



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

**RAJIV GANDHI COLLEGE OF ENGINEERING,
RESEARCH AND TECHNOLOGY, CHANDRAPUR**

BALLARPUR ROAD, BABUPETH, CHANDRAPUR

442403

www.rcert.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

More than a thousand kilometers from the capital of Maharashtra, Chandrapur is identified by the amalgamation of diverse cultures of conservation of environment and industrial development. Bestowed with rich natural resources, Chandrapur district also replete with dense forest and enviable biodiversity. The Tadoba-Andheri Tiger reserve puts Chandrapur on the environment conservation map whereas Magasysay award winner Late Baba Amte`s work at Anandwan has given it international identity.

More than 40 years ago, it was the vision of Late Shri Shantaramji Potdukhe that transformed the educational profile of Chandrapur when he laid the foundation of technical education by starting Rajiv Gandhi College of Engineering, Research and Technology (formerly Chandrapur Engineering College) in 1983. It was an humble beginning with 5 branches and 180 seats. It now has 459 intake in 7 branches and PG course in one discipline. Today under the dynamic leadership of Incharge Principal Dr. Pravin Potdukhe, the college had proved its academic merit and has successfully cultivated the sense of social responsibility.

The excellent results are the academic balance sheets of college whereas Green Energy initiatives, Industrial waste characterization, Fly ash utilization centre and pollution analysis centre signify the socio-environmental commitment. Equipped with the academic vision of Late. Shri Shantaramji Potdukhe, a team of highly qualified faculty members put together by progressive Incharge Principal Dr. Pravin Potdukhe, the college is proudly marching ahead on the path of academic excellence for acheiving newer heights.

Vision

To be on forefront to impart quality education to address societal and industrial needs and imbibe career skills through perseverance and practice.

Mission

Mission of RCERT

- **To adapt innovative student centric learning methods based on understanding and practice.**
- **To enhance professional and entrepreneurial skills.**
- **To motivate students to meet dynamic needs of the society with novelty and creativity.**
- **To promote research and continuing education to keep the country ahead.**
- **To promote the mindset to acquire local solutions to local problems (LS2LP).**

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Highest students strength with maximum courses in Engineering in Chandrapur district
- Average pass percentage of students(last 5 years) is 92.30%
- Well-equipped language laboratory
- Spacious auditorium & open theatre
- Boys & girls hostel
- Canteen facilities
- 24 x 7 electricity facility supported by DG generator set and Solar Plant
- Permanent Affiliation of Dr. Babasaheb Ambedkar Technological University for all UG Courses.
- Committed, qualified and experienced Faculty with average experience of 18+ Years. Good Number of Research publications.
- Very high Faculty Retention Ratio.
- 42 acres of green campus
- Well placed Alumni in India and Abroad and good Alumni-Institute interaction.
- College located in close proximity with numerous small and medium scale industries of the region. Recognized as the Centre for Higher Learning and Research by the University of Gondwana.
- Local Center of Institution of Engineers (India) and IGNOU Study Centre Hosted by the College.
- Well equipped & Modernized Laboratories.
- Prominent Consultancy Services by Civil, Mechanical, Mining engineering. Chemistry Departments. Strong Synergy and will to sense and overcome weaknesses. Vibrant Student Associations and Professional Chapters.
- MPCBs air pollution monitoring center.
- Enrollment of Swayam NPTEL courses by large no.of students
- Wi-Fi enabled Campus ,100 mbps internet dedicated line (1:1)
- Faculty and staff welfare measures such as CPF, Gratuity, and family medical insurance.

Institutional Weakness

- Self-Financed Institution.
- No liberty to make frequent need-based modifications in curriculum.
- Limited funds for development.
- Low percentage of Ph.D. qualified faculty members.
- Students' Placements are declining in the core Engineering sector.
- Unsatisfactory research funded by Government and other leading Research and Development agencies. Locational handicap – most of the students come from rural and tribal areas with financial constraints.
- PG Courses only in one programme with partial student admissions.
- Need to strengthen live projects, consultancy and collaborative research .
- Lack of Faculty and student exchange programmes with National and International Universities/Institutes.

Institutional Opportunity

- To receive funding for Research Projects from various funding agencies. To start the PG programmes in relevant disciplines.
- To attract research scholars for Ph.D. to the Research Centre of the College.
- To educate and make the students employable, especially those coming from rural backgrounds. To enhance the collaboration with industries and consultancy projects.
- To get the programmes and the College accredited by various accreditation agencies like NAAC/NBA/ISO.
- To instill entrepreneurial skills in students.
- To strive to secure autonomous status for the College.

Institutional Challenge

- To impart financial stability to the College amidst the odds of ever increasing expenses under various heads.
- To ensure immunity from the saturation of Engineering Education on the State and National levels. To grapple effectively with the decline in the intake quality of students.
- To fight with poor employment scenario of the core industry.
- To hone the communication skills of students, especially of those from rural background.
- To meet the ever changing requirements of the industry and society as a whole.
- To upgrade and upbrest the inmate students with latest industry trends and technologies due to limitation of delivery of prescribed curriculum by affiliated university.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

In consonance with defined vision and mission statements, the college strive hard in the attainment of set goals with inputs received from all the stakeholders like students, parents, teachers, distinguished Alumni and with the long-drawn-out involvement & support of industries.

Decades long standing & pool of experienced faculties embraces RCERT to contribute lion's share in the affairs of our affiliate Varsity by participations in statutory bodies like Senate, Academic Council, Faculty, BoS, etc. A well structured and articulated Curriculum on the pattern of Choice Based Credit System features courses nurturing moral & ethical values whilst another help create awareness as to environment to the extent leading to quality life for the inmate students. The prescribed curriculum also enables college to offer inter-disciplinary courses providing beyond-the-boundary development.

A proper perspective towards Gender issues and various programs towards awareness are given due priority. College is committed to its social obligations and has ably demonstrated by way of activities such as continuous monitoring of air pollution, NSS activities and Akshay Urja club (Green energy). Our Central library and

departmental internal libraries having number of titles helps to boost overall academic ambience. The College has POs' for programmes and programme-wise COs' for various subjects. An aptitude training course is a regular feature of T & P Cell objected at developing overall personality, be it national level competitive exams or interviews. An able-bodied gymnasium and organization of yoga and meditation camps are a routine to help students achieve mental and physical fitness.

In last cycle the institution focused on motivating students to register NPTEL courses and many of the students have successfully completed the course, some have even passed with 'Elite Certification'. Also 'Spoken Tutorial' has also been joined by many students to enrich themselves with knowledge

Teaching-learning and Evaluation

RCERT is a well-established technical institute which constantly strives to maintain the highest standards of teaching, learning with efficient evaluation system. RCERT is affiliated to Dr. Babasaheb Ambedkar Technolgical University (DBATU), Lonere ,Dist. Raigad, (M.S.)

The College has a total intake capacity of 450 in the first year 15% of whom come from all India Quota (JEE)and NRI (Non Resident Indian) Quota of 5 % as per the Maharashtra Government . Average enrolment percentage from last five years is 73.47%. The average percentage of admitted students from various reserved categories during the last five years has been 96.29%.

The College follows a systematic process for measuring students' performance. Teachers adopt student-centric method blending conventional classroom teaching with internet enabled multimedia & online approach using the ICT. The College has vastly experienced and highly qualified faculty whose average teaching experience is 20+ years: Nearly 27 faculty members have completed their Ph.D while more than 10 staff members have currently registered for their PhD is various universities. The student-teacher ratio is maintained below 20:1.

The College has a "Teacher Guardian (Mentor)" Scheme. Each teacher is assigned a group of students whose grievances/difficulties are supposed to be resolved by the teacher guardian.

The College strictly follows its own mechanism of internal assessment. Every activity must adhere to the academic calendar which gets displayed on notice boards and is circulated to students and staff well in advance before the start of each session. Teaching plan is scrupulously designed and implemented so as to satisfactorily

accomplish course objectives, and outcomes - the fact that the average pass percentage of students from the College for last five years has been nearly 92.28% bears a testimony to this.

Research, Innovations and Extension

The College takes all steps needed to build up an ecosystem that encourages, facilitates, and empowers knowledge transfer and innovation. The College promotes creativity amongst its staff and students by creating the needed facilities and ambience and by giving them freedom to come up with and develop their own ideas and share it with experts in the respective fields. The College has entered MoUs aimed at encouraging and educating its staff and students. The College also recognizes the importance of research and development for long term academic growth. In this regard, the college has formulated a Policy to extend financial support for research publications, patenting and paper presentations at International conferences by our faculties. The College conducts workshops and seminars on various topics of relevance. Many research papers have been published and/or presented in various journals, conferences, seminars, symposia of national and international repute. The College motivates its faculty into publishing books and, consequently, quite a few teachers have published books or contributed chapters to handbooks.

The students participate in numerous community development programs. The College through its extension activities promotes, and instills in students, a sense of social responsibility. Many students under the guidance of capable coordinators are working for extension activities. Many extension & outreach programs are frequently conducted through the NSS wing of the College.

