SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

RAJEEV INSTITUTE OF TECHNOLOGY

PLOT 1D, GROWTH CENTRE, BM BYPASS ROAD, HASSAN
573201
www.rithassan.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Rajeev Institute of Technology(RIT) located in Hassan, Karnataka, is a prominent engineering institution known for its commitment to academic excellence and technological innovation. Established in 2008, RIT has rapidly grown into a significant player in the field of technical education, offering a variety of undergraduate and postgraduate programs in engineering and technology.

In the last decade, RIT has established itself as a hub for aspiring engineers, providing state-of-the-art facilities, a rigorous curriculum, and a strong emphasis on research and development. The institute's infrastructure includes well-equipped laboratories, modern classrooms, and a comprehensive library, ensuring students have access to the resources they need for a robust educational experience. The campus is designed to foster a conducive learning environment, with ample opportunities for students to engage in extracurricular activities and personal development.

One of the key strengths of Rajeev Institute of Technology is its faculty. The institute has a team of highly qualified and experienced educators who are dedicated to nurturing the next generation of engineers. They employ innovative teaching methodologies, integrating practical knowledge with theoretical foundations, to ensure students are well-prepared to meet the challenges of the industry.

RIT places a strong emphasis on research and innovation. The institute encourages students and faculty to undertake research projects, providing necessary support and funding. This focus on research has led to numerous publications in reputed journals and conferences, contributing to the advancement of technology and science.

The institute also has a robust placement cell that works tirelessly to secure employment opportunities for its graduates. The placement cell maintains strong ties with leading companies and organizations, facilitating internships, workshops, and campus recruitment drives. This proactive approach has resulted in impressive placement records, with graduates finding positions in top-tier companies across various sectors.

In addition to academics, Rajeev Institute of Technology promotes holistic development through various clubs and societies, including cultural, technical, and sports activities. These extracurricular engagements help students develop leadership skills, teamwork, and a well-rounded personality.

Overall, Rajeev Institute of Technology stands out as a premier engineering institution, dedicated to shaping competent, innovative, and socially responsible engineers who are equipped to contribute to the technological and societal advancements of the future.

Vision

To be an academic institution in vibrant social & economic environment, striving continuously for excellence in education, research and technological service to the society.

Mission

- To achieve academic excellence in engineering and management through dedication to duty, offering state of the art education and faith in human values.
- To create and endure a community of learning among students, develop outstanding professionals with high ethical standards.
- To provide academic ambience conducive to the development, needs and growth of society and the industry.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Institutional Strength

- Visionary and benign management
- Vision, Mission, Programme Educational Objectives are well defined and followed
- Availability of Strategic Planning
- Excellent infrastructure facilities
- Well qualified, committed and experienced faculty
- Internet with high bandwidth
- Well stacked library of text books, journals and digital resources
- Experienced faculty members with a balance of interest in teaching, research, and consultancy
- Integrated Courses for enhancing the learning
- Question papers are set as per Bloom's Taxonomy
- Assessment Rubrics for mini and major projects
- Practicing outcome-based Education
- Team work of faculty & staff
- Research Development and Growth in terms of several outcomes
- Active learning environment to enhance overall development for the students
- Robust network infrastructure in place
- University approved research centers
- Good Classroom ambience for learning
- Use of ICT tools by all faculty members
- Well-equipped and neatly maintained Laboratories
- Well maintained hostels for boys and girls
- Effective Mentoring system to provide individual attention

Institutional Weakness

Institutional Weakness

- Poor Communication skill of students: As most of the students are first generation learners and from rural background, their communication skills need to be improved
- Lack of targeted advertisements to students of out-of-state or out-of-region
- Moderate placement

Institutional Opportunity

Institutional Opportunity

- Placement opportunities in IT sector
- Scope for tie up with institute of national and international repute
- Scope to harness potential of strong Alumni base for betterment of college
- Scope for student internship opportunities in and around the city for students of all streams.
- Transform pedagogical practices and adopt latest technological relevant courses in curriculum
- Scope to incubation facilities for tech-based startup providing higher viability for market Space

Institutional Challenge

Institutional Challenge

- Decreasing placement opportunities.
- Input quality of students and their academic performance affects placement record
- Too many colleges within the district and multiple government colleges.
- Continuous change in technology that challenges the employability of the students.
- To develop the language proficiency levels of the students.
- There is a big challenge to retain experienced and qualified faculty.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Rajeev Institute of Technology, affiliated with Visvesvaraya Technological University, Belagavi and approved by AICTE, meticulously aligns its curriculum and syllabi with the standards prescribed by the affiliated university. The effective delivery of the curriculum is ensured through the following processes:

1. Faculty members maintain comprehensive course files through RIT-CMS which comprises course modules, academic calendars, lesson plans, progress diaries, assignments, Internal assessment question papers, course materials/references, VTU question banks, CO-PO attainment and ICT materials.
2. Faculty members continually update their knowledge and skills by participating in refresher courses, STTP, workshops, Faculty Development Programs(FDPs), and skill development training conducted online and offline either on campus or at reputed institutes.
3. The institution fosters better interaction between academia and industry through the Department Advisory Board(DAB), MOUs which organizes various programs like Industrial visits, domain-specific training, guest lectures etc., Training and placement drives, Skill Development, Entrepreneurship programs,
4. Department heads periodically review the portions covered by faculty members and monitor student attendance.
5. Feedback from students, teachers, parents, alumni, and employers is utilized for Program Outcomes

(PO) and Program Specific Outcomes (PSO) attainment.

6. The institute supports students in obtaining course certifications to enrich their knowledge.

7. Students are encouraged to participate in co-curricular and extracurricular activities.

8. The institute promotes environmental awareness through various green campus initiatives.

9. Trained and Certified faculty conduct Universal Human Values (UHV) classes for first-year students during the Student Induction Program, alongside yoga sessions, and more.

10. The college organizes an annual cultural fest **"SWARIT"** providing a platform for students to showcase their talents and raise social awareness.

11. Faculty members mentor students in project work, internships, seminars, and field visits to enhance their domain knowledge and are encouraged to present papers in various conferences and journals.

12. Faculty members provide additional resources for students to gain experiential learning through case studies and interactive simulation tools such as virtual labs.

13. The institute collects feedback from various stakeholders on the curriculum, and the Internal Quality Assurance Cell (IQAC) analyzes the feedback report to suggest corrective measures for overall continuous improvement.

Teaching-learning and Evaluation

The Teaching-learning and Evaluation procedures at Rajeev Institute of Technology, adhere to the guidelines set by Visvesvaraya Technological University(VTU).

The student-to-teacher ratio of 1:15 in the college ensures personalized attention to the academic activities of the institute. The institute strictly adheres to the university calendar of events(COE), and departments will prepare COE in line with the institute calendar and adhere to it.

The institution practices outcome-based education, defining Program Outcomes (POs), Program Specific Outcomes (PSOs), and Course Outcomes (COs) for all programs based on competency and Performance Indicator (PI) analysis, shared with faculty and students through the website, RIT-CMS and syllabus books. Student performance is measured against these learning outcomes, with improvement measures incorporated into content delivery, assessment, and evaluation to enhance skills and competencies.

Internal assessment is **conducted fairly and transparently** by the Centralized Continuous Internal Evaluation Cell(CCIEC). The CCIEC notifies the CIE dates well in advance to the students and staff. It collects two sets of question papers which are scrutinized by subject experts and randomly selects one. Test books are evaluated promptly within a week, and the evaluation scheme is **communicated to students** for clarity if any grievances are addressed by proper mechanisms.

Laboratory courses are continuously evaluated by teachers and the same is documented in the Lab conduction report(LCR), project work, internships, and seminars are evaluated with standard pre-defined rubrics given by the university.

Class teachers/mentors closely monitor student progress and maintain regular interaction in the proctor book. The final CIE Marks are based on various components like assignments, seminars, quizzes, and project work with appropriate weightage as per Outcome-based Education and University guidelines. After obtaining the Semester End exam results, detailed result analyses of the individual students are prepared for further improvement. The feedback from students is collected RIT-CMS.

Students' learning levels are evaluated using various parameters, which categorize them into either slow learners or advanced learners. Initiatives like remedial classes and additional counseling are implemented to support slow learners in their academic endeavors while advanced learners are encouraged to participate in technical project competitions and publish papers.

Research, Innovations and Extension

The RIT received funding and financial assistance from Government and Non-Government agencies such as KSCST, KREDL and VTU for various activities of faculty and students such as the development of projects, organizing and participation of FDP and SDP including sports and cultural activities.

The institute provides opportunities for students and faculty to publish their work in reputed journals and conferences through incentives. The RIT organizes international conferences annually.

The institute also supports and promotes research innovation and extension activities of faculty and students through IIC, IPR cell, skill development centre and NSS.The IIC, IPR cell, and EDP organize the various activities related to innovations and entrepreneurship which creates learning ecosystems through discussion and interaction with Industry and research experts.

The RIT supports faculty to complete degrees like PG, PhD, etc. with financial and non-financial benefits.

RIT students have developed innovative applications to help local schools under the Augmented-Reality and Virtual-Reality Center of Excellence.

The RIT celebrates cultural and sports events annually such as "SWARIT" and "SPORTIFY" to promote the talents of students and faculty through various events.

The RIT's NSS unit addresses many societal issues through Social Connect and Responsibility and AICTE activities, voluntary blood donation camps, health checks, promotion of culture tourism, digital transactions, and green initiatives.

The RIT work is appreciated by many organisations.

Infrastructure and Learning Resources

The management's proactive measure and interest in creating a holistic integrated conducive environment for **learning and personal development** with well-equipped **classrooms, laboratorie**s, and facilities like the **Centre of Excellence**. RIT Students have opportunities to explore their interests and talents beyond traditional academics. The emphasis on beautifying the campus with gardening and landscaping adds to the overall appeal and creates a pleasant atmosphere for everyone. It seems like a place where students can thrive both academically and personally.

It is impressive to see the extensive range of facilities and infrastructure available at the college. The **Hi-Tech Indoor and outdoor Auditorium**, **gymnasium, indoor badminton court, solar power grid**, **transportation services**, **rainwater harvesting, and waste management system** demonstrate a commitment to environmental sustainability and modern technology. The inclusion of amenities like the **Canara Bank ATM**, **cafeteria,** and **power backup** ensures convenience and accessibility for students and staff alike. Clean and hygienic Hostel facilities are provided for both boys and girls inside the campus.

Moreover, the emphasis on technology integration with **LCD projectors in classrooms**, a strong **IT infrastructure**, **WI-FI CAMPUS** and access to **online resources** through tie-ups with VTU e-consortium and NPTEL lectures reflects a forward-thinking approach to education. The provision of **CCTV cameras**, **fire extinguishers**, and other safety measures underscores the importance of maintaining a secure environment.

Additionally, the efforts to ensure accessibility for all with barrier-free access, including **ramps, wheelchairs, and a lift,** demonstrate inclusivity and support for students and staff with diverse needs. Overall, the institution is dedicated to providing a conducive and well-equipped environment for academic and research pursuits.

Student Support and Progression

is dedicated to providing a conducive and well-equipped environment for academic and research pursuits.

