, Accounts and Finance, Internal Stores and Purchase etc. of the Institute. Biometric devices are already implemented to capture the attendance of the staff members and generate attendance records more effectively. The Library Management System (LMS) module has also been successfully implemented. It comprises of an Electronic Library to facilitate both online and offline database accesses to all the students, faculty and staff members. More emphasis was thereafter given to integrate the Fees Collection and the Admission process to streamline the process from Admission enrollment to Fees Collection on ERP software which at present is also successfully running in the Institute making IQAC to record incremental improvement in various activities.

File Description	Document
Upload any additional information	[View Document](#)
Paste link for additional information	[View Document](#)

6.5.3 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements**
2. **Collaborative quality intitiatives with other institution(s)**
3. **Participation in NIRF**
4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)**

Response: C. 2 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	[View Document](#)
Upload any additional information	[View Document](#)
Institutional data in prescribed format(Data template)	[View Document](#)
Paste web link of Annual reports of Institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Measures initiated by the Institution for the promotion of gender equity during the last five years.

Response:

Gender Sensitization is a one of the very important issues which is needed to consider at various levels. The College organizes various events at regular intervals to spread awareness about the issue among students and staff members. Gender equity is achieved by conducting multiple programs like debates, seminars for both girls and boys combining in a group. The very aim of the gender sensitization program is to bring a well defined orientation in the thinking practices and perspective of individuals concerning gender. The programs mainly deal with issues like pertaining to the relationship between men and women, struggles with discrimination, sexual harassment, new forums for justice.

Women empowerment is a very important issue in today's era. There have been various committees since 2014-15 from college side with senior female faculty/staff members like Women Redressal Cell and Internal Complaints Committee (ICC), as per rules and regulations of Statutory Authorities like AICTE, MHRD, etc. These need of these committees are:

1. **To promote gender equity and also to deal with relatedmisuses of safety and security of girl students and female faculty or staff members of the Institute.**

1. **To suitably redress the grievances of lady students/faculty members on gender sensitization and attempts to resolve them in a time bound manner and provide proper guidance.**

Counselling of girl students is conducted on a regular basis by the faculty members of the above mentioned Committees. Classes related to women's rights and women empowerment are taken by the departmental faculty members, NSS, and the Women's Cell.

The Institute follows "No Discrimination" for the students in all academic activities. The entire college activity functions with co-existence and performance of all the students without any discrimination

In addition, the Institute has also engaged a lady in highest administrative post, i.e. Principal of the Institute in the year 2017. Various cultural activities are conducted regularly by the students as well as faculty member without any gender discrimination. For example, women's day celebration, national festivals are celebrated by one and all.

File Description	Document
Specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	[View Document](#)
Annual gender sensitization action plan	[View Document](#)

7.1.2 The Institution has facilities for alternate sources of energy and energy conservation measures

1. **Solar energy**
2. **Biogas plant**
3. **Wheeling to the Grid**
4. **Sensor-based energy conservation**
5. **Use of LED bulbs/ power efficient equipment**

Response: D. 1 of the above

File Description	Document
Geotagged Photographs	[View Document](#)

7.1.3 Describe the facilities in the Institution for the management of the following types of degradable and non-degradable waste (within 500 words)

- **Solid waste management**
- **Liquid waste management**
- **Biomedical waste management**
- **E-waste management**
- **Waste recycling system**
- **Hazardous chemicals and radioactive waste management**

Response:

REC inspires inhabitants to remain eco-friendly as its location is very good. The institute has given attentive efforts to develop and nurture the eco-friendly environment and always try to keep sustainable environment in the campus. Team of gardeners and sweepers formed by institute take

care of lawns, gardens and planting maintenance to keep the green environment in the campus in a regular manner. All the ways of enriching environment are regularly explored and implemented in a very effective way. The Institute has executed all initiatives as per the Swachha Bharat Abhiyan to sensitize the students and staffs through different activities e.g. seminar, webinar, NSS cell etc.

Solid Waste:

Initiated drives to minimize the usage of plastics in the campus. The solid waste at the canteen, hostel and academic building is separated at source using green and blue dustbins. Organic waste is collected in green dustbin and non-bio-degradable waste is collected in blue dustbins. Housekeeping staff collects and pickups the waste. The wastes are the Waste Management mechanisms followed by the Institute are as follows:

It is kept in composed bins and further use as an organic fertilizer after decomposition.

The institute has executed some initiatives to implement a composting plant around the campus for transforming organic and gardening wastes to prepare good quality manure which will be further used for in-house gardening. However, these initiatives got delayed due to pandemic situation.

Awareness and sensitization among students about the reduction, proper disposal and reuse of waste are done through displays at different part of the campus.

Liquid Waste:

There is septic tank on which all the water lines from toilets, bathrooms etc. are connected. The waste collected in the septic tank is then discharged into underground sewage system of the

E-waste:

The reduction of e-waste is given high priority by the institute. Technical staffs continuously maintain the electronic devices. In our institute there is a common practice of reutilization of electronic devices after repairing to reduce the e-waste production.