Infrastructure and Learning Resources

The College has a handsome infrastructure and built over 20782 Sq.m. having a lush green campus of 42 acres to meet its educational requirements and to create an ideal environment for teaching and learning. There are adequate number of class rooms in each department including e-class rooms and seminar halls having LAN and projector facility. The College has an indoor auditorium and an open theatre with a seating capacity of 600 and 1000 respectively to conduct symposia, exhibitions, technical fairs and students' cultural activities. To implement effective teaching-learning, adequate facilities like audio-visual equipments and a Webinar Centre with video conferencing services have been created. A Conference Room with ICT facility has been established to hold board meetings. The College has an IT cell for data processing centrally. The College library is repository of knowledge housing nearly 40,000 books besides having the digital library for students and faculty to access e-journals & e-books. The College library has recently upgraded its LMS systems to cater its new requirement. A total of 506 computers are connected to LAN with internet facility of 40 Mbps and going to be upgraded to 100 Mbps in last week of Oct. 2023. There is a dedicated Server Room accommodating server racks with 7 Servers having RAID 0 and RAID 5 configurations. In-house ERP v3.4 has been developed to cater to the needs of the College. The campus is under constant surveillance through CC Cameras installed at important locations. The College has a yearly budgeting system under which expenditure related to infrastructure augmentation and development and maintenance of physical and academic support facilities are

earmarked.

Student Support and Progression

The academic ambience nurtured at the college provides necessary support to the admitted students in order to acquire a fruitful learning experience on campus. The facilities provided for the holistic development of the students and their progression to higher studies and placements are dealt with in this criterion. It also looks into the engagement of the alumni in the development of the institution.

The College has established a separate Scholarship Cell which assists the students to avail themselves of the various government scholarships under different schemes. About 75% of students receive financial assistance from State/Central Government and other national Agencies.

The institution provides student support including career guidance, placement cell, capacity enhancement programs like soft skill development, remedial coaching, guidance for competitive exams, bridge courses, personal counseling, and grievance redressal cell. The College also has a dedicated Grievance Cell to address & resolve the issues like sexual harassment, Internal Complaint Committee and anti ragging through nominated committees.

The Institute also organizes and conducts courses/programs for Aptitude Training, Technical Training and Soft Skills Training along with tests for the students of pre-Final Year and Final Year. The institute maintains a constant contact with its students through its Groups and updates the students through regular e-mails notifying them about the companies that would be visiting and encouraging them to apply for the recruitment process. Also Institute provides Coaching for competitive exams and qualifying exams for state/national/international level.

The Training & Placement Cell of the RCERT aims at making available quality placement opportunities for the students of the College. The Cell communicates with Companies Pan-India to build corporate relations. It Invites Companies to campus & organizes Campus Drives for all students of Final Year for various Job Profiles. The Cell makes necessary arrangements with various industries for internships & vocational training for practical exposure to the students.

Institute encourages formation of student quality circle to give an opportunity for the students to organize social, cultural and leisure activities hence encouraging students' participation in various extracurricular and co-curricular activities to foster the holistic development of the students. College also promotes participation in activities related to social justice, social responsibility and inculcating good citizenry amongst the student community.

The College has its Alumni Association which conducts Alumni meets. The last alumni meet titled, "AIQYAM", with participation of more than 600 alumni was conducted on 12th August 2023 at college campus.

Governance, Leadership and Management

The perspective planning of the College reflects the commitment of College to develop as nodal centre of learning & research with accreditation. The College development committee with all stake holders provide necessary inputs to the management. The Principal has given freedom to all the departments for planning the academic activities of the department. The strategy of making engineers employable by focusing on internship and in plant training has been well established. Various student associations (TIMES, MESA, EETA, TREES, ACES, & FLAMES) take active participation for making all round development of students.

An ERP package has been prepared by college staff & is under use from many years. IT cell is established in the College to upload the data needed for various government bodies. The College undertakes many welfare measures for employees to boost up their morale. The faculty is motivated to undergo training, attend conferences, present papers & file patents which further strengthens the human resources ultimately leading towards aims and objectives of the institution. The programs organized by the departments boosts up team work & expertise of college. Regular performance appraisal system is adopted by the College, builds the healthy competition among employees. The financial audits are carried by external agency every year makes expenses justifiable. Apart from regular income from the tuition fees of students, the College earns additional income by testing & consultancy. The practices implemented by IQAC cell have established the standards, thereby improving the quality of engineering education. Thus the college is proudly marching ahead on the path of academic excellence with academic vision and mission.

Institutional Values and Best Practices

The College is keen to uphold the values and follow the best practices thereby ensuring satisfaction of all the stakeholders. The College regularly conducts programs to empower and promote gender equality for its girl students and women employees. Realizing the importance of sustainable development model, College has installed solar PV plant, and pursue green measures such as replacing conventional lights with LED lights within its premises. Apart from this, we have conducted environment, green and energy third party audits as part of our commitment to cleaner environment, energy conservation and green initiatives. We also conduct programs for students and staff to instill the constitutional obligations to be a responsible citizens.

The College has enviable green cover punctuated with aesthetically carved landscapes at the College contributing prominently to maintain ecological balance of the city. It follows standard waste management practices. Chandrapur being a strongly polluted city, the College makes efforts to counter the menace by planting several trees on the campus and by promoting renewable power use and installing solar. In a conscious attempt to promote values of community consciousness, humanity and universality, the College has engaged in organizing programs like blood donation camps etc.

Sardar Patel Memorial technical lecture series, delivered by experts from industries and academia has been one-off-the best practice benefitting faculty and students alike. The other practice being MOOCS, learn your own way. This practice of ours has received immense response from students and faculties both.

The College takes pride in offering consultancy in Ambient Air Quality monitoring under the aegis of the MPCB for the past fourteen years in a row.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJIV GANDHI COLLEGE OF ENGINEERING, RESEARCH AND TECHNOLOGY, CHANDRAPUR
Address	Ballarpur Road, Babupeth, Chandrapur
City	Chandrapur
State	Maharashtra
Pin	442403
Website	www.rcert.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Pravin A. Potdukhe	07172-225168	9623196216	07172-225287	principal@rcert.ac.in
IQAC / CIQA coordinator	Manish D. Uttarwar	-	7735919590	-	deanqahs@rcert.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

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

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	

State	University name	Document
Maharashtra	Dr. Babasaheb Ambedkar Technological University	View Document
Maharashtra	Gondwana University	View Document
Maharashtra	Gondwana University	No File Found

Details of UGC recognition		
Under Section	Date	View Document
2f of UGC		
12B of UGC		

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	
AICTE	View Document	02-06-2023	12	

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Ballarpur Road, Babupeth, Chandrapur	Urban	41.18	20782.04

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering, Civil Eng.	0	HSC	English	60	51
UG	BTech,Mechanical Engineering, Mechanical Eng.	0	HSC	English	60	51
UG	BTech,Electrical Engineering,Electrical Eng.	0	HSC	English	60	59
UG	BTech,Electronics And Communication Engineering, Electronics and Communication Eng.	0	HSC	English	65	65
UG	BTech,Computer Science And Engineering,Computer Science and Eng.	0	HSC	English	138	138
UG	BTech,Computer Science And Engineering,Computer Science	0	HSC	English	35	35

**Self Study Report of RAJIV GANDHI COLLEGE OF ENGINEERING, RESEARCH AND TECHNOLOGY,
CHANDRAPUR**

	And Engineering. Data Science					
UG	BTech,Minin g Engineerin g,Mining Eng.	0	HSC	English	60	60
PG	Mtech,Comp uter Science And Enginee ring,Comput er Science And Engineering	0	BE	English	9	0
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering, Mechanical Engineering	0	M.TECH	English	3	0
Doctoral (Ph.D)	PhD or DPhil ,Electrical En gineering,Ele ctrical Engineering	0	M.TECH	English	4	0

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	10				21				72			
Recruited	8	0	0	8	17	1	0	18	41	31	0	72
Yet to Recruit	2				3				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				81
Recruited	67	14	0	81
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				43
Recruited	37	6	0	43
Yet to Recruit				0
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			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	8	0	0	3	1	0	6	8	0	26
M.Phil.	0	0	0	0	0	0	1	0	0	1
PG	0	0	0	14	0	0	34	23	0	71
UG	0	0	0	0	0	0	0	0	0	0

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

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

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female		Total
	2		0		2

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

**Self Study Report of RAJIV GANDHI COLLEGE OF ENGINEERING, RESEARCH AND TECHNOLOGY,
CHANDRAPUR**

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	278	4	0	0	282
	Female	175	2	0	0	177
	Others	0	0	0	0	0
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	355	347	319	246
	Female	227	212	198	162
	Others	0	0	0	0
ST	Male	55	58	49	41
	Female	22	24	22	19
	Others	0	0	0	0
OBC	Male	337	380	371	334
	Female	206	193	202	190
	Others	0	0	0	0
General	Male	354	362	321	262
	Female	159	174	144	107
	Others	0	0	0	0
Others	Male	117	112	128	122
	Female	87	83	80	59
	Others	0	0	0	0
Total		1919	1945	1834	1542