Governance, Leadership and Management

Rajeev Institute of Technology was established to fulfil the objectives of the "Rajeev Educational Trust" a registered charitable organization formed by visionary doctors, philanthropists, educationists, administrators, and policymakers in 1999. RIT shares the vision of its parent organization, aiming to develop academically proficient, culturally enriched, socially conscious, and globally competitive individuals.

The institute is governed by the Board of Trustees and the Governing Council (GC), responsible for setting policies, vision, and mission statements, as well as guiding strategic planning. A comprehensive administrative structure, including various statutory and non-statutory committees and defined roles, ensures efficient management to achieve the institution's vision.

RIT devises its plans through a well-documented Strategic Growth Plan, prioritizing objectives to focus resources and efforts towards realizing its Vision & Mission. Recognizing the pivotal role of its staff in achieving its goals, RIT provides a conducive working environment by implementing welfare measures such as PF, ESI, Gratuity, etc., for both teaching and non-teaching staff. A comprehensive 360-degree appraisal process evaluates staff performance, considering qualities beyond job performance, such as talents, values, and contributions to organizational growth.

Financial requirements are primarily met through management investments and student tuition fees, supplemented by staff efforts to acquire Sponsored Projects, Research grants, and Consultancy opportunities from government and private organizations.

Financial assistance is provided through the institute's research incentive policy to encourage faculty skill enhancement.

The Institutional Quality Assurance Cell (IQAC) of RIT, plays a crucial role in implementing Outcome-Based Education (OBE) and is integral to all developmental decisions, including academic and infrastructural advancements. IQAC regularly assesses institutional performance to ensure continuous improvement and adherence to quality benchmarks

Institutional Values and Best Practices

Institutional Values and Best Practices

The Rajeev Institute of Technology has implemented a comprehensive set of policies and practices to ensure quality education and social inclusion.

The policies and practices adopted are:

Gender Equity: The institution has a policy in place to promote gender equity, ensuring equal opportunities for all.

Facilities and Safety: Adequate facilities, including safety measures through CCTV surveillance, are provided

for everyone, creating a secure environment for learning and working. clean drinking water facility by water purifiers, Girls' common room and Boy's common room.

Environmental Consciousness and Sustainability: The institution has taken significant steps towards environmental sustainability, including energy conservation initiatives like solar power, efficient waste management systems, and rain harvesting. The institute has solid waste, liquid waste and e-waste policies in place and a green policy is also adopted. E-waste management is certified by**" SOGOSYNERGY-PVT-LTD"**

Accessibility: The institution supports specially-abled students and staff by providing facilities like ramps and lifts for easy access to various areas.

Inclusive Environment: The RIT, promotes an inclusive environment where individuals from diverse backgrounds have equal opportunities to showcase their abilities and talents.

Ethical Practices: Human values and professional ethics are emphasized, with programs conducted to educate students and employees on their rights, duties, and responsibilities.

Best Practice 1: To provide Quality Education

- To provide employability skills to enhance the competencies of the students
- to enhance student's career opportunities by bridging the Industry-Academia gap to make them 'Industry Ready'.
- To offer essential training for students to explore and innovate in their chosen fields.
- To create an atmosphere conducive to developing leadership skills and overall personality development.

Best Practices 2: Implementation of innovative practices of reducing papers adopted comprehensive ERP-**"CAMPUS MANAGEMENT SYSTEM"** to support students and faculty to enhance the teaching quality and administrative efficiency and record keeping.

Distinctiveness: The 360-degree appraisal system for faculty members demonstrates a commitment to recognizing and supporting their performance and growth.

Overall, RIT adopted the Holistic Engineering Approach to build essential Skills and academic excellence in students, and the **Campus management system(RIT-CMS)** towards future thinking and prioritizes inclusivity, sustainability, and excellence in education and professional conduct.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJEEV INSTITUTE OF TECHNOLOGY
Address	Plot 1D, Growth Centre, BM Bypass Road, Hassan
City	Hassan
State	Karnataka
Pin	573201
Website	www.rithassan.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahesh P K	8172-243180	9480550046	8172-243183	principal@rithassan.ac.in
IQAC / CIQA coordinator	Rammurthy D	8172-243181	9035653506	8172-243183	iqac@rithassan.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details

State	University name	Document
Karnataka	Visvesvaraya Technological University	[View Document](#)

Details of UGC recognition

Under Section	Date	View Document
2f of UGC	20-03-2019	[View Document](#)
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](#)	10-06-2023	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	Plot 1D, Growth Centre, BM Bypass Road, Hassan	Urban	10	25075

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	BE,Civil Engineering,	48	PUC	English	30	6
UG	BE,Computer Science And Engineering,	48	PUC	English	120	116
UG	BE,Electrical And Electronics Engineering,	48	PUC	English	60	24
UG	BE,Information Science And Engineering,	48	PUC	English	60	52
UG	BE,Mechanical Engineering,	48	PUC	English	30	4
UG	BE,Electronics And Communications Engineering,	48	PUC	English	120	115
UG	BE,Electronics Engineering Vlsi Design And Technology,	48	PUC	English	60	6
UG	BE,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	PUC	English	60	48
PG	Mtech,Computer Science	24	BE	English	18	4

	And Enginee ring,Comput er Science and Engineering					
PG	MBA,Manag ement,	24	Degree	English	60	58
Doctoral (Ph.D)	PhD or DPhil ,Computer Science And Engineering,	60	M.Tech	English	18	10
Doctoral (Ph.D)	PhD or DPhil ,Mechanical Engineering,	60	M.Tech	English	6	1
Doctoral (Ph.D)	PhD or DPhil ,Electronics And Commu nications Engineering,	60	M.Tech	English	18	2

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	7				10				69			
Recruited	7	0	0	7	8	2	0	10	38	31	0	69
Yet to Recruit	0				0				0			
Sanctioned by the Management/Soci ety or Other Authorized Bodies	7				10				69			
Recruited	7	0	0	7	8	2	0	10	38	31	0	69
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				34
Recruited	19	15	0	34
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				34
Recruited	19	15	0	34
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				27
Recruited	15	12	0	27
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				27
Recruited	15	12	0	27
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	7	0	0	8	2	0	0	0	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	38	31	0	69
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD/DM/M CH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	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	Others	Total
	1	2	0	3

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	757	1	0	0	758
	Female	731	1	0	0	732
	Others	0	0	0	0	0
PG	Male	60	0	0	0	60
	Female	67	0	0	0	67
	Others	0	0	0	0	0
Doctoral (Ph.D)	Male	10	0	0	0	10
	Female	3	0	0	0	3
	Others	0	0	0	0	0
Certificate / Awareness	Male	568	0	0	0	568
	Female	525	0	0	0	525
	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	18	14	7	17
	Female	13	13	12	12
	Others	0	0	0	0
ST	Male	3	5	1	2
	Female	1	2	1	1
	Others	0	0	0	0
OBC	Male	165	139	85	129
	Female	183	174	126	144
	Others	0	0	0	0
General	Male	10	10	7	15
	Female	10	14	11	8
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		403	371	250	328

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	The institute makes use of the multidisciplinary/interdisciplinary knowledge and experiences of all the stakeholders in administration, teaching-learning, research, consultancy, and other societal initiatives. The institute actively supports and encourages the multidisciplinary/interdisciplinary approach in knowledge creation, sharing, student-centric, teaching-learning process. Rajeev Institute of Technology is affiliated with Visvesvaraya Technological University Belagavi. The university is taking care of a multidisciplinary/interdisciplinary approach while framing the curriculum of UG and PG programs from 2018 scheme. The University curriculum contains multidisciplinary courses from

	first year containing Science and Humanities, Mathematical sciences, Emerging Technologies, Programming languages, and courses distributed are grouped into Ability Enhancement Course (AEC), Engineering courses (ESC), Professional Electives (PE), Open electives (OE) , Mini projects, Major projects, Internship, AICTE Activity Points, Societal Connect Response (SCR activity), Universal Human Values (UHV), Biology for Engineers, Environment Science, Constitution of India, Regional language and Regional Literature Awareness enhancement by Samskrutika Kannada. Apart from the University's Multidisciplinary/Interdisciplinary approach, the institute is committed to providing a conducive environment for teaching-learning through value-added courses, workshops, seminars, faculty development programs, short-term courses, orientation programs, NPTEL/MOOC programs, programs, soft skills, language learning, professional training through training and placement cell.
2. Academic bank of credits (ABC):	The institute is affiliated with Visvesvaraya Technological University Belagavi. The Institute will maintain the Academic Bank of Credit as per the guidelines and instructions of VTU, GOK, AICTE and other regulatory authorities as and when the notification is issued.
3. Skill development:	Students of the Institute are given special training to enhance their employment opportunities in a phased manner right from the first year. The various levels of soft skill training equip the students to be prepared for exposure to industry successfully.
4. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course):	The affiliating University is permitted to run Bachelor of Engineering courses in the local language (Kannada) in a few colleges from 2021-22. The Institute fosters the integration of the Indian knowledge system, especially its culture, through various departmental and institutional programs. Examples include the week-long annual sports and cultural event "SWARIT," and Techno cultural programs like "Techkriti" and the business management event "Pragyan." For online courses, the institute supports the selection of courses in any language and from any area, allowing students and faculty the freedom to choose courses without restrictions.

5. Focus on Outcome based education (OBE):	From the inception of the institution, OBE has been adopted in the teaching and learning process in all the programs. Course outcomes, Program outcomes, Program-specific outcomes, and Program Education Objectives have been disseminated and awareness has been given to stakeholders.
6. Distance education/online education:	The Institute knows the significance of distance and online education, as of now we don't have permission to conduct distance/online education since we are affiliated with VTU Belagavi.

Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	The Institute encourages students to register as voters for general elections and also encourages staff to register and participate in teacher's constituencies and graduate constituencies. Every year Institute celebrates Voters' Day to raise awareness of voting rights.
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?	Yes, the student and staff coordinators of NSS are encouraged to actively participate in various activities related to elections and conduct the registration and awareness programs around Hassan City as and when required.
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.	The students and staff of Rajeev Institute of Technology, Hassan, raise awareness about new voter registration, ethical voting, and faculty voting for teachers and graduate constituencies.
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.	The institute celebrates Voters' Day, where all students take an oath.
5. Extent of students above 18 years who are yet to be	Yes, awareness for the 1st year students to register as

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.	new voters, and mentors take care to follow up with the same.

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
1480	1528	1675	1852	1990

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: 145

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
106	91	91	104	104

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
516.52	321.87	394.31	491.77	562.63

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:

Rajeev Institute of Technology (RIT) is an affiliated institution under the Visvesvaraya Technological University (VTU) Belagavi. This is meticulously planned according to the process followed, framing the scheme, syllabi and academic calendar prescribed by VTU. Internal Quality Assurance Cell (IQAC) monitors academic activities, curricular and extracurricular on a semester/year basis. Academic performance is reviewed by IQAC every semester/year. The semester-wise academic calendars have to be framed by the Department Heads (HODs), which include more activities along with the curriculum. Specialization, experience and preference of the faculty determine in which subject they should be allocated.

The timetable is prepared by one coordinator and approved by the department and the course credit, Academic calendar of the department and regulations of VTU. Teachers are instructed to prepare their course materials taking into consideration the Course Outcome (CO), Program Outcome (PO) & Program Specific Outcome (PSO) — developed by the department. COs and POs will be explained to students at the beginning of the semester.