- The wastes like defected computers, monitors, printers, keyboards, and mouse collected and

are disposed to the scrap dealer based upon the highest bidding.

- **The cartridges of laser printers and Xerox machines are reused through refilling by the vendors from outside the college campus.**

- **The batteries of UPS installed in the labs and admin are recharged / repaired / exchanged by the suppliers.**

- **Institute has planned to install E-waste bin in the REC campus, to sensitize students and staffs on careful disposal and management of e-waste.**

Chemical Waste:

We generally store the Chemical waste into a separate bucket during the lab performance of experiments in Chemistry Lab. After finishing the lab we remove those chemicals outside the college campus and also far from the society immediately.

File Description	Document
Geotagged photographs of the facilities	[View Document](#)
Relevant documents like agreements/MoUs with Government and other approved agencies	[View Document](#)
Any other relevant information	[View Document](#)

7.1.4 Water conservation facilities available in the Institution:

1. **Rain water harvesting**
2. **Borewell /Open well recharge**
3. **Construction of tanks and bunds**
4. **Waste water recycling**
5. **Maintenance of water bodies and distribution system in the campus**

Response: B. 3 of the above

File Description	Document
Geotagged photographs / videos of the facilities	[View Document](#)

7.1.5 Green campus initiatives include:

1. **Restricted entry of automobiles**
2. **Use of Bicycles/ Battery powered vehicles**
3. **Pedestrian Friendly pathways**
4. **Ban on use of Plastic**
5. **landscaping with trees and plants**

Response: B. 3 of the above

File Description	Document
Geotagged photos / videos of the facilities	View Document
Any other relevant documents	View Document

7.1.6 Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives:

1. **Green audit**
2. **Energy audit**
3. **Environment audit**
4. **Clean and green campus recognitions / awards**
5. **Beyond the campus environmental promotion activities**

Response: D.1 of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certificates of the awards received	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

1. **Built environment with ramps/lifts for easy access to classrooms.**
2. **Divyangjan friendly washrooms**
3. **Signage including tactile path, lights, display boards and signposts**
4. **Assistive technology and facilities for Divyangjan accessible website, screen-reading software, mechanized equipment**
5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading**

Response: C. 2 of the above

29-03-2022 04:16:33

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document

7.1.8 Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and other diversities (within 500 words).

Response:

REC is well known for strives towards academic excellence and also because of its HR policies of empathy, societal awareness, and compatible relationship with its vast culture and sensitivities.In languages; College bands available in the college indicate diversities Culturally, REC has always been a melting pot. Not only our students belong from different parts of India, but our Faculties and Staff Members are, as well. We celebrate each other's' festivals, music, and art with very joyfully. Posters and banners which are used in the college indicate diversities in musical preferences. Students and teachers use to wish each other on their respective religious and social occasions. Usually, our Orientation Programs have some artistic offering from every branch of our students' home states. REC celebrates traditional occasions and birth anniversaries happily with appropriate cultural fest in the campus through cultural events, speeches, and talk sessions. In a respect to our traditional spiritual norms of mental and physical well beings, REC also organizes regular Yoga Camps and Workshops for its collective in campus. National Yoga Day is also celebrated with enthusiastic participation from all the college members.

For policy making in the institute, regional concerns are factored. For example holidays and vacations are formulated keeping in mind regional occasions. A student belong from a particular region of our country is encouraged to discuss about his/her life experiences with others and share festivals value along with special food, dress, or musical instrument brought from home.

Linguistic differences are embezzled by ensuring a common professional language –English during working hours. However, we also take care to ensure no one, Teacher, Staff, or Student, is made to feel marginalized because of any linguistic insufficiency. The Office culture is to support and encourage before deploring.

There are no communal divides in REC. Castes, Creeds, and Religions melt into each other as the REC people are collective mingle to work, play or celebrate. REC has a tangible and long-standing commitment to its social responsibilities. The NSS Cell of the college, operational since 2013, has under taken many socially responsible programs in the areas of charity initiatives towards the under privileged society.

File Description	Document
Any other relevant information.	<u>View Document</u>
Supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	<u>View Document</u>

7.1.9 Sensitization of students and employees of the Institution to the constitutional obligations: values, rights, duties and responsibilities of citizens (within 500 words).

Response:

REC is fully conscious about its big role as shapers and influencers in the making of India's generation next. Our college building keeps a copy of the Preamble of the Constitution in its lobby. It is framed and put up in the pride of place to ensure the values REC Collective gives on it.

The ultimate goal of all educational institution is to create the country's future citizens. REC is well aware of its constitutional roles and responsibilities. There is no law greater than that establishment in our Constitution. We, at REC, is committed to the philosophy espoused by the Indian Constitution, in word and spirit. All special occasions begin with opening speeches that mention and praise the vision document of our ancestors.