Institutional preparedness for NEP

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The prescribed curriculum of Dr. Babasaheb Ambedkar Technological University, Lonere is embedded with multi disciplinary and interdisciplinary courses. The courses in multi disciplinary field have been added as electives in the academic program. Every curriculum is created to provide students with as much freedom as possible while selecting the electives. The basic objective is to empower the admitted students with multiple skill sets. Apart from this, the prescribed curriculum is also embedded with such interdisciplinary courses in the form of professional electives which enables the students for capacity building .</p>
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<p>2. Academic bank of credits (ABC):</p>	<p>The institution has organised workshop and seminar for creating awareness amongst the students about ABC id and opening academic bank account on ABC portal as it is mandatory as per the instructions received from UGC and University. NAD is the backbone of ABC, where the students academic data is stored and thus academic credits as awards can be seen every year. The newly admitted students are guided every year to register in NAD since 2022-23.</p>
<p>3. Skill development:</p>	<p>In view of the latest developments in S&T coupled with Digital world,the demand for newer ICT /IOT initiatives is increasing.Against this background,the institute has networked with practitioners,industries and alumni in a manner to abreast the onboarded students with latest know how and technologies.It is in this pretext,the departments have conducted several programs on skill development and hands on workshop like fundamentals of computer hardware and networks python and its application workshop on robotics,IOT and PCB design.Students of electrical engineering have visited to various industries like MIDC,Power Plants for hands on training.Workshop were conducted on generation of Green energy for sustainable development sponsored by AICTE. Students of Civil Engineering attended an hands on training on CATIA. Using 555 timers for developing circuits,critical thinking,3D Printing and its applications,ITL process management, PCB Designing etc are some of the add on courses conducted by department of Electronics Engineering.</p>
<p>4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):</p>	<p>In order to cultivate Indian language , culture and Integration of Indian knowledge , the institute is motivating the enrolled students to enroll in such courses over and above the prescribed curriculum as offered by NPTEL/SWAYAM/MOOCs and our IGNOU study center. Apart from this,being professional engineering course,it is also integrated with Universal Human Value course as prescribed by the affiliating University and AICTE,New Delhi.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institute has transformed the existing curriculum on OBE platforms as per the NAAC and NBA guidelines.Tthe PEO's ,PO's and CO's are designed for all courses and programs .The institute has developed the teaching- learning process as per OBE requirement. The CO-PO attainment are calculated as per the guidelines of OBE.</p>

<p>6. Distance education/online education:</p>	<p>The institute has established a study center of IGNOU in the college premises with initiative of president of the society and member of parliament Late Shri Shantaram Potduke .The center was established in the year 1995. Presently 203 students are pursuing their education through this local center. This center is providing services for about 60 of the programs that include graduation, post graduation, diploma and certificate program. It is catering to the needs of employees of various industries who cannot take out time to attend classes due to their work schedule of their jobs. Our IGNOU study centre is first of its kind in the Vidarbha region that is catering to educational needs of employees of the industries.</p>
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Institutional Initiatives for Electoral Literacy

<p>1. Whether Electoral Literacy Club (ELC) has been set up in the College?</p>	<p>Yes. An Electoral Literacy Club is set up in the college. It is a platform to engage the students in activities related to their electoral rights and familiarize them with the electoral process of registration and voting as per directions received by the District Administration. The club is created to sensitize them about their rights. The Principal of the institute is the chairperson and Registrar is the nodal Officer. Faculty Coordinator and Students Coordinator are also appointed for Electoral Literacy Club.</p>
<p>2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?</p>	<p>Yes. The Students Coordinator and Coordinating Faculty members are appointed by the college in the Electoral Literacy Club. The Electoral Literacy Club is functional. Yes the Electoral Literacy Clubs are representative in character.</p>
<p>3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.</p>	<p>The institute conducted activities to create sensitization of students and employees by organizing a workshop on voters awareness program for adopting the values rights and duties and responsibilities of citizens. The constitution day on 26th November has been conducted every year and a pledge is taken by all students and staff members. The institute has an Electoral Literacy Club which conducts voter awareness program with the support of concerned officers of the district administration. The workshop is organized by the college for voter</p>

	<p>awareness, promotion of ethical voting and participation in voting process by registering the admitted students on electoral roll.</p>
<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>In the near future, activities are planned by ELC to institutionalize the mechanisms to register the eligible students as voters . The Electoral literacy club is a representative body of the college having members from staff and students. The Electoral Literacy Club also promotes democratic values and vigilance among students through various engaging activities and programs which makes the youth democratically attentive. An example for this can be election of student representative council.(SRC).</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>As per guidelines received from the District Administration, the students above 18 years age are promoted to be the registered voters by way of awareness program and pledge. Form 6 is circulated to the students and filled forms submitted to the district administration for onward process.</p>

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1919	1945	1834	1542	1676

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

2 Teachers

2.1

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

Response: 118

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

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
88	94	93	100	92

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
304.05	188.35	130.94	228.99	241.15

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Rajiv Gandhi College of Engineering, Research and Technology is presently affiliated to Dr. Babasaheb Ambedkar Technological University, Lonere, Raigad District. The University prescribes the syllabus which is implemented by the Colleges affiliated to the University. The University takes cognizance of the advancements in science and technology and designs a dynamic curriculum that meets the demands of Academicians, Industry and students. The University issues an Academic Calendar at the beginning of the Semester and the College designs a separate Academic Calendar for the College by addition of additional activities for effective curriculum delivery. Various strategies and ways to effective implementation of the Calendar is planned at the commencement of the session in the meeting conducted by the Principal with Deans and HODs of various departments. Various Academic, Cultural and Co-Curricular activities are planned to ensure all-round development of the students. Experiential teaching is followed as this ensures continuous online training and hands on training to enhance the skills of the students and to develop a intuitive and inquisitive mind.

All Teachers maintain teaching diaries that adheres to the Course objectives and Course outcomes and these course outcomes are mapped with the program outcomes. Association with Clever ground Technologies has ensured an integrating learning management system that provides the students continuous access to learning material and resources that are shared by the Teachers. Relevant course materials, notes, tutorials, assignments & previous question papers, are regularly uploaded here. Innovative teaching practices, experiments beyond syllabus, regular industrial visits, workshops on various software's and hands on training are also conducted. Apart from Class room teaching, various lectures on latest technological developments and research topics, seminars by eminent personalities, academicians, conferences for paper presentations and project displays are organized on a regular basis. An Orientation program for entry level first year students is conducted to make the newly admitted students aware of the curriculum.

Technology is put into maximum use in the teaching-learning process. All the activities are supported by a strong well developed infrastructure. College library is well equipped with rich database catering to the needs of the students and faculty and also access to E-journals and NPTEL courses. In addition to this each Department is also having Department Library. Each department has a dedicated/Shared seminar room with all required ICT facilities. e of deviations, Corrective actions are immediately taken. Continuous assessment in form of regular tests is carried out throughout the semester. Weak students are identified and remedial classes are engaged to help out these students. Tougher subjects are identified and additional classes are conducted so as to put the students into comfort zone in these subjects. To make the students competitive and confident for campus and off campus placements, the college conducts seminars and aptitude training courses (CRT). Special coaching is provided for competitive

exams such as GATE. A well-equipped gymnasium in the campus ensures the physical fitness of the students. Yoga and Meditation camps regularly conducted to ensure a relaxed mind for the students and staff. Overall the lush green sprawling campus provides an serene academic ambience in the College.

1.2 Academic Flexibility

1.2.1

Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)

Response: 47

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document

1.2.2

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

Response: 10.09

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	650	60	100	30

File Description	Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment

1.3.1

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

Response:

The college has a very pragmatic approach towards the issue of Gender Equality. The College is a co-educational college where a healthy atmosphere prevails for girls and boys work together as groups in curricular, co-curricular and cultural activities. A womens greivance committee christened internal Complaint committee is in place that encourages the students to freely discuss their problems. This committee organizes programs on gender related issues where social activists, doctors and eminent personalities visit, discuss, counsel and lecture on various gender based issues. Seminars, Group discussions, debates on various topics such as women entrepreneurship, gynecological disorders, and medicine free life and stress management issues have been conducted.

Environment and sustainability is another critical issue that is taken care of by the administration. A green lush campus with many trees planted has resulted in a pollution free campus. Regular Energy audits are carried out to ensure proper and optimum use of energy sources . College is also committed to fulfill its social obligations. College is the monitoring agency for Maharashtra Pollution Control Board (MPCB) since 2009 till date. MPCB started the Ambient Air Quality monitoring at six locations in Chandrapur and three locations in Wani with the aim of reducing pollution in this industrial city. The College has an Akshay Urja club which spreads awareness among students about the applications of renewable sources available and its utilization by holding inter-collegiate and inter-school competitions.

Another vital issue that needs to be imbibed in the students is Human values and Professional Ethics. Subjects in the curricullum such as Basic Human Rights, Patents and IPR make the students aware of the concepts of applied humanities and social engineering and many socio-legal awareness issues and environment legislations such as the Right to information (RTI) ,Intellectual property rights(IPR) ,Public interest litigation(PIL) . Also professional ethics, moral and social values are utmost important. For its inculcation and development a code of conduct is in place for all the stake holders that is the students, teachers, and Principal and Governing body members. The NSS wing of the College conducts many socially beneficial programs such as Swacch Bharat in villages, spreading awareness regarding harms of using plastic, tree plantations, blood donation camps, and visits to old age homes which improves the moral ethics of the students.

The institute celebrates Independence Day, Republic day and Constitution day with lot of patriotic vigor and programs with the theme of national integration are a regular feature on these days.

1.3.2

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

Response: 32.73

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

Response: 628

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

1.4 Feedback System

1.4.1

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

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

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 73.47

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

2022-23	2021-22	2020-21	2019-20	2018-19
485	374	372	239	347

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
485	468	468	478	574

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list as published by the HEI and endorsed by the competent authority	View Document
Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.1.2

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

Response: 81.57

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

2022-23	2021-22	2020-21	2019-20	2018-19
218	191	204	161	213

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

2022-23	2021-22	2020-21	2019-20	2018-19
228	228	228	239	287

File Description	Document
Institutional data in the prescribed format	View Document
Final admission list indicating the category as published by the HEI and endorsed by the competent authority.	View Document
Copy of communication issued by state govt. or Central Government indicating the reserved categories(SC,ST,OBC,Divyangjan,etc.) to be considered as per the state rule (Translated copy in English to be provided as applicable)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.2 Student Teacher Ratio

2.2.1

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

Response: 21.81

2.3 Teaching- Learning Process

2.3.1

Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process

Response:

RCERT, Chandrapur provides an effective platform for students to develop latest skills, knowledge, attitude, values to shape their behavior in the correct manner.