Faculty aid students in selecting elective subjects tailored to individual interests. Feedback on teaching and curriculum is solicited from students each semester. Laboratories are equipped to conduct experiments within and beyond the syllabus. Adherence to the curriculum delivery schedule is paramount. Faculty compile academic resources such as lesson plans and laboratory manuals in accordance with COs and POs, overseen by HODs. Outcome-Based Education (OBE) principles guide curriculum delivery, employing diverse teaching methods. Regular student mentoring is provided to address grievances and enhance performance. Semester commencement prompts the identification and remediation of curriculum gaps through value-added courses, technical talks, seminars, industry visits, internships, and skill-enhancement training. The institution maintains a Centralized Continuous Internal Evaluation Cell (CCIEC) to conduct fair and transparent internal assessments, following university guidelines. CCIEC oversees the creation of question papers, ensuring alignment with COs, Bloom's Taxonomy Levels (BTL), and format. CCIEC will choose one set of question papers and distributed to students.

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

1.2 Academic Flexibility

1.2.1

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

Response: 28

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

Other Upload Files	
1	[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: 75.25

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
1331	1467	666	1370	1581

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

1.3 Curriculum Enrichment

1.3.1

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

Response:

Rajeev Institute of Technology (RIT) is affiliated with VTU. The curriculum of VTU contains the subjects like constitution of India and professional ethics, universal human values, environmental studies, social connect and responsibility, which are taught in different semesters with respect to the curriculum. These subjects enhance the student's conciseness about human values, ethics and social responsibilities. At the beginning of the first year, students will undergo an induction program to become aware of social and ethical activities. The NSS cell organizes plantation drives, eye check-up camps, blood donation camps, many field visits and social outreach activities. Also, the Institution organizes the college fest, which includes interdepartmental sports and cultural events.

The RIT has a women empowerment cell to provide counselling to students, ensure gender equity among students and also deal with problems of safeguard of female students, staff and faculty. The RIT has CCTV surveillance with security. The institution comprises multiple specialized units focused on guaranteeing the safety, security, well-being, and inclusion of women. To ensure that it addresses and prevents instances of women exploitation in the workplace and to ensure the empowerment of women staff and students, the Institute has established a Women Cell and an Internal College Complaint Committee. Girls and boys participate in various co-curricular and extra-curricular events in which gender equality is given importance. Women empowerment cells will organize activities to improve their ethical support and legal awareness. The Anti-Ragging Cell is the legally mandated entity entrusted with the responsibility of preventing any instances of ragging within the college premises. The instructions are designed to mitigate the threat of ragging and encourage students on the RIT campus to have positive interpersonal relationships.

The NSS cell organises several events related to the environment, society, service to mankind, etc. Institution celebrates some festivals and days of national and international importance, such as Teacher's Day, Republic Day, Independence Day, women's Day, etc. This celebration develops ethical and social values in the students. The institution conducts the student's induction program during the first year according to AICTE guidelines, which cover universal human values, personal and professional ethics and social responsibilities.

RIT has conducted various activities to increase student consciousness regarding the environment and sustainability, such as tree plantation programs, go-green campaigns, seminars, workshops, and guest lectures. Courses like renewable energy resources, energy engineering, and conservation of natural resources, green buildings, energy & environment and environment studies are included in the VTU

curriculum, which creates awareness of and importance of the environment and sustainability among students.

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

1.3.2

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

Response: 75.68

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

Response: 1120

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 54.22

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
382	348	229	301	383

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

2022-23	2021-22	2020-21	2019-20	2018-19
558	558	624	624	666

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: 75.27

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
95	93	85	103	117

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
116	122	139	139	139

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: 13.96

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:

Rajeev Institute of Technology (RIT) prioritizes learner-focused education by implementing modern approaches like experiential learning, participative learning, problem-solving methodology, and ICT-enabled learning. These strategies facilitate effective and independent learning, guaranteeing that students acquire practical and hands-on experience in their respective fields of study.

Experiential learning encompasses various components such as Ability Enhancement Courses, Industrial Training, Internship, Hands-on Workshops, Practical Courses, Mini Projects, Project-Based Learning, and Final Year Projects. The departments also arrange industrial trips, site visits, and industry-related projects to expose students to real-world industrial practices. Internships will enhance students' understanding of industrial applications and their problem-solving abilities. Additionally, first and second-year students are encouraged to participate in the Skill Development programme to further develop their problem-solving skills. Interactive workshops and ability enhancement programmes allow students to explore the latest technological breakthroughs.

Participative Learning promotes activities by designing questions, quizzes, extensive surveying, co-curricular activities, and brainstorming techniques like Think, Pair, & Share. Faculty members use creative teaching-learning methods such as role-playing, group discussions, puzzles, flipped classrooms, and mind maps to engage students. Students are also involved in group projects and activities during their sixth, seventh, and eighth semesters. Student groups are encouraged to host awareness activities and workshops to stay updated with current trends.

Problem-solving methodology at RIT includes Project-Based Learning, Sponsored Projects, extracurricular activities, Cultural Activities, Sports Competitions, and Design Now Challenge Competitions. These activities help students develop critical thinking and problem-solving skills in various contexts. Participating in these events allows students to apply theoretical knowledge to practical problems, encouraging a deeper understanding of their subjects.

ICT-Enabled Learning integrates ERP, ICT-enabled classrooms, Google Quizzes, E-learning resources, add-on courses, virtual labs, and software simulation. Students can access study resources on the college website and ERP anytime, anywhere. Diverse tools such as virtual labs, YouTube, JFLAP Simulator, Teachable Machine for supervised learning, and Kahoot Quiz are employed to enrich the learning experience. This method guarantees that students are well-versed in cutting-edge technological resources, equipping them for the digital era. Moreover, students participate in organizing college events, cultural activities, and various co-curricular and extra-curricular programs, fostering collaborative learning and teamwork.

The RIT Library contains a collection of 7,308 titles, comprising 25,677 volumes. Additionally, it grants users access to a vast array of electronic resources, including over 6,883 e-journals and more than 18,500 e-books. Furthermore, the library provides 60 national printed journals, 982 digital materials in the form of CDs/DVDs, over 500 project reports, and 8 daily newspapers. To facilitate research and study, the central library is equipped with 10 computers that offer internet access.E-resources are regularly subscribed to under the VTU E-Consortium, including IEEE (ASPP + POP), Science Direct, Springer, Taylor & Francis, Emerald, Proquest, Knimbus remote access database, and Drillbit plagiarism checking tool. The library is also a member of the National Digital Library (NDL), which provides access to lecture videos and notes for all disciplines from NPTEL/SWAYAM. The Knimbus Institutional Repository is accessible within the institute, offering a wealth of intellectual output.

File Description	Document
Upload Additional information	[View Document](#)
Provide Link for 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: 100

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
106	91	91	104	104

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: 11.49

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
18	11	11	9	8

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 awareded by UGC recognized universities	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)	

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The Rajeev institute of Technology(RIT) is affiliated to Visvesvaraya Technological University and follows the rules and regulations of the university.

For Theory Subjects:

The institute has a centralized continuous internal evaluation cell(CCIEC) to process & monitor the internal assessment process. CCIEC schedules and conducts internals as per the university guidelines.

The final grade will be determined by averaging the scores of all internal assessments for each subject. Based on the scheme of the university, there will be additional assessments through seminars, quizzes, and group discussions.

For periodic internals, for each course, respective staff are instructed to prepare two sets of question papers(QP's) per internal. The respective department senior faculty and heads scrutinize the CIE papers to ensure the correctness of the format and incorporation of course outcomes and Bloom's Taxonomy to satisfy the OBE.

The CCIEC coordinators will select question paper randomly and take the required number of copies. Further, the course teacher will prepare a scheme of evaluation for the paper appeared and do the valuation and same will discussed with the students after the CIE.

The internal squad team also randomly visits the IA rooms to check for any malpractices. If the internal squad team finds any malpractices, they will instruct the students involved to appear in front of the malpractice committee for further explanation and disciplinary action.

For Laboratory Subjects:

Students should note the observations and conducts experiments regularly in the lab, and they must submit the lab record regularly for evaluation. The Faculty continuously evaluates students' performance through lab conduction report(LCR) for each experiment, considering regularity, conduction, viva, and intime submition of records.

For Projects, Seminar and Internships:

The Review Committee, along with the guides, regularly evaluates the quality of the work, periodically check the student's progress report and give suggestions.

Grievances

The organization has a systematic process for handling grievances. During the orientation session, students are briefed on the rules and regulations. If a student has a grievance or needs clarification, they can raise it through the ERP or website. The issue can then be taken to a proctor, HOD, or the principal for resolution.

The Internals are scheduled with the consultation of the Principal and department heads and conveyed to students well in advance.

Grievances related to question paper, like an incomplete question or an out of syllabus question, such grievances are addressed by the CIE coordinators by communicating with the concerned.

If any clarifications/grievances related to correction are raised, that will be addressed by the teachers. The students may appeal to concerned HOD if dissatisfied with the marks given, even after the teacher has resolved the issue. The concerned HOD takes all such representations positively and, if necessary, reviews them with another teacher.

The final IA marks uploaded to the university is given to students for signature and any discrepancies in the final mark sheet is reported to the university, despite rigorous scrutiny.

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

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

The Rajeev Institute of Technology adopted Outcome based education (OBE) in the year 2018. The institute's website presents a comprehensive overview of its available programs, encompassing details such as program intake capacities, commencement years, and any expansions. These program listings are prominently showcased both in online (website) and in various noticeable locations throughout the institute. Additionally, details regarding course outcomes (CO), program outcomes (PO), and program-specific outcomes (PSO) can be accessed through the respective departmental tab on the website, and physical display boards are strategically placed in areas such as the HOD's office, departmental corridors, classrooms, laboratories, and tutorial rooms.

As part of the introduction, the faculties were trained to prepare course module in line with the characteristics of OBE.

The CO, PO, and PSO, along with the institutes and department's vision and mission, are made available in the ERP mobile application, web portal and also printed on student's course materials such as bluebooks, assignment books, records, and observation books.

Awareness of course outcomes, course objectives, and program outcomes is added in the course delivery module. At the beginning of the course, each teacher ensures students understand the course outcomes, the assessment methods (both direct and indirect), and how each course contributes to the vision, mission, PEO, PO and PSO.

The course objectives, learning outcomes and mapping of CO, PO and PSO for each course are added in the course module prepared by respective course teacher. Before the commencement of course, course modules are made available on the website under the student learning centric tab.

Course outcomes are assessed through CIE (Continuous Internal Assessment) and SEE (Semester End Exam). CIE includes internal assessment question papers, assignments, quizzes, and laboratory experiments, all assessment questions are mapped to CO, PO and Bloom's Taxonomy levels to evaluate the course attainment of each subject. The samples of CIE and SEE are made available in the website under student learning centric.

Before the start of each course, the proposed course plan is published on the website. This plan outlines the content to be covered in each session, along with the corresponding Course Outcomes (CO) mapped to those sessions and the teaching methodology to be employed. The proposed plans for all courses are accessible on the website under the student learning-centric section.

The faculty member measures course outcomes, program outcomes, and program-specific outcomes based on CO-PO mapping values and the marks obtained by students from CIE and SEE. Course outcome and Program outcome attainments are calculated using a predetermined formula, and course outcomes are revised each time based on the students' attainment levels achieved for continuous improvement.