On Constitution Day, REC Collective renews its pledge to the Constitution by using repeating the preamble aloud, phrase forward. Students are reminded and tasked to show off assignments/projects that enshrining constitutional values as area of their Values and Ethics coaching contained in their curricula. REC is a amenable organization that vows its allegiance to the most important faith in a democracy – the Constitution.

REC has proactively promoted the awareness about constitutional roles and responsibilities on some specific instances. These may be enumerated as follows:

- **On the Republic Day and Independence Day "New India Pledges taking ceremony" by all present.**

- **As part of the curriculum as well as a non-credit offering, teachers at REC engage students in The Constitution of India/Essence of Indian Knowledge & Traditions.**

- **An online poster making competition was organized by the student collectives of REC on The Fundamental Rights and Duties of Indian Citizens during the lockdown period.**

- **REC regularly conducts Swachh Bharat and Swasth Bharat Abhiyans in keeping with the values and ethics of Community Service.**

- **As an Engineering College, REC celebrates every year Engineers' Day with debates, projects, and models on sustainable development and eco-friendly models that will express the idea of economic growth.**

- **World Environment Day is celebrated with the aid of all at REC with outstanding enthusiasm by planting timber to maintain the campus green.**

Promoting Entrepreneurial Initiatives and Capabilities thru a sturdy E-Cell and its incubation centres. REC in its affiliation with its mentor institute KLE Tech University, Hubli conducts ordinary seminars/workshops with stalwarts of Industry/Academia to enable our college students to now not be the job seekers but also, job creators.

File Description	Document
Any other relevant information	[View Document](#)
Details of activities that inculcate values; necessary to render students in to responsible citizens	[View Document](#)

7.1.10 The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.

1. **The Code of Conduct is displayed on the website**
2. **There is a committee to monitor adherence to the Code of Conduct**
3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff**
4. **Annual awareness programmes on Code of Conduct are organized**

Response: C. 2 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting, number of programmes organized, reports on the various programs etc., in support of the claims.	<u>View Document</u>
Code of ethics policy document	<u>View Document</u>
Any other relevant information	<u>View Document</u>

7.1.11 Institution celebrates / organizes national and international commemorative days, events and festivals (within 500 words).

Response:

In our institute National and International commemorative days, occasions and festivals are celebrated with notable enthusiasm each and every year in many ways. Inspiring ideas of splendid Indian personalities are speeded amongst the college students through the celebration of specific days. Different commemorative days are also commonly posted in the Facebook and Instagram pages of the REC.

Republic Day

Students and personnel contributors of the institute accumulate on 26 January on the event of Republic Day and attend flag hoisting. "New India" pledge is taken with the aid of whole REC collectives.

Independence Day

Independence Day is celebrated on 15 August at REC campus through flag hoisting and other ways in the similar manner like Republic Day.

Gandhi Jayanti

On 2nd October Gandhi Jayanti is celebrated in a special manner at REC in reminiscence of Mahatma Gandhi. Remembering his principles, REC NSS volunteers preserve alive the spirit of the Father of our Nation through their tributes.

Constitution Day

Constitution Day/Samvidhan Divas is celebrated on 26 November every year to raise awareness about the adoption of the Indian constitution.

Teachers' Day

Teacher's day is celebrated through the college students of REC on 5th September in the commemoration of the delivery anniversary of our 2nd president of India Dr. Sarvepalli Radhakrishnan. On this day, students invite all the faculties from each department and honour them by offering flowers, gifts, greeting cards and organizing some cultural activities like singing, dancing etc. dedicating it to the teachers.

NSS Day

On 24th September, NSS day is celebrated by the NSS wing of the institute. On this day students of REC organize and perform different programs.

Engineers' Day

REC celebrates Engineers' Day on 15 September each and every yr as tribute to the largest Indian Engineer, Bharat Ratna awardee, Mokshagundam Visvesvaraya.

World Environment Day

As we are Green Champion in Ramgarh District, REC also celebrates this day with some social and environmental responsibility. In this occasion we conduct tree plantation program in campus.

File Description	Document
Geotagged photographs of some of the events	[View Document](#)
Any other relevant information	[View Document](#)
Annual report of the celebrations and commemorative events for the last five years	[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

Title of the Practice

Career Guidance Training

Objectives of the Practice

In today's ever-changing dynamism, Career Guidance to the college students is the most crucial issue of college schooling so that the college students can serve the want soft heaver-changing and dynamic market needs.

REC provides profession instruction to the college students in following aspects

1. Exploring various career options

2. Developing self-confidence and self-reliance

3. Creating interest for higher studies

4. Promoting entrepreneurship

5. Promoting a culture among students for lifelong learning

The Context

In today's growing markets, a good career path is meant to match viable careers, and fulfilling the dream is no longer an easy task for students. In order to maintain the career orientation of students and to make them aware of business and social needs, professional coaching through unique training methods is essential. The need of the hour is also to create dependency in students to acquire lifelong

knowledge and prepare them for employment.