All departments conduct innovative programs, which stimulate the creative ability of students and provide them a platform to nurture their problem-solving skills and ensure participative learning.

Faculty members make efforts in making the learning activity more interactive by adopting the below-mentioned student-centric methods.

1. Experiential Learning: The institution imparts the following experiential learning practices to enhance the creativity and cognitive levels of the students:

Summer Internship, Add-on Courses on latest technologies with NPTEL, Industrial visits, paper Presentation, etc.

2. Participatory Learning:

Students are encouraged to participate in activities, where they can use their specialized technical or management skills, such as: Annual Technical fest, Annual cultural program, regular quizzes, Seminar presentation, paper presentation , project exhibition etc.

Problem-solving methods: Departments encourages students to acquire and develop problem-solving skills. For this, college organizes expert lectures on various topics, motivate students to join MOOC courses, and participate in various inter-college and intra-college technical fests and other competitions such as: Debates, Summer training, Case studies Discussion, Mini project development etc

The Teachers are combining technology with traditional mode of instruction to engage students in long term learning. College uses ICT tools in education to support, enhance, and optimize the delivery of education.

The following tools are used by the Institute:

ICT Tools:

Projectors, Desktop, Laptop, Printers. Scanners, Smart Board installed in the campus. Auditorium-equipped with mike, IETI hall equipped with lectern and projector , Online Classes through Zoom, Google Meet, Microsoft Team, Google Classroom , Digital Library resources.

Use of ICT by Faculty:

A. **PowerPoint presentations-** Faculties are encouraged to use power-point presentations in their teaching by using LCD's and projectors.

B. **Industry Connect-** Seminar and Conference rooms are digitally equipped, where guest lectures,

expert talks and various competitions are regularly organized for students.

C. Online quiz- Faculties prepare online quiz for students after the completion of each unit with the help of GOOGLE FORMS.

D. Video Conferencing- Students are counseled with the help of Zoom / Google meet applications.

E. Video lecture- Recording of video lectures is made available to students for long term learning and future referencing.

F. Teaching of Mathematical Subject: To teach mathematical subjects in online mode, teachers have used various online tools like- whiteboard in Microsoft teams, Jam board in Google meet, etc.

File Description	Document
Upload Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 86

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

2022-23	2021-22	2020-21	2019-20	2018-19
94	98	131	107	113

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 20.99

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	19	16	19

File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	View Document
Institution data in the prescribed format	View Document
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	View Document

2.5 Evaluation Process and Reforms

2.5.1

Mechanism of internal/ external assessment is transparent and the grievance redressal system is time- bound and efficient

Response:

At college level(Internal Assessment): The internal assessment of student is based on the scheme specified by DBATU (Dr. Babasaheb Ambedkar Technological University , Lonere) . The internal examination is conducted in three phases for total of 40 marks comprising - Class Assessment 1 :20 marks ,Mid Semester Examination :20 marks and Class Assessment 2 :10 marks . HOD of the department displays the time table of these exams as per the academic calendar. For those who don't appear for the examination, HOD of concerned department displays notice and timetable to appear for re-examination. In many cases the re-exam is conducted as per the convenience of concerned student and teacher. The examination results are declared within the seven days. Students are free to verify their marks. In case of any complaint students can contact the concerned teacher and resolve the issues. If the issue is still not resolved , then they can write to HOD and solve the matter.A Time table for internal practical examination is displayed well in advance. The internal practical examination is carried out for 25 marks that contains multiple choice question paper and viva-voce. In general the internal assessment mechanism is transparent and is constructed in such a way as to develop students & improve their quality.

At University level(External Assessment): The external examination for theory carries 60 marks. At the university level college has a very efficient mechanism to resolve the issues related to examination system. The student can apply / register for regular examination through online portal. Any

discrepancy in the registration process is solved by the registrar or Dean(Academics) either by sending email or telephonic conversations. In addition to regular semester examination DBATU (Dr. Babasaheb Ambedkar Technological University , Lonere) conducts remedial and supplementary examination. University sends the question paper of examination one hour before the start of examination. Remedial examination is online examination and is conducted only for those students who appeared but failed in regular examination. The results of remedial examination are declared within 2 days. The students who pass remedial examination are exempted from supplementary examination. After the remedial examination university conducts supplementary examination. There is also revaluation process in the university known as challenge to valuation in which students can demand the revaluation of their answer copies. The results of revaluation are declared in due course of time .

The college conducts external practical examination as per schedule given by the university This examination carries 25 marks. The external practical examination is based on multiple choice question paper and viva-voce.

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

RCERT follows the outcome-based education; hence the Program Educational Objectives (PEOs) Program specific outcomes (PSO) are defined by each department. PSOs defines the outcomes of a program, which makes the students to realize the fact that, the knowledge and techniques learnt has direct implication for the betterment of society and its sustainability. For defining the PEOs and PSOs we follow the consultative process involving the stake holders (Students, teaching faculties, management , alumini , parents and industry persons) and are in line with the vision and mission of the college and department .

We follow the Program Outcomes (POs) (twelve) defined by National Board of Accreditation (NBA), New Delhi and are to be fulfilled by all the programs in higher education. POs represents the knowledge, skills and attitudes which, the students should have at the end of a course completion.CO's give the resultant knowledge and skills, which the student acquires at the end of each course.The Course Outcomes (COs) for each subject is available in university syllabus or defined by concerned faculty member in consultation with HoD.Each faculty maintains CO-PO mapping table in his/ her course file. The POs, PEOs, and PSOs and COs are available on college website and are also communicated to students, teachers and other staff by displaying at following prominent location:

- ? Departmental Laboratories
- ? College corridors,
- ? Course files.

The COs is also disseminated to students through faculty announcements to the students during the beginning of each semester and from time to time during the entire semester.

File Description	Document
Upload Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

- During every class hour, an environment is provided where teacher closely interacts with the students and the student freely expresses his difficulties.
- Assignments are provided to the students and the performance of the students in them indicates if the student has assimilated knowledge about the subjects that were taught.
- Continuous and comprehensive evaluation is done regularly to know the attainment.
- Class tests are scheduled by the teachers and after the valuation the analysis is done after which the strategy for improvement is made.
- Group discussions and seminars are organized and each student is made to participate compulsorily in these. Through this, , the thinking process, skills & knowledge of the students is assessed.
- Home assignments and classroom assignments are given to the students which, helps to measure the attainment of PSOs.
- Some activities like quiz competition are also held which makes the institution know about the knowledge and information of the students. Co-curricular activities organised assesses behavioral outcome of the students .
- Student Internships & industrial visits are regularly organised helps for attainment of POs & COs.
- Projects & mini projects undertaken by students supports the attainment of POs & COs.

Analysis of students' performance in class tests, viva-voce , end semester examination and Quiz Competition is done. After the analysis, strategy for improvement is made and implemented.

File Description	Document
Upload Additional information	View Document

2.6.3

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

Response: 92.28

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

2022-23	2021-22	2020-21	2019-20	2018-19
341	570	409	449	394

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

2022-23	2021-22	2020-21	2019-20	2018-19
453	580	413	451	447

File Description	Document
Institutional data in the prescribed format	View Document
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	View Document
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	View Document

2.7 Student Satisfaction Survey

<p>2.7.1</p> <p>Online student satisfaction survey regarding teaching learning process</p> <p>Response: 3.54</p>	
File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 14.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	0	2.8	12.0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

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

The College always encourages the faculty members and students to undertake research and innovation activities. Some of the faculties of the college are recognized as research supervisors and they have published papers in their areas of expertise.

College encourages faculties to file patent in the area of their research where they earned success. Two faculties were awarded patent for their work in last five years whereas nine faculties published their patents.

Department of Applied Chemistry and Department of Mining Engineering are working on ambient air quality monitoring program under the aegis of Maharashtra Pollution Control Board, Govt. of Maharashtra since July 2009. Monitoring of ambient air quality of 11 different stations in three districts (Chandrapur, Gadchiroli & Yavatmal) is carried out and collected samples are analyzed in the laboratory of the College to assess various aspects of air pollution. The set up of this project has facilitated research on ambient air quality of the surrounding region. The faculty members have published papers using the data of air quality of these stations.

Existing laboratories are modernized with additional equipments and experimental set-up to promote research activity in the campus. Till date the total grants fetched by the College under MODROBS scheme of AICTE is more than 40 + Lakhs over two decades. Department of Applied Chemistry has earned revenue from consultancy work of coal analysis and ambient air quality monitoring. Sophisticated equipments and certified glassware are purchased through the revenue earned in consultancy work. The Mining Engineering Department is working as nodal agency for the study of parameters of rock required for classification of rock masses for coal mines of the WCL, a subsidiary of Coal India Limited.

Three faculties of the college received funding for two research projects under minor research project scheme from the affiliating university. Both the projects were completed and the outcome is submitted to the affiliating university.