Outcome-Based Education (OBE) improves the quality of the teaching and learning process. By embracing OBE, both students and teachers gain clearer insights at the start of each course. Students understand what they can achieve by the end of the course and program, while faculty members understand students' capabilities and how to help them succeed.

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

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

The process of attainment begins to achieve Course Outcomes (COs), Program Outcomes (POs), and Program Specific Outcomes (PSOs). The initial step involves defining suitable COs for each course from the first year to the final year.

The university will publish the course curriculum along with CO statements for all courses according to academic requirements. Faculty members may retain the CO statements or reframe as per the requirement with appropriate justification. Faculty correlates COs with the POs using the Competency and Performance Indicator (PI) suggested by the AICTE Exam Reforms.

At the commencement every academic year, the institution gives directions to department to identify curricular gaps in line with graduate attributes. The Program Assessment Committee (PAC) and the Department Advisory Board (DAB) play vital roles in this process. The gaps identified are addressed by organizing various co-curricular and extra-curricular activities.

The Program Assessment Committee (PAC) will evaluate the attainment levels of COs, POs, and PSOs against the fixed targets. Any variation in these target levels will be reported to the Department Advisory Board (DAB), and DAB will take the necessary actions to address the gaps in subsequent years.

The Institution adheres to thorough guidelines for Outcome Evaluation, which utilize assessment methodologies encompassing one or multiple processes conducted by the department. These processes strive to ascertain, collect, and structure data to assess the attainment of COs.

The steps taken to find out the attainment of COs, POs and PSOs are as follows:

Step 1: Mapping of course outcomes with the assessment methods

Course Outcome Mapping links outcomes to Continuous Internal Evaluation (CIE) components. Attainment of outcomes is calculated from internal assessment marks, providing an overall measure of course achievement. The Semester End Exam (SEE) assumes uniform attainment distribution, as it's conducted by the university.

Step 2: Assigning levels to assessment methods

Students undergo evaluation via CIE (three tests, assignments, quizzes etc.) and SEE conducted by the university. Performance is assessed based on target level, gauging the percentage of students meeting or surpassing it.

Step 3: Course Outcome Calculation

The CO calculation is done by considering both the internal and external performance of the students. 70% of SEE and 30% of CIE of the students are considered for overall attainment of course outcomes.

Fig: CO calculation process (click to view)

Step 4: Target for Attainment Level and Gap Analysis

The current attainment target is 60% overall, equivalent to 1.8 out of 3. Gap analysis measures the variance between the current attainment of each course outcome and the targeted attainment level for each outcome.

Step 5: Attainment of PO and PSO

Assessment tools are a direct method which evaluates performance and an indirect method uses surveys for student, employer, and alumni feedback.

Step 6: Results of evaluation of each PO & PSO

Attainment levels combine direct assessment (80%) and indirect surveys (20%). If targets are met, current teaching methods are continued and updated for further improvement. If not, action points are identified and integrated for continuous improvement.

Fig: PO & PSO calculation process (click to view)

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

2.6.3

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

Response: 98.11

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
382	442	472	467	470

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
391	453	488	472	472

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](#)
Provide Links for any other relevant document to support the claim (if any)	[View Document](#)

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.98

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: 4.64

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
0.64	1.10	1.16	1.14	0.6

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:

The various initiatives taken by the institution are :

- The institute aims to inspire and promote research, and innovation, the management has created an incentive policy for research and publications. It also actively links faculty members with industry through seminars, national conferences, and industrial engagement events. Financial assistance is offered as an incentive to researchers for a range of achievements, including finishing their doctorates, publishing work in reputable journals, presenting papers at national and international conferences, writing textbooks, writing book chapters and getting funding for their research projects.
- Faculty members are sponsored to participate in FDPs, STTP , Orientation programs, workshops, seminars, and conferences at national and international
- The institution established research centres to encourage and motivate faculty members and

students to carry out the research work. The researcher can collaborate with other researchers and institutes. The laboratory facilities and Library reference with e-library facility extended to researchers. The Electronic and Communication Engineering, Computer Science & Engineering and Mechanical Engineering have a research center

- The institute has an IPR cell which has a well-framed policy which encourages faculty and students to do innovative research and protect their research work by patents.
- Faculty and students have published a good number of publications in peer-reviewed journals and conferences that are indexed in Google Scholar, UGC Care, and Scopus.
- The Institute Innovation Council through which various activities on IPR, entrepreneurship and innovation are conducted throughout the year. Events such as Hackathons, ideations, competitions, etc. are conducted in collaboration with industries to induce entrepreneurship in young minds.
- The continuous encouragement and supporting ecosystem resulted in students winning prestigious awards at state-level project exhibitions. The second-best project award was won by our student-hosted Adichunchanagiri Education Trust.
- Institute students received financial assistance from VTU Belagavi, KCST, and KRDEL for their projects. Students presented their works at national and international level conferences.

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

3.2.2

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

Response: 57

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
23	13	04	09	08

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: 0.41

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
13	13	9	16	8

File Description	Document
Link to the uploaded papers, the first page/full paper(with author and affiliation details)on the institutional website	[View Document](#)
Link to re-directing to journal source-cite website in case of digital journals	[View Document](#)
Links to the papers published in journals listed in UGC CARE list or	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 0.14

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
2	3	6	6	3

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

As per the Institute's Vision "To be an academic institution in vibrant social & economic environment, striving continuously for excellence in education, research and technological service to the society" RIT has taken initiatives and involved in various social outreach activities to bring sustainable solutions to problems faced by society and environment.

- Through **NSS, Red Cross**, AICTE and Green Initiative activities students have engaged in planting trees, Awareness of a clean and green environment and plastic-free campus initiatives. Blood Donation camps were organised in association with the Red Cross, World Aids Day, Yoga Day etc.
- **National Festivals** like Republic Day and Independence Day are being celebrated in a grand way by the students as a symbolic representation towards Patriotism and National Integrity. A Program on learning the importance of the mother tongue was organised
- Visit to Heritage places like Beluru and Halebeedu was organised to learn about the rich sculpture and art of the Nation and learn lessons from India's great history.
- **Vaccination Drive** and Eye Check-up Camp for students and the public was organized in association with Dist Hospital COVID Vaccination Cell.
- **Legal Awareness in association with Dist Law Service Authority** was organised by the NSS Volunteers at the College Campus

- **Walkathon on Voting Awareness Program** was conducted by NSS Volunteers and students of RIT
- In association with Hasirubhumi Pratishthana® Hassan, a well-known environmental NGO RIT has carried out several activities in providing sustainable solutions to environmental problems. Students were involved in **Lake Rejuvenation**, Kalyani (Traditional water sources) Rejuvenation activities with Hasirubhumi. RIT Students were an active part of **growing Miyavaki Forest** with Hasirubhumi.
- As a part of **Swachh Bharath Abhiyan**, Students have carried out community services in the neighbouring village Tirupathihalli and conducted awareness programs highlighting plastic reduction and green initiatives through walkathon in the village
- **The Walkathon** on Awareness of Fuel Conservation was conducted in association with HP Pvt Ltd.
- RIT Students are involved in developing the young minds of the nation. RIT Students conducted **digital awareness** by **teaching the basics of MS Office** to the staff and students of the Government School at Sathenahalli a nearby village. Sports items like volleyball nets and volleyballs were donated to the students of the same school.
- RIT Students of various branches have **helped the students of local schools** to achieve good results and enhanced their enrolment in higher and technical education.
- The students were provided **awareness on energy consumption and safety and precautionary measures** while using the electrical equipment the students and villagers in the nearby villages in Hassan Taluk.
- Various awareness campaigns were conducted by the Students of RIT, viz **Food Preservation, saving water resources and sustainable environment and green initiatives by reduction of plastic usage were conducted** to improve quality of Life of the Community with a sustainable environment.

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

3.4.2

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

Response:

Rajeev Institute of Technology is a socially conscious institution with an aim of using social innovation and engineering science to solve societal challenges the institution has aggressively taken up the social and community extension operations in the neighbourhood by involving itself in the aforementioned enablers to ensure being socially responsible to the society.

Rewards and Recognition received for the social outreach programs are as follows

- **Appreciation Letter by Jeevaraksha Raktanidhi**, Hassan for organizing Blood Donation Camp on 13.03.2023.
- **Appreciation Letter by Hasirubhumi Prathishthana ® Hassan** a well-known Environmental NGO of Hassan Dist. for involving in environmental service activities like **Satyamangala Lake Rejuvenation** 07.03.2020 for planting trees to develop Miyavaki Forest in Hassan Krishnanagar on 27.05.2022for conducting awareness program on cleanliness and plastic free environment at Tirupathihalli on 14.01.2023, for planting saplings in Public Park at KHB Colony opposite to new KSRTC Bus stand on 05.069.2023 and for participating on cleaning activity of Abdul Kalam park of Hunasina Kere Hassan on 20.10. 2023.
- **Appreciation Letter by Jeevaraksha Raktanidhi**, Hassan for organizing Blood Donation Camp on 05.10.2018
- **Appreciation and Thanking Letter by** National Information & Cyber Security Cell for successfully organizing Ethical Hacking and Cyber Security Workshop 24th to 26th August 2023.
- **Certification of Co-ordination** for our Faculty for coordinating the online training course on **Overview Of Space Science And Technology** under the **ISRO START Programme conducted by the Indian Institute of Remote Sensing** from 20.07.2023 to 07.08.2023.
- **Letter of Recognition by Indian Red Cross Society** for organizing health check-up camp on 13.02.2022.
- **Letter of Appreciation by Karnataka State Pollution Control Board** for spreading awareness on the Plastic free Environment in nearby villages of Hassan City on 23.12.2021.
- **NSS Volunteers of RIT were given with Letter of Appreciation by Districts AIDS Prevention and Control Unit** Hassan for their relentless service in organizing the AIDS Awareness Rally on 01.12.2019 in Bommanayakanahalli village.
- **Certification of Participation of the Institute** was awarded by **the** Indian Institute of Remote Sensing for participating in **an** online training program conducted by **ISRO Dehradun** on **Overview Of Space Science And Technology** under **ISRO START Programme.**
- **The NSS Volunteers received a Letter of Recognition** for organising WORLD's AIDS DAY on 12.12.2019 to spread awareness on prevention of AIDS and precautionary measures to fight against Aids.

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

3.4.3

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

Response: 32

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
15	7	2	5	3

File Description	Document
Photographs and any other supporting document of relevance should have proper captions and dates.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
Detailed report for each extension and outreach program to be made available, with specific mention of number of students participated and the details of the collaborating agency	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 26

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Rajeev Institute of Technology (RIT) provides a conducive environment for the teaching and learning process. The institute maintains a lush green campus that spreads over 10 acres of land and sufficient infrastructures suitable for creating a healthy ecosystem for students.