The Practice

These objectives are achieved through the following activities of the Training and Placement Department and the concerned departments of the Institute:

1. **Students are trained on Communication & Presentation Skills (using language lab) imparted with the aid of the faculty contributors of English Department.**

2. **Specific training on technical skills like Aptitude test, Programming skills, etc. is provided to the students by using hiring Professional Agencies as many jobs require some degree of skill with phrases and numbers.**

3. **Soft Skills Training Program.**

4. **Mock Tests, Mock Interviews and Personality Development training programs by the Campus T&P team members are held on a continuous basis to achieve a higher rate of placement.**

5. **To create attention about the opportunities/challenges in more than a few engineering/application/management sectors, aid men and women from industries are invited to deliver technical talks and to impart know-how on the modern-day traits and**

6. **state-of-the-art technologies.**

7. **To make students extra enthusiastic and increase their self-confidence, alumni are additionally invited to address them and guide them through the career options.**

8. **Guidance on competitive examinations e.g. GATE and distinctive public carrier fee examinations is additionally given at the department level.**

9. **Seminars/Workshops are organized by individual department / students' chapters in collaboration with renowned industries / institutes highlighting the importance of education in the industry.**

10. **Problems Encountered and Resources Required**

    The problems encountered in implementing the practice are as follows:

11. **Finding out the right type of professional agencies who can provide training and skill sets to the students as per market**

12. **Constraints faced during students' career guidance:**

    There is a serious lack of awareness among students, their parents and even teachers, which

creates difficulties in career guidance. There is a significant gap between skill development and. Awareness of career counseling is clearly low among students, leading to reluctance among students to plan for career counseling in the first place.

Evidence of Success

The performance of the practice is reflected in the campus placement of the students. The total placement scenario has been changed and the placement percentage has taken an upward trend year-by-year. Moreover, students started understanding that they are to be industry-ready and a larger section of the students get inclined to jobs of different flavor beyond specific technical skill sets.

To add to this, career guidance is helping the students to understand their inclination towards higher studies. Although the success rate is not commendable, however, this kind of preparation helps them to face tough technical interviews as well their confidence increases many-fold on attempting public service examinations. This is evident from the fact that several students are qualifying for the public service commission examinations just after passing out.

Problems Encountered and Resources Required

The problems encountered in implementing the practice are as follows:

13. Finding out the right type of professional agencies who can provide training and skill sets to the students as per market demand.

14. Difficulty in convincing students to regularly attend the training programs by the professional agencies for facing tests/interviews.

15. Difficulty motivating students for further research and for public career exams where in-class attendance beyond normal grading hours is required.

16. Difficulty getting the student to understand about the short-term goals, long-term goals are more effective.

17. Although there are various problems, the institute has been able to implement the practice effectively through decentralizing the training and placement activities and mobilizing its technical and non-technical resources in an efficient manner.

Best Practice 2

Title of the Practice

Content beyond Curriculum

Objectives of the Practice

The main objective of the practice of Content beyond Curriculum is to help students in the following aspects.

1. To groom the students in a progressive environment to become competent professionals.

2. To create excellent opportunities for students to acquire necessary skill sets and develop self-confidence/self-reliance to face various competitive and professional examinations for employability.

3. To enable the students to learn self-learning, team-building, leadership and management skills, innovation and creativity.

4. To diversify the program contents and to establish greater relevance to socio-economic problems of the Society.

5. To inculcate democratic, moral, social and spiritual values in the minds of the learners.

The Context

As the industry is constantly changing and technology is always emerging, simply learning the program is not enough. There is often a gap between what is learned in an institute and the industrial expectations of graduate engineers. In order to bridge this gap and prepare the student industry, the focus is on educational content beyond the regular curriculum which includes industry-specific value-added courses and hands-on internship training.

The Practice

While applying for accreditation for NBA in the year 2019, the institute adopted its own methodology for introducing the practice of content beyond the curriculum. Initially academic contents beyond the curriculum were introduced for four programs.

Starting academic year 2018-2019, the institute decided to introduce the outcome based education system (OBE) for all B.Tech programs as specified by the university.

The institute has also preferred SWAYAM-NPTEL as the institute is a NPTEL local chapter.

Constraints of the Practice

18. **Committed faculty members are required to clarify doubts of the students participating in MOOCs courses. This requires continuous upgrading of knowledge of faculty through FDP programs.**

19. **It has been observed that students generally prefer some particular course; other courses are chosen by a few. Breaking this chain as well as motivating the students for different sets of courses is quite challenging.**

20. **Individual counseling and guiding takes time and awareness programs and training have to be organized for the stakeholders.**

21.