Thrust areas identified for Incubation and Innovation Centre are synthesis of biologically active compounds and crystal study of organic compounds, study of ambient air quality of surrounding region, CAD/CAM and CATIA.

3.2.2

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

Response: 11

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	1	0

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.3 Research Publications and Awards

3.3.1

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

Response: 0.34

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	10	15	5

File Description	Document
Links to the papers published in journals listed in UGC CARE list or	View Document
Institutional data in the prescribed format	View Document

3.3.2

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

Response: 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
14	6	0	8	1

File Description	Document
List of chapter/book along with the links redirecting to the source website	View Document
Institutional data in the prescribed format	View Document
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	View Document

3.4 Extension Activities

3.4.1

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

Response:

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

The students of the RCERT participate in community development programs actively. The students participate in various activities like organizing blood donation camps, conducting health check up programs etc. Through extension activities college promotes and instills in students a sense of social justice and responsibility. The active participation of students in social service activities give them an opportunity to understand the lifestyle and standard of living and problems of the underprivileged and not so well-to-do peers thereby instilling a feeling of empathy, humaneness, and courteousness. Several programs are conducted by the College as a part of its extension activities. The College has been organizing blood donation camps on regular intervals and, thus, helps the Government General Hospital, Chandrapur maintain sufficient levels of blood in its blood bank.

Students of the College under the banner of NSS conducted AIDS awareness rally, tree plantation, cleanliness camp and donation of kits to orphan students' school. Yoga day, workshop on cyber security and many such programs were conducted by the college to make students aware of the society and their problems.

The college has been the part of Unnat Bharat Abhiyan. College adopted 5 villages in the Chandrapur & Ballarpur taluka and completed the village survey and prepared village development plans for the villages. College has conducted several awareness activities in these villages under the Unnat Bharat Abhiyan. Awareness activity to prohibit spread of covid19 was also conducted through social media messages in the villagers.

College visits the Ashram School in one of the adopted villages, Karwa which is a tribal village. The students and faculty of the college conducts various competitions for the students of the ashram school for awareness of the students of this school.

College students and faculties also distributed the kit of daily essential items to the students of this ashram school which is a residential school of tribal students.

We were the first college in the surrounding to enroll in Unnat Bharat Abhiyan and we were among the first to complete the village survey of all 5 adopted villages. Based on the village survey, village development plans were prepared and submitted to the UBA portal.

3.4.2

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

Response:

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

NIL

3.4.3

Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.

Response: 25

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

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	3	10	1

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	View Document
Institutional data in the prescribed format	View Document
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	View Document

3.5 Collaboration

3.5.1

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

Response: 6

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

To ensure effective teaching and learning, the College has built up impressive infrastructure facilities viz., big, ventilated and illuminated classrooms, modernized laboratories, computing equipments, and communications devices including internet services. The College has a sprawling campus spread over 42 acres of land and excellent infrastructure for teaching-learning activities, career progression and higher education. The Administrative Block is located centrally and accommodates Principal's Office, Conference room, Administrative Section, Examination Control Room, Central Library and Training & Placement Cell.

Class Rooms: Every department of the College has its independent building(s) housing classrooms appropriately located ensuring easy access to students. The College has sufficient number of ICT enabled classrooms to aid in effective teaching-learning. The ICT facility is used by both faculty and students.

The College has well equipped seminar halls. Each department has projectors and LAN-enabled Seminar Hall-cum-Classroom with internet connectivity to conduct technical talks and expert lectures. The laboratories are well-equipped and well maintained for carrying out not only curriculum-prescribed practical but also experiments beyond curriculum.

Specialized facilities and equipment for teaching, learning and research: The College has Language Lab where the students practice and test their communication skills. The College has also provided NPTEL video lectures and other e-literature and web- based materials to have a richer understanding of the subject. Internet facilities with a speed of 40 Mbps has been made available in all departments, offices and hostels.

LMS: The College has a LMS system "Clever Ground technologies" to ensure effective teaching-learning. Both teachers as well as students make use of this system. It helps students to analyze their subject wise performance and helps them to meet their yearly academic goals. It allows teachers to create topic wise notes and other learning material and schedule their lectures.

The College believes in the dictum "A Sound Mind Resides in a Sound Body" and accordingly provides for excellent facilities for sports, gymnasium yogic exercises and cultural events.

Sports: Sports is an integral part of the curriculum. In sports, the students get an opportunity to

participate at intra- & Inter-department, university and national level competitions. A total area of 52,500 sq.m. has been earmarked for playgrounds. The College has created facilities for indoor sports like Chess, Carom, Table Tennis, etc. as well as two large grounds used for outdoor sport events like Cricket, Football, Volleyball, Basketball, Badminton, Archery, athletic tracks, tug-off-war etc.

Gymnasium: The College has a well-equipped Gymnasium (area: 206.5 sq.m.) for the benefit of students and staff.

The College has a wing of NSS which organizes several community programs including cleanliness drives and social awareness programs in the city and nearby villages.

Yoga Centre: The College organizes yoga classes for the faculty and students periodically.

Cultural Activities: Adequate infrastructural facilities have been created for students to participate in extra-curricular activities. The indoor auditorium (area: 450 sq.m.) with a seating capacity of more than 600 is well-equipped with good acoustics, stage, green room and air-cooling. Open Theatre with a seating capacity of 1000+ is used for cultural activities, mega-entertainment shows & exhibitions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 10.11

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

2022-23	2021-22	2020-21	2019-20	2018-19
59.26	10.7	19.58	13.86	7.11

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

4.2 Library as a Learning Resource

4.2.1

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

Response:

Library is automated using Integrated Library Management System, (ILMS) Release: R1, which has been designed with one Library Management System module with OPAC services.

Details are as follows:

- **Name of the ILMS software** : Library Management System, Release: R1
- **Nature of automation (fully or partially):** *Partially*
- **Version** : *R1*
- **Year of automation** : *2023*

The library software is user-friendly, and fully secured with back and recovery provision which has efficient library database management.

Modules of integrated library Management System (ILMS):

- **Acquisition & Cataloguing** : It Supports librarian to select and buy books, journals and other resources and create a database of the same for easy book search
- **Serial Control** : it controls processes such as renewals of books of their cancellations subscriptions and produce accurate
- **Circulation** : This module facilitate librarian for smooth circulation of books in library by creating and managing borrower types along with keeping a tab on their book issue date, return date dues and fines
- **MIS Reports** : Management Information Systems enable librarian extract crucial data and information of all the library transactions at a few clicks
- **OPAC (Online Public Access Catalogue)** : OPAC is digital catalogue offers powerful online

search entering keywords such as the name of the book, its title author's name, etc.

Name of the ILMS software	Nature of automation (fully or partially)	•	Year of automation
Library Management System, Release: R1	•	1.	1.
In-house developed ERP (Enterprise Resource Planning)	•	1.	1.
		1.	1.
		1.	1.
		Beta 1.1	1.
		1.	1.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

With an eye at technological development and emerging trends in software industry, the College has installed Rack Server (Server Includes Database Server, Web Server, Linux Server, Active Directory Service, Patch Server and Anti-Virus server) with Client/Server architecture and an optical fiber backbone networking. For security purposes CYBERROAM (Firewall) is installed to manage and configure the network. The internal networking is with CAT5/CAT6 cabling. There are around 350 desktops having internet facility and inter-connected by a 24 hours server and CISCO router along with Full Protection Quick Heal console to secure data. The College in the year 2008 had internet facility of 2 Mbps bandwidth of wi-max. It was upgraded to 3 Mbps in the year 2013 and to 10 Mbps in 2014; The College has purchased a dedicated internet leased line of 40 Mbps bandwidth with Fiber connectivity in the year 2018 and a recently the College has in the process of upgrading its existing 40 Mbps (1:4) leased line to 100 Mbps (1:1) leased line. The purchase order has been given to BSNL and within few days the College will have upgraded 100 Mbps fibre optic (1:1) leased line.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 4.64

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

Response: 414

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
180.5	75.1	75.2	110.1	160.5

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

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 88.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
1797	1775	1617	1303	1388

File Description

Document

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

[View Document](#)

Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.1.2

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

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

Response: A. All of the above

File Description	Document
Report with photographs on Programmes /activities conducted to enhance soft skills, Language and communication skills, and Life skills (Yoga, physical fitness, health and hygiene, self-employment and entrepreneurial skills)	View Document
Report with photographs on ICT/computing skills enhancement programs	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.1.3

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

Response: 11.15

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

2022-23	2021-22	2020-21	2019-20	2018-19
350	0	0	250	394

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

5.1.4

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

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

Response: B. 3 of the above

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

5.2 Student Progression

5.2.1

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

Response: 21.13

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

2022-23	2021-22	2020-21	2019-20	2018-19
81	103	37	115	121

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

2022-23	2021-22	2020-21	2019-20	2018-19
341	570	409	449	394

File Description	Document
Number and List of students placed along with placement details such as name of the company, compensation, etc and links to Placement order(the above list should be available on institutional website)	View Document
List of students progressing for Higher Education, with details of program and institution that they are/have enrolled along with links to proof of continuation in higher education.(the above list should be available on institutional website)	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.2.2

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

Response: 1.52

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

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	1	8	5

File Description	Document
List of students qualified year wise under each category and links to Qualifying Certificates of the students taking the examination	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

5.3 Student Participation and Activities

5.3.1

Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years

Response: 18

5.3.1.1 Number of awards/medals for outstanding performance in sports/cultural activities at national/international level (award for a team event should be counted as one) year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	00	05	09

File Description

Document

list and links to e-copies of award letters and certificates

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

Provide Links for any other relevant document to support the claim (if any)

[View Document](#)

5.3.2

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

Response: 5.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	0	6	9

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

5.4 Alumni Engagement

5.4.1

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

Response:

RCERT Alumni Association, Chandrapur (RAAC) was initially formed by faculty members of this College, who graduated from this College. The Alumni Association is having a Governing Body, which finalizes and looks after all the activities carried out by the alumni. The registration of the RCERT alumni association is under process with the Charity Commissioner.