- **Classrooms:** Sufficient numbers of classrooms are available for conducting theory classes in the Institute. Classrooms are spacious and are well ventilated. LCD projecting facilities are provided for effective teaching in the classrooms.
- **Technology learning facility:** The Institute has ICT Classrooms where multimedia learning facilities, Wi-Fi connectivity and internet facilities are provided for a vibrant teaching and learning environment.
- **Seminar Hall:** The Institute has seminar halls which are utilised for conducting various workshops/seminars/hands-on training sessions/conferences etc.
- **Tutorial rooms:** Tutorial rooms are facilitated for special remedial classes, tutorial lecturing, and doubt clarification for needy and academically weak students.
- **Laboratories:** Laboratories are established according to the requirements of AICTE and VTU norms. These labs are utilized for conducting practical classes as per the VTU curriculum. Sufficient licenced software and open-source tools are available to meet the requirements of the VTU curriculum.
- **Industry Supported Laboratories/Centres of Excellence/Skill enhancement laboratories** are utilized in training students to equip them with skills content beyond the syllabus.
- **Wi-Fi:** The entire campus is enabled with Wi-Fi facilities. Furthermore, in campus and hostels 24/7 internet facilities are provided to the students and staff.
- **Bandwidth availability**: 1000Mbps internet facility is provided over an entire campus including labs, library, classrooms, and hostels and offices.
- **Central Library:** The Institute has departmental and central library facilities, where the central library is fully computerized. The issue of books is automated with a barcode reader. The library has 7138 titles covering all major fields of Science and Engineering. The library spreads over an area of 400 sq. mts. with a reference room and an abundant study space. Digital Library has been set up with the facility to access the E-Journals, E-Books, NPTEL/SWAYAM/MOOC/Coursera course videos for the benefit of the students.

The institution has adequate facilities for cultural activities, yoga, games (indoor, outdoor) and sports

(gymnasium, yoga centre, auditorium, etc.)

The institute encourages sports and extra-curricular activities and has ample amenities for sports, games and cultural activities. Since the inception of the institute sports and cultural activities have been regularly conducted. The gym facility for the students and staff was started in the year 2020. The open-air auditorium is available for the conduction of major cultural events rewarding students with mementoes and cash prizes.

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: 16.73

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
73.94	28.79	2.75	176.44	100.61

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:

The library is fully automated with different services and is upgraded as a digital library to facilitate students and faculty. The library has a rich collection of books comprising 7,308 titles with 25,677 Volumes. It has access to more than 6,883 E-Journals and 18,500 E-books, in addition to 60 National Printed Journals, 982 digital materials of CDs/DVDs, 500 plus project reports along 08 Newspapers available.

Library automation software:

- Name of the ILMS software: Libsoft
- Nature of Automation: The library is a Fully Automated
- Version: 9.5.0
- Year: 2010

For proper organization of the library material, the library is using paid software, 'Libsoft' Integrated Library Management Software which is a hosted-on Linux server at the institution. Software is being upgraded from time to time against new versions released regularly. Web-based Library Software with Web OPAC, Email & SMS Alert etc. (Online Public Access Catalogue- OPAC) and a Single Window Where Complete Information about the Users Along with Circulation Status, Fine Status, Contact Details, Reading & circulation History etc. is made available. The OPAC enables library users to know the bibliographic records of presently available books within the library. The individual member/borrower can be managed using the members' Module. By entering the borrower's library card number into the librarian interface, the librarian can see the Charges Due/Fine and the borrower's reservations

All the Books are completely bar-coded and are issued to the users by reading the barcode. All the books have been classified using the Dewey Decimal Classification (DDC) (22nd edition) system for all its documents and for cataloguing AACR2R is used. The Books are organized Department-wise for easy access and quick retrieval. The library has a good collection of books in the reference section that can be accessed during working hours of the library.

Subscription to e-resources:

The Central Library has 10 computers with Internet facility. The digital resources have been utilised as follows. The e-resources are subscribed regularly under VTU E - Consortium of IEEE (ASPP + POP), Science Direct, Springer, Taylor & Francis, Emerald, Proquest, Knimbus remote access database and Drillbit Plagarism cheeking tool. Also, Member of the National Digital Library NDL which facilitates to access lecture videos and notes of NPTEL/SWAYAM for all disciplines. The Knimbus Institutional repository can be accessible in the institute providing an intellectual output.

Amount spent on purchase of books and journals:

The central library has spent an average of Rs. 14,91,360/- per year on the purchase of books and

journals during the last five years.

Usage of library:

RIT Library shows usage by 234 users per day (As per Formula 14.77) for the issue of books, return of books, OPAC, e-journal and use of the reading hall by the students and faculty members.

Reprographic Services:

The Library Provides a Photocopy facility for Students and Staff members.

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:

Rajeev Institute of Technology boasts a robust IT infrastructure tailored to meet the diverse needs of its students. Continuously evolving to keep pace with technological advancements, the institute ensures that both faculty and students have access to cutting-edge resources. The infrastructure includes top-notch computers, generous internet bandwidth, centralized servers, a blend of licensed and open-source software, Wi-Fi connectivity, UPS for uninterrupted power supply, CCTV surveillance, a well-conceived network layout, firewalls for security, internet switches, and an attendance system seamlessly integrated with ERP software. Regular upgrades to the IT capabilities are undertaken to ensure they align with the evolving requirements of students and staff alike.

Specifications of computers and other peripherals

- Total 620 High-end computers & 3 Laptops (Toshiba Intel(R), Dual Core CPU @2.5GHz, 4GB RAM: 500 GB HDD.
- 46 printers/scanners/
- 2 Xerox Machines
- 36 LCD projectors in the classrooms.
- 15 UPS for power backup (130 Kva UPS with 200Ah)

Details of Internet Bandwidth and Wi-Fi Device

- 500 Mbps lease line of BSNL. OFC uplink is available on each floor.
- Wi-Fi capabilities for campus-wide networking, (Wireless Access point)
- Total 75 Active password-protected access points.
- 1300+ Students use the Wi-Fi facility.

Network and Network Devices

- The IT system features: Users connect to IT services and security management servers via a dedicated LAN, using either the Internet or Wi-Fi Intranet.
- 01 nos. SOPHOS Firewall.
- 61 Switches – Netgear, D-Link Core Switch.

Servers

- There are 3 central base servers with Lenovo, Intel and **IBM** processors, dedicated to functions such as Proxy, ADDS, Backup ADDS, DHCP, Wi-Fi Server, Antivirus, Tally, and primarily IT security.
- The server room is equipped with fire extinguishers for protection.

Software

- Application software includes Office-19, Tally Prime, Quickheal Antivirus, and Auto CAD.
- System software includes Windows 10, Windows 11, Windows Server 2012R, Linux, and Ubuntu.
- Open-source software used in computer labs includes Python, R-Programming, Java, Android, and others.

IP CCTV

- Featuring **307** CCTV cameras with 2 MP and 4 MP capabilities, delivering a high-definition 1080p display.

Regular updates are conducted by the Institute to enhance its labs, internet resources, and services in line with the requirements of academic and research activities.

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: 2.4

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

Response: 616

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: 2.45

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
6.14	0.65	7.18	21.17	20.92

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: 71.18

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
999	1186	1211	1303	1369

File Description	Document
Year-wise list of beneficiary students in each scheme duly signed by the competent authority.	[View Document](#)
Upload Sanction letter of scholarship and free ships (along with English translated version if it is in regional language).	[View Document](#)
Upload policy document of the HEI for award of scholarship and freeships.	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 69.02

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
984	1069	466	1633	1732

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

5.1.4

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

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

Response: A. All of the above

File Description	Document
Proof w.r.t Organisation wide awareness and undertakings on policies with zero tolerance	[View Document](#)
Proof related to Mechanisms for submission of online/offline students' grievances	[View Document](#)
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: 46.84

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
142	281	198	211	214

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
382	442	472	467	470

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: 0.08

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
00	01	00	00	00

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: 4

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
1	1	0	1	1

File Description	Document
Upload supporting document	[View Document](#)
list and links to e-copies of award letters and certificates	[View Document](#)
Institutional data in the prescribed format	[View Document](#)
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: 7

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
9	8	3	5	10

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

5.4 Alumni Engagement

5.4.1

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

Response:

The RIT Alumni Association aims to strengthen the connections between the Institute and its graduates to foster mutual development and well-being. Alumni are seen as a link to the past, a symbol of the present, and a bridge to the future.

The RIT Alumni Association, formed in 2018 and officially registered in 2023 under the Karnataka Societies Registration Act, 1960, operates with registration number DRH-A/SOR/417/2023-24, dated 25/03/2024, in Hassan, Karnataka.

The main objectives of the RIT Alumni Association are:

- To provide networking opportunities for alumni, students, and the RIT community.
- To create a platform for interaction between alumni, current students, and faculty.
- To leverage the expertise and experience of alumni for the development of the college's educational activities, including industry interactions, internships, and placements.
- To advance the college by involving alumni in enhancing its facilities and infrastructure.

The core committee of the Alumni Association includes alumni representatives in key positions and faculty coordinators from various programs at both undergraduate and postgraduate levels. This committee ensures regular alumni interaction sessions and maintains an up-to-date alumni database. Despite its official registration in 2023-24, the Alumni Committee has been active since 2018, conducting annual alumni meets even during the pandemic through virtual meetings.

RIT alumni have achieved notable success, holding prominent positions in various industries both in India and abroad. Many are pursuing advanced degrees at reputable academic institutions worldwide. Alumni have brought honour to the Institute by earning gold medals and high ranks from Visvesvaraya Technological University (VTU). RIT ensures alumni remain integral to the learning ecosystem by organizing technical talks, hands-on workshops, and hackathon competitions, providing essential industry exposure for students.

As members of the Department Advisory Board, alumni offer valuable recommendations for curriculum enhancement and provide course feedback, significantly contributing to the institution's progress. They also participate as panel members for technical events and cultural fests. RIT alumni contribution of amount around 10 lakh is used for the construction of an indoor ball badminton court for the college,

which is a source of great pride.

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

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

The parent organization of Rajeev Institute of Technology(RIT) is "Rajeev Education Trust" a registered charitable trust that was started by people with Nobel thoughts who aimed to bring quality education and to serve society on a large scale in the year of 1998.

To carry out this goal, the Trust established RIT in 2008 with a Vision " **To Be an academic institution in vibrant social & economic environment, striving continuously for excellence in education, research and technological service to the society**".

The mission of the Institute

- To achieve academic excellence in engineering and management through dedication to duty, offering state of the art education and faith in human values.
- To create and endure a community of learning among students, develop outstanding professionals with high ethical standards.
- To provide academic ambience conducive to the development, needs and growth of society and the industry.

The Governance of RIT is based on the Principles of Governance (view organogram)

RIT operates with decentralized administration and transparent decision-making processes, with participative management at all levels. The Board of Trustees and the Governing Council(GC) are the key governing bodies, establishing policies and guiding strategic plans. Administrative activities are managed by the Finance Committee, Purchase Committee, and Recruitment & Selection Committee.

The Principal implements GC decisions through a structured management team including Deans, Heads of Departments(HoDs), and various committee chairs, with input from industry, academia, alumni, and other stakeholders. The Academic Council(AC) ensures a healthy academic atmosphere and enhances learning experiences, functioning according to VTU and AICTE guidelines.

Various committees, comprising staff from different departments, meet regularly to carry out their responsibilities. Committees such as Industry-Institution Interaction, Training and Placement Advisory, and Sports & Extracurricular plan and execute necessary activities under the Principal's direction. Administrative functions like accounts, exams, security, and maintenance are supervised by the Office Superintendent(OS), who reports to the Principal.