Evidence of Success

The practice is successfully implemented through constant monitoring by coordinators and motivating students by the mentors. Following are some of the achievements:

1. Several students participated in soft skill development training, programming skills training, and GATE Coaching.

2. In 2018 and 2019 NPTEL session, a large number of students passed successfully with 2 toppers in CSE.

Problems Encountered and Resources Required

The challenges encountered in implementing the practice are as follows:

1. Individual counseling takes time and the faculty member faces challenges in finding sufficient time for individual counseling.

2. It is nevertheless difficult to diversify students for all these activities. It becomes a challenge for mentors to convince students that more than the minimum points will improve their professional and socio-economic skills, as this is unrelated to credit requirements.

File Description	Document
Any other relevant information	[View Document](#)
Best practices in the Institutional web site	[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:

Ramgarh Engineering College distinguishes itself from peer institutions by offering an affordable, highly personalized, student centered education to diverse students with top class facilities. . The college is situated in Ramgarh district is affiliated to VBU, Hazaribag, till 2017-18. From 2018 onwards it is affiliated to Jharkhand University of Technology, Ranchi. The college is conducting 5 undergraduate programs. Ramgarh Engineering College has state of the art infrastructure, creating an environment for progressive learning and development. We have well equipped classrooms and laboratories for the academic success of the students. All departments are equipped with smart classroom, LCD projectors and other smart equipments to promote the Digital Pedagogy.To provide best practical experience to the students all the labs of each department are equipped with digital as well as analog equipments to conduct the experiments. Apart from that all class rooms, labs, Seminar halls are also connected with ICT and LAN facilities.

Our students has consistently produced high academic performance under the guidance of highly motivated and quality facultywhich has helped us to reach a pioneer as ranked amongst the top engineering colleges in Jharkhand.

Ramgarh Engineering College has well equipped laboratories as per the AICTE requirements. Each lab is handled by one faculty supported by a co-faculty. Also, every lab has a lab instructors/ technical assistant, who provides constant support and ensures maintenance of the laboratories.

Apart from regular labs, we have Project Labs, in order to fill the gap between the curriculum and industry. Every equipment in the lab is tagged with unique number and the records of the same are maintained. Computer Systems are protected with antivirus software. Most of computers are always maintained in working condition. All equipment are always checked for wear and tear and replaced with new or repaired one every semester. Labs are equipped with sufficient hardware and licensed software to run program specific curriculum and off program curriculum. Enough number of personal computers is available for the smooth conduction of the lab. All the software labs are air conditioned. Safety instructions, safety tools including first aid box are provided in all the labs. The number and area of the class rooms and labs are as per the AICTE norms.

Central Library

The library stores and offers books of premier quality and demand on all subjects related to various streams. It is well equipped and very spacious reading room with state-of-art computerized facilities available. There are book bank and question bank available in the library. The collection is comprehensive and there is no need for students to purchase books from outside.

- The Central Library is spread over 5750 sqft, and houses more than 13,000 books and other documents. The Library subscribes to national and international journals.

- The Library provides students with access a large number of books written by eminent authors.

- More than 5750 Sqft area for reading hall.

- Digital - Library with more than 8,100 GB Video Lectures available on our Local Network.

- We are having an Online E-Library with huge content of E-Books, Study Materials and Journals.

- Currently Dumka Engineering College is automated with KOHA book accessing software.

Library Automation

Library is fully automated and Koha is the software used for Circulation; all the library documents are bar-coded and books are issued to users by reading the barcode of the document.

IT facilities

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

LAN Facility

We have several data network switches (Giga byte) & POE network switches (GB) for access points and IP cameras and phones for users simultaneously. 16 mbps of internet connectivity is shared across the campus.

Wi-Fi Facility

Ramgarh Engineering College is a Wi-Fi enabled campus; all students are given access to the Wi-Fi network restricted by device MAC address. Wi-Fi access points across the campus are 41 in number and are placed in corridors, Labs, hostel, Canteen and outdoor with a speed of 32 MBPS distributed among the students group based on application and monitored and controlled from CSE department. All access points are routed to a Wi-Fi controller in the data centre to see to that the configuration and updating are centralized.

Seminar Hall

Seminar hall is located in the 1st floor of Academic Building, which is spaciously built . It is furnished with the necessary audio visual aids such as LCD projectors, CD ROM, Overhead projectors, enabling multimedia presentations. The Hall provides a special ambience for every event; it makes possible an ideal setting for carrying out various conferences and for delivering lecture.

Accommodation

Ramgarh Engineering College has separate hostels for boys and girls with a range of rooms and a variety of services that make living on campus safe, comfortable and affordable.

Residents enjoy the support of committed and caring wardens who are available 24X7. Supporting infrastructure includes a dedicated cafeteria, gym, 24-hour power supply, transport, housekeeping and medical care for Students and faculties.

Canteen

There is a hygienic, multi-cuisine vegetarian canteen for both resident students and day scholars. A Canteen has set up its operations on campus to offer variety with coffees, sandwiches, pastries, etc.