Recently, a Mega Alumni Meet AIQYAM was organized in RCERT campus in 12 th August 2023 & more than 450 students participated in event. The alumni made commitments for training , placement of students & financial support too. This Alumni Meet provided a platform to the students and the alumni to interact with each other to build a strong relationship. The members of Administration and senior faculty of all the departments participate in the annual meet on invitation and seek alumni's advice and support for the betterment of the College. The various departments of the College conduct meetings with their respective alumni for necessary feedback and suggestions, which is very helpful in enhancement, modernization and upgradation of the existing facilities of the departments and also in curriculum enrichment and development of Gondwana University.

Alumni Association also acts as a bridge between the RCERT and industries for healthy interactions on new developments and future challenges. Alumni help in identifying and inviting industrial experts, to organize seminars, guest lectures and workshops. Alumni of the RCERT are assisting the College to promote activities like testing & consultancy.

Training & Placement Cell of the RCERT is in contact with the alumni and Alumni Association. With generous support & suggestions from alumni, T&P Cell also conducts pre-placement trainings for students. Alumni also help the T&P Cell in arranging industrial trainings, internship programs and placement drives. Alumni webinars & offline seminars are regularly organised.

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The Trust has an executive body & College has governing body which lays down various policies & strategies to attain the Vision & Mission of College. The management extends support in terms of arranging physical & human resources needed to implement strategies. The College Management, Principal and Head of Departments interact on regular basis with stake holders through; College Development Committee: Various academic, finance; recruitment decisions are taken with the participation of teacher, non-teaching staff, Alumini, Industry representative; Teacher parents Meet: Held at least once a year to keep parents well informed about progress of their wards and college. Recruiters : The HRS of companies visiting RCERT campus are requested to discuss all related issues with the Principal and also their comprehensive remark is noted so as to incorporate the necessary correction. The Principal is the head of the institution who implements the policies & strategies formulated by management with the help of Head of Departments & Deans of the college.

Regular meetings are called by Principal with Head of Departments & Deans of college. These meetings support staff and college move towards attaining goals set. The Head of Department calls monthly/special meetings with faculty to implement the strategies & policies. Various suggestions from faculty are invited, discussed & implemented; if feasible.

6.2 Strategy Development and Deployment

6.2.1

The institutional perspective plan is effectively deployed and functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment, service rules, and procedures, etc

Response:

RCERT has planned for overall and holistic development on the following lines;

To develop laboratories as Centers for higher learning and research.

To have a central research laboratory for augmenting interdisciplinary research work.

To encourage faculties to register as Ph.D. supervisor and to enroll Ph.D. students.

To undertake major/minor development/research projects in the departments.

To run Add-on courses in departments as part of multi-skilling.

To enhance the existing on-line examination centre into a fully fledged dedicated centre.

To seek ISO, NAAC & NBA accreditation and recognition for the institute and programmes offered.

Thus it can be seen that the above planned activities encapsulates to attain the set vision & mission through active participation of all the stakeholders.

It has been a mission of the College to prepare technically competent engineers. The training & placement department has a decade long strategy to provide in-plant training to students. Most of the students undertake in-plant training in nearby industries. AICTE has made it mandatory for students of engineering colleges to undergo industrial training from year 2017-18. All Mining Engineering students undertake vocational training at WCL, MOIL, Cement industry & other mines. Students of Mechanical engineering undergo training at Chandrapur Super Thermal power station, S.T. workshop, Cement industries & industries in MIDC. Students of Electronics Engineering visit BSNL, Chandrapur for their training needs. In addition, students of IT & Computer Technology undergo training at software firms, students of civil engineering undergo training in PWD, Zilla Parishad & private construction companies. Students are encouraged to take up industry based projects in their final year. Thus, a well defined coordinated strategy of providing employability skills amongst young engineering graduates is exercised at RCERT. Preferably, training programs are arranged during vacation period, so that they do not suffer from loss of classes. Industrial tours and visits are also arranged for students to have practical experience of concepts taught in classes.

Administrative setup consists of below mentioned Bodies and Committees

A) College Development Committee (CDC)

B) Training & Placement Cell

C) Anti Ragging Committee

D) Disciplinary Action Committee.

E) Library Committee

F) Department Student Councils/Association.

The student association are formed department wise. These associations look after promotion of student extra-curricular, co-curricular activities at intra department/interdepartment/inter college/University level. The following associations are formed in the college to meet this purpose.

Name of the department & Student Associations are as follows:

Civil Engineering: ACES

Mechanical Engineering: MESA

Electrical Engineering: EETA

Electronics Engineering: TREES

Mining Engineering: TIMES

Computer Science and Engineering: ACT

First year Engineering: FLAMES

Service rules, procedures, recruitment, promotional polices, grievance redressal mechanism are as applicable and prescribed by Govt. of Maharashtra, AICTE & affiliating varsity from time to time.

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document

6.3 Faculty Empowerment Strategies

6.3.1

The institution has performance appraisal system, effective welfare measures for teaching and non-teaching staff and avenues for career development/progression

Response:

WELFARE MEASURES: General Wards of employees are given fees concession. College covers health insurance under NIC to all employees including their families. All employees are covered under Group Insurance Scheme of LIC. Quarters are provided to security and wardens. Gymnasium facility is provided to all employees Canteen (02 Nos.) Credit Co-operative Society is established to cater the financial requirements (Loan/Deposits) of all employees. Contributory Provident Fund and Pension Scheme by EPF, India. For Teaching Staff: The institution encourages staff for their academic enrichment by making them to participate in Orientation Programmes, Refresher Courses, Seminar, FDPs. Workshops and Conferences are arranged for faculty. Provides financial assistance for participation in Seminars / Workshops / Conferences. Grant of Duty leave for paper presentation and participation in Seminars / Workshops / Conferences Strengthening learning facilities by establishing new laboratories and strengthening library by online journals and e-resources. Faculty make the use NPTEL video lectures prepared by IIT experts and internally available resources. College provides Computer with Internet Facility to connect globally. All faculties are encouraged to pursue higher studies and research. For Non-Teaching Staff: Permitted to attend various training programmes to update their technical knowledge. Conducting computer awareness sessions for non-teaching faculties.

6.3.2

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

Response: 1.93

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

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	6	1

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshop s and towards membership fee for professional bodies	View Document

6.3.3

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

Response: 27.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
77	46	76	46	51

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

2022-23	2021-22	2020-21	2019-20	2018-19
121	121	121	121	121

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document

6.4 Financial Management and Resource Mobilization

6.4.1

Institution has strategies for mobilization and optimal utilization of resources and funds from various sources (government/ nongovernment organizations) and it conducts financial audits regularly (internal and external)

Response:

The college has the mechanism for internal and external audit as per details given below:

Internal audit: An internal approval system at appropriate levels for all expenses is in place. Accordingly, every expense voucher is recommended by the Head of the Department and approved by the Principal/Chairman. All vouchers are audited by an Internal Auditor on a routine basis by college account section. External Audit Books of accounts are prepared as per statutory requirement and audited annually by external qualified chartered accountants. The accounts of the college are audited by chartered accountant regularly as per the Government rules. Auditor ensures that all payments are duly authorized. The auditor conducts statutory audit at the end of financial year. After the audit, the report is sent to the Management for review.

Budget proposals are prepared at Department level and submitted to Principal office and Management at the beginning of financial / academic year. The yearly budget is prepared according to the needs & requirements of the departments taking into consideration of annual intake of students, laboratory, infrastructure developments, Students, Faculty & Staff requirements, promotions & latest technologies etc. Principal scrutinizes the budget and recommends the same to the CDC. CDC sanctions the required amount as per the budget. CDC

approves the budget looking into the past year financial status and expected revenue of the college in current year. HODs of the respective departments are given the responsibility for proper utilization of sanctioned budget.

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. It reviews teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals and records the incremental improvement in various activities

Response:

The IQAC has held three meetings in the session & various strategies were communicated to all departments.

- 1. Recruitment of new faculty, lab assistant & clerical assistant with desired skills:** The administrative department recruited faculty & supporting staff as per requirement.
- 2. Add on certificate course:** The college had organised a add on certificate course through departments.
- 3. Up-gradation and development of the laboratories:** Every department upgraded the labs needed.
- 4. Newsletter Publication:** Every department published the newsletter
- 5. Centralised software to connect all students, faculty in one piece:** Cleverground LMS Technologies was purchased & has been beneficial to faculty & students .
- 6. Development plan for supporting staff:** Computer awareness programme was organised for the supporting staff to enhance their computer literacy.
- 7. Award Creation:** Best student award document was created & the selected students were awarded the certificate & memento by Principal of college.
- 8. Project Competition:** The Project Competition was held in all department & first three projects were awarded the certificate
- 9. IQAR by all departments:** IQAR was prepared by all departments & actions were initiated by Principal to remove the lacunae.