HoDs hold weekly staff meetings to discuss departmental and institutional matters. Decisions made by departments will be forwarded to the Principal for approval. Course allocation follows a participative approach, with students selecting electives, and HoDs assigning courses based on faculty expertise and interest, followed by approval from higher authorities.

To foster a culturally vibrant environment, RIT encourages students to participate in extracurricular activities. Events such as "SWARIT," "International Women's Day," "Student Induction Program," "Kannada Rajyothsava," "PRAGYAN," and various university events provide opportunities for students to showcase their talents.

To instil social responsibility in the students, RIT offers human values programs and activities such as blood donation, health check-up camps, Voting awareness programs, awareness of plastic usage, Aids awareness Program, International Yoga Day, Independence Day, Republic Day, Constitutional Day, Awareness of law & Justice, Covid awareness program Swatch Bharath Abhiyan, medical camp etc.

The E-cell and Career Guidance Committee advises students on pursuing higher education and becoming entrepreneurs. Students present articles at international conferences and are also encouraged to participate in Hackathons and other activities. RIT provides all necessary facilities to ensure students become globally competent.

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

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The strategic plan(SP) is a pathway for the institution's growth consistently towards the innovative changes taking in the modern era by satisfying the vision, Mission and objectives of the institution. A Strategic Plan is designed from 2023 to 2027 to ensure steady growth of the organization. It focuses mainly on global standard infrastructure, Incubation Centres for Tech-Based Start-ups, Placement opportunities in the IT Sector, Strong alumni base for the betterment of the college.

RIT's SP for 2023-2027 focused on upgrading infrastructure to global standards and implementing outcome-based education. A strategic plan is well defined with goals such as attracting Meritorious & Diversified students, Enhancement in Placements, Encouraging Entrepreneurship activity, Augmentation of Research, Development, Consultancy Activities, Effective Monetary Management and Expanding

Revenue Base, Improvement in Faculty/Staff Support System, Upgrading in Teaching, Learning & Evaluation Process, fostering greater engagement with Industry, Fostering greater engagement with the society.

RIT obtained a Gold rating in the QS-I-Gauge ranking. All the quality certifications and accreditations are part of the Long-term and short-term goals of the institute. RIT worked to improve the quality of the institute by undergoing the NBA accreditation process for TWO departments, In future another TWO branches will be going for NBA accreditation.

RIT believes in structured, organized operations and has implemented several policies. These include academic policies (ICT, e-Governance, Examination), campus infrastructure and resource policies (Resource Mobilization, Green Campus), student-related policies (Admission, Disabled-friendly environment, Mentoring, Placement), and HR policies (Employee Appraisal, Gender Equity, Grievance Redressal, Recruitment). These policies support systematic academic and administrative functioning.

The institution's administration is hierarchical, starting with the RET Trust, followed by the Governing Council (GC), principals, Deans, Heads of Departments (HoDs), and teaching and non-teaching staff. The RET Trust aims to create future leaders with international standards, focusing on competency, innovation, ethics, and societal betterment.

The Principal oversees overall administration, implements GC-approved policies, monitors budget utilization, and plans for institutional growth. Deans and officers manage academics, research, student affairs, quality aspects, and placements. HoDs contribute to the Academic Council and ensure timely implementation of decisions. Weekly department meetings allow HoDs to monitor staff and student academic performance.

Administrative functions such as accounts, exams, security, establishment, store and purchase, transport, campus maintenance, PRO, and medical services operate under the supervision of the Office Superintendent, who reports directly to the Principal.

RIT prioritizes hiring competent academic and research staff through a fair recruitment policy, bound by service terms and conditions outlined in a well-structured "Employee Handbook." This handbook covers general policies (Equal Employment Opportunity, Anti-Discrimination, Conflict of Interest, Sexual Harassment, Confidential Information), standards of conduct (Professional Ethics, Code of Conduct, Attendance, Punctuality, Personal Appearance), and payroll policies. It clearly defines the roles and responsibilities of each staff cadre, ensuring a transparent and ethical working environment.

File Description	Document
Upload Additional information	[View Document](#)
Institutional perspective Plan and deployment documents on the website	[View Document](#)
Provide Link for Additional information	[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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

RIT has a comprehensive employee appraisal policy to assess performance and foster professional growth. The 360-degree appraisal process involves self-assessment, peer review, and evaluations by the HoD and Principal for teaching staff. This process considers various factors including talents, values, ethical standards, organizational contributions, and research orientation.

For teaching staff, student feedback is crucial, focusing on subject preparedness, presentation, communication skills, and innovative teaching methods. Self-appraisal highlights teaching, co-curricular activities, research, publications, and professional networking. Peer appraisal considers communication, participation in college activities, and attitudes toward students and colleagues. The HoD validates self-appraisals and evaluates punctuality, teaching involvement, and teamwork. The Principal assesses overall employee performance, including staff/student management, departmental documentation, and leadership qualities.

Appraisal criteria and weightages for teaching staff are:
1. Student performance: 20%

2. Student feedback: 20%
3. Self-appraisal: 30%
4. Co-worker appraisal: 10%
5. HoD appraisal: 10%
6. Principal appraisal: 10%

Annually, three "Best Teacher" and three "Best Supporting Staff" are recognized and awarded on Teachers' Day and Engineer's Day based on their appraisal scores. This 360-degree appraisal system helps staff self-assess, identify development needs, understand their potential, and plan for future growth.

RIT offers a supportive working environment for its teaching and non-teaching staff, implementing various welfare measures. All staff members are covered under the Employee Provident Fund and are eligible for ESIC benefits if their gross salary is below Rs. 21,000/-. Employees with at least five years of service qualify for gratuity. Additionally, both staff and students are covered under Accidental Insurance. With the help of an MOU between RIT and Rajeev Ayurvedic Hospital in Hassan, staff members can receive treatment at a discounted cost. The management helps the employees financially so they may purchase laptops and pay the upfront cost to become a member of the professional body.

RIT's leave policy includes 15 days of earned leave (EL) per year, three months of maternity leave, and On Official Duty (OOD) leave for special assignments. Staff are encouraged to enhance their skills through short-term courses, FDPs, conferences, seminars, and workshops, with financial support provided for registration fees, travel allowance (TA), and special casual leave (SCL). Career advancement is supported through sabbatical leave.

RIT's distinctive 360-degree appraisal system recognizes and rewards high-performing staff with incentives, promotions, and awards. Outstanding faculty and staff are honored with citations and cash prizes on Engineers' and Teachers' Day. Researchers who complete their PhDs are also felicitated.

The research incentive policy is aimed at supporting faculty research with benefits such as leave, registration fees, TA, and other incentives. The Consultancy Revenue Sharing model gives 50% of the profits earned to management while 50% will be given to the faculty involved. Further, the institute has grievance cell & good online grievance redressal system.

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

6.3.2

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

Response: 2.22

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
10	00	00	00	01

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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: 24.38

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
41	51	51	37	08

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
55	55	55	55	55

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](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

Infrastructure plays a key role in the education sector which demands significant resources. RIT employs effective strategies for mobilizing funds and maximizing resource utilization to ensure highly qualified staff with adequate facilities and technological advancements.

The institution primarily relies on management investments and student tuition fees to meet financial needs. Additionally, staff pursue some consultancy opportunities from government and private organizations. RIT seek grants from alumni towards development activities.

Meritorious students are encouraged with gold medals and cash prizes. The annual fest(SWARIT) is conducted every year and is sponsored by various entities. A utilization policy ensures optimal resource allocation, with budget proposals which are consolidated by the Principal and reviewed by the Finance Committee (FC) and Governing Council (GC). Surplus funds are reinvested in infrastructure and for new courses. while short-term or long-term overdrafts ease financial constraints during shortfalls.

GC oversees institutional finances with FC assistance, and internal and external audits ensure financial accountability. Staff and physical resources are shared according to an Infrastructure Utilization Policy,

and a good working environment is maintained in alignment with VTU and AICTE directives, demonstrating social commitment.

The institution's financial aspects undergo clear and established audit procedures, ensuring financial reliability. A Finance Committee oversees budgeting, financial planning, reporting, and internal controls. Mechanisms for effective internal control, online transactions, MIS reports, budgetary controls, and continual internal auditing. The scope of internal auditing covers adherence to policies and delegation of powers.

RIT utilizes CMS software which includes all institute activities. The software also facilitates management to obtain MIS reports for revenue and expenditure tracking. Any discrepancies or observations are promptly addressed by concerned personnel and brought to the attention of the principal and the Finance Committee.

External audits conducted by Chartered Accountants ensure compliance and adherence to accounting standards. Auditors' observations are discussed with the Finance Committee and final audited statements are approved by the Governing Councill and the same will be filed with the Income Tax Department. Observations from both internal and external audits prompt immediate action to prevent the recurrence of mistakes.

Overall, RIT maintains financial transparency, accountability, and efficiency through meticulous resource mobilization, utilization, and audit procedures.

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

6.5 Internal Quality Assurance System

6.5.1

Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes. 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 Rajeev Institute of Technology is dedicated to developing and successfully executing an efficient quality system that incorporates teaching, research, consulting, and continuing education. It also places a high priority on core and support functions to ensure stakeholder accountability through continuous improvement and self-evaluation. RIT has formed IQAC as one of the steps it has taken in this direction.

The National Assessment and Accreditation Council (NAAC) recommends that every recognized

institution establish an internal quality assurance cell (IQAC) as a post-accreditation quality sustenance strategy. Since maintaining and improving quality is an ongoing endeavour, the IQAC is integrated into the institution's operations to help it meet its objectives.

The primary aim of IQAC is:

- To create a system of purposeful, consistent, and catalytic action to improve the institution's academic and administrative performance.
- To encourage measures for institutional functioning that improve quality through the internalization of quality culture and the institutionalization of best practices.
- To plan, develop, and implement acceptable quality processes and procedures for the Institution's academic and administrative activities in consultation with all relevant members.
- To identify and educate a group of internal quality monitoring people to ensure that the quality system processes are effectively implemented.

The IQAC is a facilitative and participatory group that works closely with instructors to develop the most efficient methods.

IQAC's primary goal is

- To create timely and efficient workflows.
- Research and academic initiatives
- Innovative and reasonably priced methods
- The most effective evaluation procedure to maintain quality
- Offering the best infrastructure to accomplish goals

The IQAC takes the lead in maintaining and improving quality with this analysis. The Principal, HOD, and IQAC evaluate the operations' structures and methods, learning results, and the teaching-learning process on a regular basis.

The IQAC has made significant contributions to the deployment of quality assurance systems and processes at all levels. The Institute's IQAC meets twice a year to examine quality-related concerns. The Institute IQAC prepares, examines, and proposes the following for approval by the relevant Institute and Statutory Authorities.

1. SSR of various accreditation bodies (QS-I-Gauge, NIRF, NBA, NAAC)
2. Stakeholder's feedback
3. Action Taken Reports

The IQAC is a major body of an educational institution that routinely oversees and analyzes the teaching and learning process. The IQAC has used various well-proven processes to improve the teaching-learning process (TLP). The IQAC analyzes all academic documentation formats regularly and revises the forms as needed. It has offered instructions for the production of internal evaluation forms and rubrics, as well as laboratory manuals.