Security and Safety

Ramgarh Engineering College has a large team of professionally-trained security personnel patrolling and guarding the campus 24X7 to ensure safety of students, staff and infrastructure. The complete campus is under CCTV surveillance.

Medical Centre

Medical facilities are available on campus with Local Ambulance facility.

Sports

Large playing fields support a wide variety of games, such as Cricket, Football, Volleyball, and Kho-Kho. There are also dedicated spaces for Indoor sport, including Table Tennis, Badminton, Weight Lifting, Chess and Caroms. College also has a indoor gymnasium facility. In 2017 we were honored by KaushalyaKamleshwar Memorial Cup from KK Polytechnic Dhanbad, for excellence in Volleyball.

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

5. CONCLUSION

Additional Information :

1.Use of innovative teaching learning methods like Google class, moodle, seminars etc. PO attainments need to show.

2.All Faculty Members were Trained by Reputed IIT/IIM/IISER across India through TEQIPIII.

3. Research activities are done by faculty members and CSR projects are continuing through TEQIPIII for ECE/ME.

 4.Our students also enrolled in several courses other than syllabus, modern trends or exposure to new technology through NPTEL-SWAYAM MOOCcourses.

5.Excellent Mentorship by BVBCET/KLE Tech University through TEQIPIIII.

6.Students' Enterprenurship is based on the culture of complexity, that is, students tackle their own understanding of problems/complex situations(PO3) and look for relationships, interactions, different points of view and consider possible actions. eg. start ups like- Abhagamn app/ Foodbonda App/ Go green App .

7.Students' Exchange and Faculty Exchange program done within Mentor mentee college under TEQIP III scheme.

8. Free GATE Coaching training and Employbility training done by external experts by the college under TEQIP III

9. Discussion with Industry personnel for academic curriculum. We have done two Industry Institute interactions.

10.In 2021 Placement our CSE students got placed in TCS Digital @ Rs.6.4 lacs per annum.

Concluding Remarks :

Ramgarh Engineering College (Estd. by Govt. of Jharkhand & run by Techno India under PPP) is as an institution under Public Private Partnership between the Government of Jharkhand and Techno India, established in the year 2013 with 5 Under Graduate Programs, viz. B.Tech in Civil Engineering, Computer Science & Engineering, Electronics & Communication Engineering, Electrical Engineering, Mechanical Engineering. REC continues to adopt innovations in academics and administration to emerge as a benchmark setter in engineering and management education in line with the Vision of the Institute.

Within 7 years, the college received -

1. National Board of Accreditation (NBA),for two programmes (ECE & CE).

2. District One Green Champion Award from Mahatma Gandhi National Council of Rural Education, Govt. of India.

3. ISO 9001: 2015 certificate.

4. prestigious TEQIP-III Grant from World Bank

5. industrial collaboration with TCS, GrowVation, Autodesk for technological upgradation, innovation and competitiveness of an industry, curriculum design, industrial training, internship and placement, Skill development, FDP, consultancy etc.

6.MoU with Matrika Sadan Hospital for health care services for the students and employees

7. placements in Accenture, TCS,Wipro, Byju's, Willey M3,Upgrade, Directi, Epic Research, ThoughtWorks, Persistent Systems, CINIF TECHNOLOGIES LIMITED, SHARDA MOTOR INDUSTRIES LTD., Optra Automation Pvt. Ltd., Bhushan Power & Steel Ltd., TECH MAHINDRA, Kone Elivators, Edge Telecom Pvt. Ltd., Artech Global Workforce Solutions, Jaro Education, TECH FERRY, JB Glass, Light Field Multiservices Pvt. Ltd., Kiran Udyog Pvt. Limited, ARC, Zebronics, mega Appliances Pvt Ltd., Asahi India Glass Ltd., Artech Information Systems, Tosa International etc.

8. good number of students are qualified in GATE examination.

9. good number of pass out students are admitted in several IITs, NITs and foreign Universities.

Ramgarh Engineering College occupies a distinctive position in imparting technological education. Since its inception, college has insatiable ascendance to mount in the direction of innovative teaching and research. It promotes and administers Institute-Industry interaction and organize collaborative programmes with different IITs along with our mentor Institute BVBCET, Hubli (Presently known as KLETech University, Hubblli) for excellence.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification

1.1.3	**Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years**
	
	    1. **Academic council/BoS of Affiliating university**
	    2. **Setting of question papers for UG/PG programs**
	    3. **Design and Development of Curriculum for Add on/ certificate/ Diploma Courses**
	    4. **Assessment /evaluation process of the affiliating University**
	
	Answer before DVV Verification : B. Any 3 of the above
	Answer After DVV Verification: D. Any 1 of the above

1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are offered within the last 5 years.** Answer before DVV Verification: {{TABLE1}} Answer After DVV Verification : {{TABLE2}} Remark : Edited excluding programs conducted under regular university Curriculum
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: {{TABLE3}} Answer After DVV Verification : {{TABLE4}} Remark : Edited as per metric 1.2.2