10. Energy, green & environment audit: Energy, green & environment audit was successfully carried .

11. Annual report: Annual report was published by college

The prime purpose of IQAC is to develop an educational system for conscious, consistent and catalytic improvement in the overall performance of the Institution. RCERT undertakes to channelize all its efforts, possible resources and measures towards promoting holistic academic excellence on its campus. The SUCCESS MANTRA for this IQAC that the positive results would depend upon the sense of belongingness and participation has been well acknowledged by the RCERT human resource. RCERT already had an analogous cell by title 'QUALITY ASSURANCE & HIGHER STUDIES' (QAHS) since 2011 which was looked after by the Dean (QAHS). The Cell was constituted with a vision to refine quality issues related to UG courses, PG Courses and the research activities in the College. The quality of students' academic performance, their feedback on teaching learning parameters and appropriate corrective measures were monitored through another cell under the control of Dean (Academics). As such, this Cell was responsible for improving overall academic qualities attached to teaching learning aspects in RCERT. Its finetuning and appropriate action based on online feedback has improved student's performance in examinations and also teacher's quality of teaching.

6.5.2

Quality assurance initiatives of the institution include:

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

Response: B. Any 3 of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

RCERT has around 748 girls and women employees including faculty. They roughly constitute little over 40 percent of population in campus. In the past too, management and administration has been welcoming female students and taking every care to safeguard their interests. College is keenly empowering and providing them every opportunity to acquire higher education and excel in their professional lives. For every organization safety and security of their female counterparts is of prime importance and topmost priority, as women are vulnerable to possible teasing and harassment. College has taken all the possible measures to avoid any untoward incident directed towards female occupants. College takes pride in making a humble mention that not a single incident of harassment of any kind is reported on campus till date and thanks to the safe and secure campus being maintained over the years with fool proof security mechanism at place.

Campus is manned by security guards round the clock all the 365 days a year and thus everyone feels secured and safe inside the campus. College has Internal Complaint Committee in place, which has instilled confidence in the minds of all women RCERTians, and conducts regular programs for their safe stay over the campus. The 42 acre campus is walled from all sides and vigilant security guards ensure that no trespassing takes place. Senior faculty members take rounds around the academic areas where the girls' population is centered at periodic intervals to maintain discipline and boost the confidence of girl students regarding security. College has been providing a serene, secure and safe campus to all our students and, in particular, girls. A disciplinary action committee at the College level under the chairmanship of In-charge Principal ensures that students follow college rule book in letter and spirit.

Counseling plays a vital role in clearing wrong impressions and guides a person to take correct decisions in life. Girls and other women employees are provided guidance on various subjects concerning health and other professional qualities to be acquired by them to excel in their chosen fields of work. Activities such as group discussions, expert lectures, legal and constitutional rights awareness lectures and all that is needed to bring the fairer gender at par with men in the society including professional careers.

Campus offers two common rooms, well lit and equipped with requisite wash area and toilet block and closely monitored by a women employee, for girls and women employees. The cleanliness, too, is done by a women sweeper on daily basis and thus female occupants are offered a clean and hygienic common rooms.

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	View Document
Geo-tagged photographs/videos of the facilities.	View Document
Circulars and report of activities for the implementation of the initiatives document	View Document
Bills for the purchase of equipment's for the facilities created under this metric	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

7.1.3

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

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

Response: B. Any 3 of the above

File Description	Document
Policy document on environment and energy usage Certificate from the auditing agency	View Document
Green audit/environmental audit report from recognized bodies	View Document

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of

students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

An inclusive environment is one in which everyone in institute feel respected by and connected to one another. RCERT firmly believes in cultural diversity and cultural tolerance as a key to social harmony and has a diverse range of student body as well as employees from diverse social, linguistic, economic strata. Diversity along all cultural dimensions are recognized, valued and respected. The analysis has shown that students at the institute come from diverse cultural and religious background such as Hindus, Buddhists, Muslims, and Christians etc. Irrespective of the state or the religion, the institute practices cultural inclusiveness to deepening mutual understanding and trust. Regardless of the cultural background institute focuses on developing the students through academics, co-curricular and extracurricular activities including in the odd semester and in the even semesters. Music, dance, literary, fine arts, sports events are part of these competitions.

The prominent days are enthusiastically celebrated with pledges, various activities and competitions related to the event every year include the following: International Yoga Day (June 21), . Sadbhavana Day (Birth anniversary of the Late Prime Minister Shri Rajiv Gandhi) (20th August) Teachers Day (5th September) (birth anniversary of Dr. Sarvepalli Radhakrishnan). Engineers Day (15th September) (birth anniversary of Bharat Ratna M. Visvesvaraya), Gandhi Jayanti (2nd October) as Swachhta Diwas, National Unity Day (31stOctober) (Birth Anniversary of Sardar Vallabh Bhai Patel) .

Another platform initiated by the institute to promote harmony amongst students along with individual holistic development is students associations. Outdoor activities, literary activities, paintings & photography events are organized by respective student associations. Students contribute articles, paintings, pencil sketch, poetry, short stories etc., to their respective departmental e- newsletters. Institute under it social responsibility initiatives has undertaken various initiatives to create awareness in the community around by spending time in old age homes, tying rakhis to orphans etc. Such tasks build desired value systems amongst student community.

File Description	Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Best Practice -I

Title of the Practice: Sardar Patel Memorial Technical Lecture Series: A Bridge between the Industry and the College

1.Objectives of the Practice : To keep the students as well as the faculty updated with the latest advancements and current trends in engineering industrial practice and to give students an exposure to the minds of the industry, the Research & Development Institutions and, the academia.

2.The Context : Colleges are a non-profit entity and have to work under certain constraints. The development in the industry is a continuous process which is profit-driven and takes place at a pace which cannot be matched by the speed at which the syllabi can be updated. Colleges are governed by the universities and have to abide by the Curriculum and that the rules. This creates a chasm between what the industry practices and what the College teaches and poses a challenge before the academic institutions as how to render their students “industry ready” and thought of solution in the form of *“Sardar Patel Memorial Technical Lecture Series”*.

3.The Practice: In several informal interactions with representatives of the industry it was often communicated that what was taught at the colleges, the techniques, the methods, the coding languages, the equipments etc. was often outdated in comparison to what was being practiced by the industry and this made it difficult for them to recruit the students as they had to be further trained to bring them at par with the requirements of the industry which entailed extra cost and time.

The Society (Trust) that runs the R.C.E.R.T., is named after the legendary Iron Man of India, Sardar Vallabh Bhai Patel, It was decided to name the Lecture Series after him.

Under the umbrella of Sardar Patel Memorial Lecture Series, talks were organized at College level in the beginning but later every Department in the College was asked to organize lectures in every academic session by inviting eminent personalities from the industry, R&D organizations, statutory bodies and academia from across the country and abroad to deliver talks on the most recent topics. It began in the year 1994 and is being practiced till this date.

Video Conferencing or lectures, especially of alumni serving overseas in distinguished positions, were effectively used to avoid the cost of getting speakers from abroad. This introduced an element of excitement, too, making lectures even more absorbing.

4 .Evidence of Success: This has created a platform where students get to know whatever is happening on the industrial horizon and how they could relate and extend what they have learnt at the College. They are extremely glad as they feel enriched, better equipped and empowered to meet up to the gauntlets the field, which they are supposed to join eventually, could throw at them. Faculty gets insight of current technology and they also get to develop links and personal rapport with the experts from the field and R&D organizations. So, this unique activity has proven to be a win-win situation for all and, consequently, has come to stay since a long time as a best practice emulated every year.

5.Problems Encountered and Resources Required: Identifying Resource Persons, seeking their appointment, impressing upon the students the rationale of attending these lectures, faced in organizing the Activity. Advantage is taken of the visits of our distinguished alumni requesting them to help their younger brethren by apprising them with the salient innovations taking place or in the offing in the field.

Best Practice II:

Title of the Practice: MOOCS: Learn & Educate One Self

1.Objectives of the Practice: To motivate students to build conceptual understanding through exposure to video lectures delivered by faculty from premiere institutes. Faculty too get the opportunity to join FDP and gain insights to further their teaching acumen

2.The Context: Today's engineering industries have far more expectations from the present generation of engineers than ever before. Hence students need to have sound fundamentals and also ability to apply knowledge and skills to real life industrial situations. Also, an interdisciplinary knowhow apart from the domain knowledge becomes handy in many cases. This has been introduced by AICTE and the HRD ministry in 2014. It was introduced in our institute in December 2018. Students have exhibited good responses and are convinced about the benefits coming their way.

3. The Practice: It has been thought for a long time as to how the resources available at premier institutes can be shared amongst the other Engineering and technology institutions in the country. So the SWAYAM-NPTEL online course modules were developed keeping in mind the three basic principles of access, equity and quality.

The practice involves getting a local SWAYAM-NPTEL chapter and appointing SPOC. Departmental coordinators motivate the students to enroll in various courses. Few students register and appear for the online test held at the allotted center. Results are declared and grades awarded depending on the score.

4. Evidence of Success: Since Inception Students and faculty response was overwhelming. Our center is also certified as an active **chapter listed** by NPTEL. The response in enrollment and registration is boosted by the college policy of awarding top twenty students a cash prize of Rs.1000/- a letter of appreciation and a certificate. Faculty who act as mentors too are motivated with a cash prize of Rs.2500/- for top two mentors, a letter of appreciation. Faculty participating in FDP are offered recognition on republic day and Independence Day functions.