In addition, IQAC played an important role in the institute's implementation of Outcome Based Education. IQAC offered guidelines for preparing the Self Assessment Report. IQAC was effective in applying current technology to improve TLP, resulting in a GOLD rating from QS I-Gauge for overall

excellence.

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

6.5.2

Quality assurance initiatives of the institution include:

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

Response: A. Any 4 or more of the above

File Description	Document
Quality audit reports/certificate as applicable and valid for the assessment period.	[View Document](#)
NIRF report, AAA report and details on follow up actions	[View Document](#)
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	[View Document](#)
Provide Links for any other relevant document to support the claim (if any)	[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:

RIT gives priority to fair treatment of both men and women for their respective needs. While this priority may not always be identical. It will always ensure equal rights, benefits, obligations, and equal opportunities for all. The institution maintains a gender equity policy to support female staff and students in reaching their full potential reflected in a balanced gender ratio of female and male with a ratio of 50:50 for students and 45:55 for staff.

To enhance women's safety and security, the institute provides various initiatives which help them to participate as distinguished individuals. Along with the security guards, the institute is secured with CCTV cameras all over the campus. RIT-Campus Management Software provides online grievance filing options for both students and staff. Female students are encouraged to be involved in all academic, co-curricular, and extracurricular activities. The female faculty members are encouraged to represent the institution at national and international conferences. Women employees have been involved in significant roles in various committees.

As per the guidelines from VTU, the Supreme Court, UGC, and the Sexual Harassment at Workplace (Prevention, Prohibition, and Redressal) Act, 2013. The institute has established the College Internal Complaints Committee (CICC). To encourage the participation of the female fraternity various events are conducted such as cultural walks, quizzes, dances, and debates.

The institute adheres to a comprehensive mentoring policy wherein each faculty member is assigned approximately 15-20 students for counselling. Separate common rooms for both male and female students are available in all blocks. Additionally, girls' common rooms are equipped with essential amenities like sanitary napkin dispensers and incinerators. Furthermore, the campus offers indoor and outdoor sports facilities for a variety of games.

RIT have a Solid Waste Management system aligned with its Green Campus Policy. The institution efficiently collects, segregates, and treats both biodegradable and non-biodegradable waste. Solid waste bins are strategically placed in corridors, common rooms, and cafeteria for collection. All solid waste is deposited in a designated pit on campus, including waste from the cafeteria, which contributes to compost production. Chemical pesticides and fertilizers are avoided, promoting natural methods in landscaping. The institution encourages digital assignment submissions to reduce paper usage and educates students on minimizing food wastage.

Additionally, RIT has its own Sewage Water Treatment Plant, effectively treating wastewater from

restrooms, common areas, and the cafeteria for gardening purposes. Biomedical waste, primarily sanitary napkins and medical waste from the health care centre is disposed of in the girl's common room incinerator. E-waste generation is minimal; E-waste is stored centrally and disposed of through certified management companies like Sogo E-waste Management. The campus does not produce hazardous chemicals or radioactive waste, eliminating the need for specialized waste handling facilities.

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

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

File Description	Document
Policy document on the green campus/plastic free campus.	[View Document](#)
Geo-tagged photographs/videos of the facilities.	[View Document](#)
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: A. All of the above

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

7.1.4

Describe the Institutional efforts/initiatives in providing an inclusive environment i.e., tolerance and harmony towards cultural, regional, linguistic, communal socioeconomic and Sensitization of students and employees to the constitutional obligations: values, rights, duties and responsibilities of citizens (Within 500 words)

Response:

The core indicator of fostering an environment that embraces diversity lies in the actual presence of diverse elements within that environment. Our nation, renowned for its "unity in diversity," sees this reflected in the diverse cultural, religious, linguistic, and other backgrounds of both faculty and students at RIT. This harmonious coexistence stems directly from the institution's firm stance against racial and communal discrimination.

Every year RIT celebrates its Annual Fest SWARIT innovatively and uniquely. SWARIT centres on themes dedicated to social causes and community causes and sees to it that all the co-curricular and extracurricular activities are carried out on the theme of SWARIT throughout the year. Awareness about the theme is created among the students, staff members and the public through various activities. Ethnic Day is a special occasion in the Institute to celebrate the diverse culture of the nation in terms of students dressed up in regional attires and tasting the regional food culture on canteen day carried out on the same day.

During National and International Day events, speeches from notable individuals who are known names in social service explain the significance of each occasion to students and staff. Speeches on patriotism, nationality, and citizenship responsibilities are delivered by experts from the respective fields.

Students are encouraged to engage in service-oriented and environmentally sustainable activities for societal development by the National Service Scheme cell. Students have organized awareness programs through walkathons to create awareness of the law and justice system, traffic safety, responsible driving, and fire safety are also planned. Professionals are invited to deliver speeches and lead discussions. The institute conducts awareness programs like the Right to Information Act and recognizes national and international special days including International Women's Day and Human Rights Day, etc.

Organizations like the Indian Red Cross Society have recognized RIT's NSS branch for its voluntary blood donation camps and Health Check-up camps for demonstrating the institute's dedication to community service. Hasirubhumi Pratishthana a registered and well-known environmental NGO has deeply recognised the institute's efforts towards green initiatives and environmental activities. Letter of Appreciation and Recognition are extended by the Dist. Health Department for holding Health Check-up Camps, Blood donation camps and Vaccination Drives.

RIT provides educational courses on constitutional rights and responsibilities through dedicated courses on the Constitution of India and Professional Ethics. Students learn about constitutional codes and conduct along with engineering education and ethics to be followed in the engineering profession while serving society. Cyber laws and cyber safety measures are taught equipping them with knowledge of governance structures, individual responsibilities, and ethical considerations in engineering.

Similarly, teaching and non-teaching fraternities are educated about constitutional obligations to be upheld in the teaching profession through inclusive information in the employee handbook which is in line with AICTE and VTU regulations and state and central government policies and acts.

File Description	Document
Upload Additional information	[View 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 1:

Title: Holistic engineering model to develop the Lifelong Skills and education quality amongst students.

Objective: Quality education enhances skill development and also empowers individuals to prepare for future challenges. RIT is dedicated to empowering students through transformative learning, focusing on training and skill development. With a strong academic foundation, RIT goes further by offering industry-

relevant curricula, co-curricular and extracurricular activities, industry exposure, and placement opportunities. The environmentally friendly campus fosters innovation, creating a comprehensive ecosystem for producing industry-ready graduates.

To provide Quality Education
• To provide employability skills to enhance the competencies of the students
• to enhance student's career opportunities by bridging the Industry-Academia gap to make them 'Industry Ready'
• To offer essential training for students to explore and innovate in their chosen fields
• To create an atmosphere conducive to developing leadership skills and overall personality development

Context:
In the globalized world, industries now seek more from students. They prioritize qualities like fast learning, problem-solving skills, multitasking, and adaptability alongside academic credentials. RIT's Training and Placement Cell stays updated on industry expectations through regular interaction, ensuring students are prepared accordingly.

The Practice:
Training and Placement Cell along with Experts from Centre of Excellence has structured a four-year training program which encompasses four years of engineering education.

Year 1:
• Training in communication and soft skills, overcoming stage fear, and professional behavior.
• Orientation Program with industry experts and extracurricular activities for career preparation.
• Cultural events and sports for talent showcasing.

Year 2:
• Training in public speaking, resume drafting, group discussions, and aptitude.
• Technical workshops, hackathons, and certification programs.
• Participation in fests and community outreach.

Year 3:
• Domain-specific and quantitative aptitude training for campus interviews.
• Certification courses, periodic tests, and career seminars.

Year 4:
• Aptitude and technology training, mock interviews, and group discussions.
• Advanced courses and company-specific certification programs.
• Internship and placement assistance through MOUs.

Evidence of Success:
Using a balanced engineering approach has made students better at communication and technical skills. Programs that focus on specific industries and offer certificates have helped students find jobs. Special programs, arranged with companies, have encouraged new ideas and led to many projects and awards. Students have also done well in competitions between colleges, winning prizes at both state level and national level.

Problems Encountered and Resources Required:
• Certified trainer offers communication and personality skill training, but students from rural backgrounds still hesitate to communicate in English.
• Lack of understanding among students about the importance of certification programs relevant to their career path. Training and Placemnet department provides awareness about the certification.
• Institute have regular counselling sessions for students, but more involvement of parents is required for motivation.

Best Practice: 2

Title: RIT- Campus management system (RIT-CMS)

Objectives:
RIT aims to implement its mission through extensive use of ICT for academic and administrative activities. The objectives are:
• Enhance governance quality via participation, transparency, and accountability.
• Achieve operational efficiency in admissions, teaching-learning, administration, examinations, accounts, and HR.
• Provide stakeholders access to essential information anytime, anywhere.
• Minimize paper usage to achieve a paperless administration.

The Context:
ICT is essential in modern education, enabling fast and accurate decision-making through access to real-time information. Information in Higher Education Institutions (HEIs) covers many areas: admissions, academics, evaluation, administration, HR management, student reports, research, infrastructure, and maintenance. Transparency and accountability are crucial as stakeholders are continuously engaged. The information must be authorized and reliable, with user-friendly systems to minimize complexity. To address these needs, RIT uses RIT- CMS a cloud based Campus management system.

The Practice:

RIT-CMS is effectively implemented across all institutional activities, providing role-based access to stakeholders. Key areas include:

• **Admission and Fee:**
  RIT-CMS streamlines the admission process by providing information on available seats, fee structure, and cut-off rankings. Prospective students can register online, and the system handles document collection, hostel allocation, transportation service opt-in, ID generation, and fee receipts.

• **Academic Activities:**
  Faculty update lesson plans, attendance, and class topics on RIT-CMS. The system tracks student attendance and provides reports for monitoring. Study materials, assignments, internal assessment marks, and semester results are uploaded for stakeholder access. Information about co-curricular and extracurricular events is also available.

• **Outcome based education:**

RIT-CMS provides strengthen to implement outcome based education, where faculty can concentrate more on implementation of student centric learning approach to achieve specific outcome.

• **Student Support:**

RIT-CMS provides students with departmental and college-level activity information through notices and circulars. Students can submit grievances, which are addressed by faculty and higher authorities. The system maintains a database for communication with students and parents. Placement and training information is regularly updated, and students can give feedback and participate in surveys.

• **Human Resource Management:**

 Faculty profiles, performance, research, and training activities are documented in RIT-CMS. Leave and salary details are managed within the system, with leave applications requiring alternate class arrangements and approvals. Pay slips can be accessed through RIT-CMS.

• **Administration:**

RIT-CMS enhances administrative efficiency by providing timely information flow and reducing delays due to miscommunication. It manages faculty attendance, salary processing, grievance redressal, and generates detailed reports for decision-making. Inventory control and maintenance details are also managed.

Evidence of Success:

The effective use of RIT-CMS is reflected in the seamless functioning of all departments, facilitated by efficient communication and timely information availability. Instant access to updated information prevents delays, enhancing decision-making. The system's transparency, clarity, and ease of access are highly valued, saving time on data collection. Parents appreciate the login facility, which allows them to monitor their children's progress effectively.

Problems Encountered and Resources Required:

Initial challenges included listing all institutional activities and defining stakeholder roles clearly. Aligning the system with university and AICTE policies was complex. The dynamic nature of curriculum and evaluation processes required adaptability. After initial familiarization, the system's efficiency improved. RIT-CMS is accessible via web and mobile devices, requiring a good network connection. Server maintenance and software issues are managed by the service provider.