Table 1 (1.2.2.1 before):

2020-21	2019-20	2018-19	2017-18	2016-17
7	11	10	0	0

Table 2 (1.2.2.1 after):

2020-21	2019-20	2018-19	2017-18	2016-17
5	4	3	0	0

Table 3 (1.2.3.1 before):

2020-21	2019-20	2018-19	2017-18	2016-17
10	15	124	0	0

Table 4 (1.2.3.1 after):

2020-21	2019-20	2018-19	2017-18	2016-17
236	261	241	0	0

| 1.3.2 | **Average percentage of courses that include experiential learning through project work/field work/internship during last five years**

    1.3.2.1. **Number of courses that include experiential learning through project work/field work/internship year-wise during last five years**
Answer before DVV Verification: |

2020-21	2019-20	2018-19	2017-18	2016-17
45	45	30	30	30

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
23	23	15	15	15

Remark : Edited as per document provided by HEI

| 1.3.3 | **Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year**

    1.3.3.1. **Number of students undertaking project work/field work / internships**
Answer before DVV Verification :   751
Answer after DVV Verification: 617 |

| 1.4.1 | *Institution obtains feedback on the syllabus and its transaction at the institution from the following stakeholders*

1) Students

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: C. Any 2 of the above |

| 2.1.1 | **Average Enrolment percentage (Average of last five years)**

    2.1.1.1. **Number of students admitted year-wise during last five years**
Answer before DVV Verification: |

2020-21	2019-20	2018-19	2017-18	2016-17
330	165	235	221	274

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17

| 330 | 165 | 235 | 221 | 274 |

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
405	405	375	375	375

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
300	300	300	300	300

Remark : Edited excluding seats reserved for TFWS, EBC & lateral entry

2.4.3	**Average teaching experience of full time teachers in the same institution (Data for the latest completed academic year in number of years)** 2.4.3.1. **Total experience of full-time teachers** Answer before DVV Verification : 266.67 Answer after DVV Verification: 258.7

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)**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	2873000	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	28.73	0	0	0

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

3.1.3.1. **Total number of Seminars/conferences/workshops conducted by the institution year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	22	12	8	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	15	9	5	0

Remark : Edited excluding programs mentioned in metric 1.2.2

3.2.1	**Number of papers published per teacher in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	12	4	18	13

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
2	7	1	11	7

Remark : Edited excluding papers published without ISSN numbers

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

3.2.2.1. 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:

2020-21	2019-20	2018-19	2017-18	2016-17
3	7	9	10	10

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	3	2	1	0

Remark : Edited excluding Books published without ISBN numbers

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

3.3.2.1. **Total number of awards and recognition received for extension activities from Government/ Government recognised bodies year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

3.3.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** 3.3.3.1. **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>1</td><td>4</td><td>4</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>1</td><td>1</td><td>2</td><td>1</td><td>0</td></tr></table>

3.3.4	**Average percentage of students participating in extension activities at 3.3.3. above during last five years** 3.3.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>50</td><td>320</td><td>231</td><td>0</td></tr></table> Answer After DVV Verification : <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>0</td><td>50</td><td>160</td><td>51</td><td>0</td></tr></table>

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

3.4.1.1. **Number of linkages for faculty exchange, student exchange, internship, field trip, on-job training, research etc year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	8	5	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	8	5	0

| 3.4.2 | **Number of functional MoUs with national and international institutions, universities, industries, corporate houses etc. during the last five years**

3.4.2.1. **Number of functional MoUs with Institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
1	2	0	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	1	0	0	0

Remark : Observation accepted |

| 4.1.3 | **Percentage of classrooms and seminar halls with ICT- enabled facilities such as smart class, LMS, etc.** *(Data for the latest completed academic year)*

4.1.3.1. **Number of classrooms and seminar halls with ICT facilities**
Answer before DVV Verification : 6
Answer after DVV Verification: 8 |

| 4.1.4 | **Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)**

4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)**
Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5.76	5.16	8.52	78.65	187.11

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	5.16	8.52	78.65	187.11

4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: B. Any 3 of the above Remark : Observation accepted
4.3.3	**Bandwidth of internet connection in the Institution** Answer before DVV Verification : B. 30 MBPS – 50 MBPS Answer After DVV Verification: C. 10 MBPS – 30 MBPS
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
84.41	169.23	228.83	321.30	332.5

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	16.72	38.96	22.57	8.92

Remark : Observation not accepted because of in metric Data is Provided by considering expenses on Repairs & Maintenance & financial audited statement for 2020-21 year not provided by HEI

5.1.4	**Average percentage of students benefitted by guidance for competitive examinations and career counselling offered by the Institution during the last five years** 5.1.4.1. **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:

2020-21	2019-20	2018-19	2017-18	2016-17
0	377	571	189	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	194	189	0

Remark : Edited excluding Employability Skill Training By M/S Universal Education & Entrepreneurial Skills progrms

5.1.5	**The Institution has a transparent mechanism for timely 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: C. 2 of the above Remark : Observation accepted
5.2.1	**Average percentage of placement of outgoing students during the last five years** 5.2.1.1. **Number of outgoing students placed year - wise during the last five years.** Answer before DVV Verification: Answer After DVV Verification :
5.2.3	**Average percentage of students qualifying in state/national/ international level examinations during the last five years (eg: JAM/CLAT/GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/State government examinations)** 5.2.3.1. **Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	127	139	112	146

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	70	88	65	69

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	33	6	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
5	12	31	6	0

5.2.3.2. **Number of students appearing in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT,GRE/ TOFEL/ Civil Services/ State government examinations) year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17

5.3.1 | **Number of awards/medals won by students for outstanding performance in sports/cultural activities at inter-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 university/state/national / international level (award for a team event should be counted as one) year-wise during the last five years.**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	1	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	0	0	0	0

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
0	7	7	7	7

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
0	1	2	3	2

6.2.3	Implementation of e-governance in areas of operation
	1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: A. All of the above

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
11	35	30	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
11	28	23	0	0

6.3.3	**Average number of professional development /administrative training programs organized by the institution for teaching and non teaching staff during the last five years** 6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
20	10	8	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
3	2	2	0	0

Remark : Edited considering only training programs

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).**

6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
2	37	29	0	0

Answer After DVV Verification :

2020-21	2019-20	2018-19	2017-18	2016-17
1	18	10	0	0

Remark : Observation accepted

6.5.3	**Quality assurance initiatives of the institution include:** 1. **Regular meeting of Internal Quality Assurance Cell (IQAC); Feedback collected, analysed and used for improvements** 2. **Collaborative quality intitiatives with other institution(s)** 3. **Participation in NIRF** 4. **any other quality audit recognized by state, national or international agencies (ISO Certification, NBA)** Answer before DVV Verification : B. 3 of the above Answer After DVV Verification: C. 2 of the above
7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures** 1. **Solar energy** 2. **Biogas plant** 3. **Wheeling to the Grid** 4. **Sensor-based energy conservation** 5. **Use of LED bulbs/ power efficient equipment** Answer before DVV Verification : C. 2 of the above Answer After DVV Verification: D. 1 of the above
7.1.5	**Green campus initiatives include:** 1. **Restricted entry of automobiles** 2. **Use of Bicycles/ Battery powered vehicles** 3. **Pedestrian Friendly pathways** 4. **Ban on use of Plastic** 5. **landscaping with trees and plants** Answer before DVV Verification : A. Any 4 or All of the above Answer After DVV Verification: B. 3 of the above

7.1.6	Quality audits on environment and energy are regularly undertaken by the Institution and any awards received for such green campus initiatives: 1. Green audit 2. Energy audit 3. Environment audit 4. Clean and green campus recognitions / awards 5. Beyond the campus environmental promotion activities Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above
7.1.10	The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard. 1. The Code of Conduct is displayed on the website 2. There is a committee to monitor adherence to the Code of Conduct 3. Institution organizes professional ethics programmes for students, teachers, administrators and other staff 4. Annual awareness programmes on Code of Conduct are organized Answer before DVV Verification : A. All of the above Answer After DVV Verification: C. 2 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of courses offered by the Institution across all programs during the last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>269</td><td>229</td><td>304</td><td>311</td><td>319</td></tr></table> Answer After DVV Verification <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>269</td><td>264</td><td>259</td><td>261</td><td>261</td></tr></table>
2.1	**Number of students year-wise during last five years** Answer before DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>951</td><td>896</td><td>986</td><td>1006</td><td>934</td></tr></table> Answer After DVV Verification: <table><tr><td>2020-21</td><td>2019-20</td><td>2018-19</td><td>2017-18</td><td>2016-17</td></tr><tr><td>951</td><td>896</td><td>986</td><td>1006</td><td>998</td></tr></table>

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

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
112	113	113	112	113

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
132	132	132	132	132

2.3	**Number of outgoing / final year students year-wise during last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
235	254	255	255	210

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
222	249	264	255	227

3.1	**Number of full time teachers year-wise during the last five years**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
65	60	66	55	55

Answer After DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
60	60	60	55	55

4.1	**Total number of classrooms and seminar halls**

Answer before DVV Verification : 20
Answer after DVV Verification : 24

4.2	**Total Expenditure excluding salary year-wise during last five years (INR in Lakhs)**

Answer before DVV Verification:

2020-21	2019-20	2018-19	2017-18	2016-17
84.41	169.23	228.83	321.30	332.50

Answer After DVV Verification:

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2020-21	2019-20	2018-19	2017-18	2016-17
84.41	169.23	228.83	224.04	332.50