5. Problems Encountered and Resources Required: Departmental Coordinators and mentors have to persuade the students to join various online courses. The students finally registering for the course and appearing in the examination requires constant follow up. The process of taking follow up of mentees by mentors is a challenging task. The Resources required are hardly a computer terminal and internet connection. Institute has LAN amongst all departments.

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

7.3 Institutional Distinctiveness

7.3.1

Portray the performance of the Institution in one area distinctive to its priority and thrust within 1000 words

Response:

(1) CONSULTANCY PROJECT ON Ambient Air Quality Sampling and Monitoring

Ambient Air Quality Sampling Centre

Chandrapur city is known as black gold city as it is surrounded by number of coal mines. As prime source of energy coal and other minerals such as limestone is found abundantly, other industrial unit such as CSTPS (Chandrapur Super Thermal Power Station), Cement Plants, Lloyds Metals, SAIL (Steel Authority of India Ltd.) and other auxiliary units were set up in and around the city. It has led to increase in pollution level. Therefore, MPCB started Air Quality Monitoring at six locations in and around the city.

The institute is located in Chandrapur, that has developed as a major industrial district of Maharashtra. While industrial growth helped to ensure rapid urbanization and economic growth of the region, it has also created environmental problems including air pollution. Owing to this, Maharashtra Pollution Control Board (MPCB), Mumbai offered the RCERT to monitor the ambient air quality of some significant industrial and residential locations in Chandrapur city and entire district and signed MOU in 2009. Initially consultancy work was awarded for three years. After completion of three years further extension on yearly basis is given and the arrangement has continued till date which is a recognition of quality services rendered by the College.

RCERT is working on the project of ambient air quality monitoring at 11 different locations spread over a stretch of 80-90 km. It is the biggest project of this category in the entire state of Maharashtra where monitoring of 11 stations is carried out by a single Institute. The work started with monitoring of air quality at 6 stations in June 2009. In the year 2014, 3 more stations were added looking at the need of monitoring in this area (Wani, Distt Yeotmal) and additional 2 stations of air quality monitoring started in year 2021 at Bhadravati and Gadchiroli respectively. The table shows the progress of the project.

Sr. No.	Year	Monitoring stations	Air quality parameter
1.	2009	6	PM10, SOX , NOX
2.	2014	3	PM10 , SOX , NOX
3.	2021	2	PM10 , PM2.5 , SOX , NOX

One of the station, situated at Mahanagar Palika (Administrative Building) is at a prominent and crowded location, which works for 24 hours a day round the year, whereas monitoring is carried out for 2 days in a week at the rest of the monitoring stations. A respirable high volume sampler of Envirotech (New

Delhi) is used for collecting dust and gaseous samples. These samples are carried to laboratory set up at the College. The analyst analyses samples with necessary chemical treatment and sophisticated instruments to record the SO₂ and NO in air. A record of particulate matter up to the size of 10 micron is also obtained through specially fitted filter papers at all the stations and PM_{2.5} is monitored at Bhadravati and Gadchiroli station. This program also monitors the quality of air on special occasions like Diwali at prominent roads and market places to assess the effect of fire cracker bursting on quality of air. All these special activities of analysis are followed as per the guidelines of the Central Pollution Control Board in consultation with authorities of the State Pollution Control Board.

College took active role in shouldering this responsibility as a service to the community because air pollution is a matter of serious consequences for the entire district. This monitoring program has helped Government to assess the progress and in taking effective measures taken by the various government agencies to reduce the level of pollution in the district.

This project has helped the College to serve the local community, it has also benefited the College in other ways like creating a good research atmosphere for the faculty of the concerned departments whilst fetching the College an additional revenue of more than 3 Crores so far.

(2) Report on Environmental Protection Measures undertaken by Department of Mining Engineering, RCERT, Chandrapur

Today one cannot think mining without the environmental consideration and the technical input for accomplishing this task is to be provided by the academic institution. Mining has long term serious impacts on the environment like air and water pollution, land degradation apart from health and safety issues.

It is in this context, there is urgent need of monitoring and regulatory agencies, practicing mining engineers, academicians to develop techniques and methods to formulate norms and standards so as to make mining industry acceptable to the society at large. Taking into consideration demography of Chandrapur and availability of mineral resources, it has developed as mining belt. Chandrapur district is surrounded by no of coal mines, limestone mines, dolomite mines and iron ore deposits. Most of the mines are near to populated areas which call for strict environmental compliances.

Blasting being one of the major mining activity which affects the environment in terms of Air Pollution, Ground Vibrations, Noise Pollution, Water Pollution, Damage to nearby structures etc.

Department of Mining Engineering, RCERT, Chandrapur has always played important role and taken initiative in protection and conservation of environment. Keeping this objective, Department of Mining Engineering has carried out research projects at various mine locations given below.

- Marki Mangli Coal Mine of TUML at Village Pardi PO Marki, Tehsil Zari-Zamni District Yavatmal
- Integrated Baranj Opencast Coal Mine of Karnataka Power Corporation Limited at Kiloni PO Kiloni, Tehsil Bhadrawati, District Chandrapur
- Marki Mangli III Coal Mine of B S Ispat Limited at PO Mukutban, Tehsil Zari Zamni, District Yavatmal.
- Wanzari Limestone and Dolomite Mines, Wanzari Yavatmal Maharashtra.
- Govindpur Dolomite Mines, Taluka Korpana, District Chandrapur.

The ground vibrations and air overpressures (AOP) were monitored with the help of 3 sets of seismographs. The recorded data was statistically analyzed and based on the analysis the recommendations for limiting the Peak Particle Velocity (PPV) of ground vibrations within different permissible limits. The study also depicts the measures to be adopted for controlling vibrations and fly rock within safe limits for the stability of the nearby structures.

File Description	Document
Appropriate web in the Institutional website	View Document

5. CONCLUSION

Additional Information :

Despite being located in the backward and tribal district of Chandrapur, the College has succeeded in providing quality technical education to thousands of students, for past more than 30 years. It has capably catered to the needs of students from across the country and has played an important role in pushing the economy of the rural area also.

Concluding Remarks :

RCERT has taken this as an exercise to present itself humbly and transparently before the Council (NAAC). As mentioned, most of the programmes of the College have been earlier accredited by National Board of Accreditation (NBA). It would surely be a proud privilege for everyone at the RCERT to welcome, and learn from the vastly experienced Hon. Chairman and Members of the esteemed peer Committee to its campus for assessment and would significantly help the College in improving in more ways than one.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :47</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>78</td> <td>867</td> <td>78</td> <td>131</td> <td>42</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>60</td> <td>650</td> <td>60</td> <td>100</td> <td>30</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	78	867	78	131	42	2022-23	2021-22	2020-21	2019-20	2018-19	60	650	60	100	30
2022-23	2021-22	2020-21	2019-20	2018-19																	
78	867	78	131	42																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
60	650	60	100	30																	
1.3.2	<p>Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)</p> <p>1.3.2.1. Number of students undertaking project work/field work / internships</p> <p>Answer before DVV Verification : 747</p> <p>Answer after DVV Verification: 628</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
2.1.2	<p>Percentage of seats filled against reserved categories (SC, ST, OBC etc.) as per applicable reservation policy for the first year admission during the last five years</p> <p>2.1.2.1. Number of actual students admitted from the reserved categories year wise during</p>																				

last five years (Exclusive of supernumerary seats)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	198	198	164	229

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
218	191	204	161	213

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
198	198	198	202	229

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
228	228	228	239	287

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
27	20	21	16	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	20	19	16	19

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
2	7	1	1	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	6	1	1	0

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
32	17	13	19	24

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	10	15	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
9	19	0	5	2

Answer After DVV Verification :

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

14	6	0	8	1
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

3.4.3 ***Number of extension and outreach programs conducted by the institution through organized forums including NSS/NCC with involvement of community during the last five years.***

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
21	8	6	21	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	2	3	10	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
60.82	12.94	21.04	15.25	10.64

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
59.26	10.7	19.58	13.86	7.11

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

4.4.1.1. Expenditure incurred on maintenance of infrastructure (physical facilities and

academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
185.51	80.3	85.57	131.01	169.52

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
180.5	75.1	75.2	110.1	160.5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
81	103	37	115	121

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
81	103	37	115	121

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
341	570	409	448	387

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
341	570	409	449	394

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
4	9	1	8	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
3	9	1	8	5

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

5.3.1 **Number of awards/medals for outstanding performance in sports/ cultural activities at University / state/ national / international level (award for a team event should be counted as one) during the last five years**

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
6	0	0	9	19

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	00	00	05	09

Remark : As per the revised data and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	13	0	17	18

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
8	6	0	6	9

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	7	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	1	6	1

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
50	48	71	146	17

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
77	46	76	46	51

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
122	126	133	134	137

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
121	121	121	121	121

Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 128 Answer after DVV Verification : 118</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>96</td> <td>94</td> <td>93</td> <td>100</td> <td>92</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>88</td> <td>94</td> <td>93</td> <td>100</td> <td>92</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	96	94	93	100	92	2022-23	2021-22	2020-21	2019-20	2018-19	88	94	93	100	92
2022-23	2021-22	2020-21	2019-20	2018-19																	
96	94	93	100	92																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
88	94	93	100	92																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>351</td> <td>225</td> <td>168</td> <td>267</td> <td>285</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	351	225	168	267	285										
2022-23	2021-22	2020-21	2019-20	2018-19																	
351	225	168	267	285																	

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
304.05	188.35	130.94	228.99	241.15