File Description	Document
Best practices as hosted on the Institutional website	[View Document](#)
Any other relevant information	[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:

Title: RIT's holistic educational philosophy

The institute's vision is "To be an academic institution in vibrant social & economic environment, striving continuously for excellence in education, research and technological service to the society".

To achieve this goal, the institute endeavours for effective execution of all planned activities. The Institute is committed to taking steps for the holistic development of students which would eventually play a significant role in shaping their future. To achieve this, RIT has adopted various means and areas namely academics, co-curricular and extra-curricular activities, training and placement activities, research and innovation.

Institute conducts various activities under student induction programme(SIP) for first-year students in creative arts and culture, lectures by eminent people, physical activities like yoga and sports including courses under Universal Human Values, which helps students under different aspects like socializing, associating, governing and experiencing.

Effective Student mentoring policy is being followed by the institute to help students with academic, personal and professional issues, also which will help student achieve their academic goals. A mentor who has been assigned around 15-20 students assesses the strengths and shortcomings well-defined process of each ward and offers relevant counselling.

Incorporating ICT into teaching at RIT creates dynamic learning. Faculty use innovative tools for interactive lessons, leveraging multimedia, simulations, and virtual labs. Students will be provided study material through the website and RIT-CMS to improve their academic performance.

The institute emphasizes industry and academic interactions by offering numerous industry-certified courses. MoUs with various companies aim to equip students with analytical, creative thinking, and problem-solving skills essential for professional growth by providing project work and internship training. To bridge the industry-academia gap, RIT has established "Centers of Excellence in Augmented Reality & Virtual Reality(ARVR)", Skill development center in "Virtual-Instruments using LabVIEW", and collaborated with CDAC to provide training on Cyber-Security, Blockchain technologies and 3D-Printing/Additive manufacturing under NASSCOM up-skilling program.

To cultivate entrepreneurship skills that address market and social needs and to provide a knowledge base for entrepreneurship programs, the Entrepreneurship Development Cell(EDC) at RIT organizes events designed to inspire entrepreneurial spirit among students.

Incorporating innovation into campus life fosters a strategic shift and encourages people to approach their areas of interest creatively. The institute works hard to use innovation to provide quality education. In this regard, the Institution Innovation Council(IIC) organizes activities to promote IPR, innovation, entrepreneurship and start-ups.

The institute IPR Cell, puts in efforts to encourage research activities in the campus, the students along with the faculty members have published papers, and are in the process of publishing patents.

The institute conducts co-curricular activities to enhance the student's ability to understand technical concepts in a pragmatic way. Workshops, seminars, and expert talks are conducted on a regular basis with industry and academic experts to make sure that students acquire essential skills.

All the departments make sure to organize industry institute interaction to keep the students updated on the latest developments in the current scenario through guest lectures, industrial visits and expert alumni talks.

Extracurricular activities provide a platform for our students to explore their hidden talents but it is also an opportunity to engage them in diverse and innovative activities, fostering teamwork, leadership skills and communication abilities. In addition to fostering personal development, students get ready for the demands of the workplace in the corporate world and will be able to develop resumes with unique skills that appeal to productive to the employers and advance their careers.

The NSS unit at the institute is active in organizing social outreach and community services activities. In association well known NGOs and government organizations, NSS Volunteers have successfully organized Health Checkup Camps, Blood donation camps and Vaccination drives during the Pandemic time too. To promote environmental sustainability the NSS unit conducts regular cleaning awareness programs, tree plantation and lake rejuvenation activities. Awareness Activities through walkthons include health awareness, voting awareness, environmental awareness, and AIDS awareness programs were also carried out. The institute celebrates all the National Festivals and special occasions of nation's interest like Independence Day and Republic Day. The institute also encourages students to participate in social activities under the AICTE Activity program, which leads to building a social responsibility attitude to serve community service.

RIT places a strong emphasis on the comprehensive growth of its students, recognizing that academic excellence alone is not sufficient for their overall development. Therefore, alongside their studies, students are encouraged to actively participate in cultural and sports activities. The institute hosts events like SAARANG (cultural) and SPORTIFY(sports), integral to the 'SWARIT' college fest, promoting competition and collaboration. These events create a vibrant atmosphere of competition and collaboration. By engaging in these extracurricular activities, students not only enhance their physical and artistic abilities but also learn valuable life skills such as teamwork, time management, and resilience. Overall, RIT's commitment to holistic development ensures that its students are well-rounded individuals prepared for success in all aspects of life.

The overall academic and co-curricular activities of RIT are well to pave the way for the future paths taken by its graduates to complement industry and societal preparedness. RIT not only develops graduates with technical proficiency but also makes sure to instil moral integrity and social awareness through an integrated method encompassing intellectual, moral, spiritual, and social development.

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

5. CONCLUSION

Additional Information :

To embark on a journey of triumph one needs the paraphernalia of knowledge, opportunity and skills to create values. In order to initiate these values Rajeev Institute of Technology an affiliated college of Visvesvaraya Technological University, approved by All India Council for Technical Education (AICTE) is the unique initiative of Rajeev Education Trust started in December 1998 under the aegis of Dr. V. Rajeev a medical practitioner and philanthropist of Hassan.

At our Institute - one would be constantly challenged, whether it is in the classroom or outside. Individual can look forward to be trained by stellar faculty, getting hands on experience at leading organizations and building enduring bonds with peers. All professional education is driven ultimately by practical societal needs. Nevertheless, these needs can be connected to deeper concerns that are the normal subjects of pure academic inquiry. Certainly, academic inquiry in the engineering, social sciences and even many of the natural sciences is driven by interests in practical issues as much as the pursuit of knowledge for its own sake.

Concluding Remarks :

Rajeev Institute of Technology (RIT) continues to uphold its reputation as a premier engineering institution, showcasing significant advancements and ongoing dedication to excellence in education, research, and student development.

RIT's continuous efforts to enhance its infrastructure. The addition of new state-of-the-art laboratories and modernized classrooms has been a focal point, ensuring that students have access to cutting-edge technology and resources. These improvements are designed to foster an optimal learning environment, promoting both practical and theoretical understanding.

The faculty at RIT has remained actively engaged in pioneering research. Several faculty members have published papers in renowned journals and presented at prestigious conferences. These accomplishments not only reflect the institute's strong emphasis on research and innovation but also contribute significantly to the broader scientific community. Faculty involvement in research projects is instrumental in driving technological advancements and ensuring that the curriculum remains current and relevant to industry demands.

RIT's commitment to student success is evident through its robust placement cell. The placement cell has successfully organized multiple recruitment drives and workshops, securing promising job opportunities for graduating students. The institute's strong ties with leading companies and organizations facilitate these initiatives, ensuring that students are well-prepared for the professional world. This proactive approach has led to an impressive placement record, with many students receiving offers from top-tier companies.

In addition to academic and professional development, RIT continues to promote holistic student growth. Recent campus activities include a variety of cultural, technical, and sports events, providing students with ample opportunities to develop leadership skills, teamwork, and a well-rounded personality. These extracurricular engagements are crucial in fostering a vibrant and dynamic campus community.

Overall, Rajeev Institute of Technology's unwavering commitment to excellence in all aspects of education.

The continuous enhancements in infrastructure, active faculty research, successful placement initiatives, and vibrant student activities collectively underscore RIT's role as a leading institution dedicated to shaping competent, innovative, and socially responsible engineers. The institute's ongoing efforts ensure that it remains at the forefront of engineering education, contributing meaningfully to technological and societal advancements.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
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)** Answer before DVV Verification : Answer After DVV Verification :28 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
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* 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 Answer before DVV Verification:

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1331	1480	666	1575	1581

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1331	1467	666	1370	1581

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

Metric ID	Sub Questions and Answers before and after DVV Verification
1.3.2	**Percentage of students undertaking project work/field work/ internships (Data for the latest completed academic year)** 1.3.2.1. **Number of students undertaking project work/field work / internships** Answer before DVV Verification : 709 Answer after DVV Verification: 1120 Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.
2.1.1	**Enrolment percentage** 2.1.1.1. **Number of seats filled year wise during last five years (Only first year admissions to be considered)**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
403	371	250	328	410

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
382	348	229	301	383

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
558	558	624	624	666

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
558	558	624	624	666

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
316	285	189	241	333

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
95	93	85	103	117

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
316	285	243	243	333

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
116	122	139	139	139

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

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

2.4.1.1. **Number of sanctioned posts year wise during the last five years**
Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
104	89	89	102	102

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
106	91	91	104	104

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
23	11	11	9	8

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	11	11	9	8

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

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

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

2022-23	2021-22	2020-21	2019-20	2018-19
3.94	1.10	1.16	1.14	0.6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0.64	1.10	1.16	1.14	0.6

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
32	12	4	10	7

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
23	13	04	09	08

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
71	11	12	4	23

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
13	13	9	16	8

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
49	2	9	15	4

Answer After DVV Verification :

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

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
20	18	2	9	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	7	2	5	3

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

| 3.5.1 | *Number of functional MoUs/linkages with institutions/ industries in India and abroad for internship, on-the-job training, project work, student / faculty exchange and collaborative research during the last five years.* |

Answer before DVV Verification :
Answer After DVV Verification :26
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
73.94	27.79	2.8	70.98	109.57

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
73.94	28.79	2.75	176.44	100.61

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

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

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

Answer before DVV Verification : 620
Answer after DVV Verification: 616

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
118.51	85.72	62.40	130.98	127.16

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
6.14	0.65	7.18	21.17	20.92

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

recommended.

5.1.3	**Percentage of students benefitted by guidance for competitive examinations and career counseling offered by the Institution during the last five years** 5.1.3.1. **Number of students benefitted by guidance for competitive examinations and career counselling offered by the institution year wise during last five years**

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
898	1112	470	1801	1934

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
984	1069	466	1633	1732

    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
133	278	199	214	218

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
142	281	198	211	214

    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
253	454	461	485	320

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
382	442	472	467	470

    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
5	7	8	11	9

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
00	01	00	00	00

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
5	1	0	5	4

Answer After DVV Verification :

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

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
48	44	4	19	43

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
9	8	3	5	10

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
18	18	12	10	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	00	00	00	01

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
81	52	55	47	17

Answer After DVV Verification :

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

| 41 | 51 | 51 | 37 | 08 |

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

Answer before DVV Verification:

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

Answer After DVV Verification :

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

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	**Number of teaching staff / full time teachers during the last five years (Without repeat count):** Answer before DVV Verification : 175 Answer after DVV Verification : 145
1.2	**Number of teaching staff / full time teachers year wise during the last five years** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>104</td><td>89</td><td>89</td><td>102</td><td>102</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>106</td><td>91</td><td>91</td><td>104</td><td>104</td></tr></table>
2.1	**Expenditure excluding salary component year wise during the last five years (INR in lakhs)** Answer before DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>516.11</td><td>317.42</td><td>261.84</td><td>485.42</td><td>550.12</td></tr></table> Answer After DVV Verification: <table><tr><td>2022-23</td><td>2021-22</td><td>2020-21</td><td>2019-20</td><td>2018-19</td></tr><tr><td>516.52</td><td>321.87</td><td>394.31</td><td>491.77</td><td>562.63</td></tr></table>