SELF STUDY REPORT

FOR

1ˢᵗ CYCLE OF ACCREDITATION

MCT'S RAJIV GANDHI INSTITUTE OF TECHNOLOGY, MUMBAI

JUHU VERSOVA LINK ROAD, BEHIND HDFC BANK VERSOVA, ANDHERI WEST, MUMBAI
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Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Manjara Charitable Trust's Rajiv Gandhi Institute of Technology, Mumbai (erstwhile Rajiv Gandhi College of Engineering) is a leading self-financed technological institute in Mumbai-Maharashtra (Western India). It envisions to be a leading technological institute committed to nurture student centered learning experience through outcome and skill based transformative education to create technocrats and leaders for the service of society and nation.

It is permanently affiliated to University of Mumbai and approved by All India Council for Technical Education (A.I.C.T.E.), New Delhi. Three undergraduate programs in the department of Electronics and Telecommunication Engineering, Mechanical Engineering and Computer Engineering are accredited for a period from 2014-17 and Mechanical Engineering for a period 2017-2020 by National Board of Accreditation (NBA), New Delhi, India.

A recent AICTE CII survey of 2017 has certified the institute as an Industry linked institute.

Vision

VISION

To be a leading technological institute committed to nurture student centered learning experience through outcome and skill based transformative education to create technocrats and leaders for the service of society and nation.

Mission

MISSION

- To provide an educational experience that transforms students into competent engineering professionals and responsible citizens.
- To provide an academic ambience to flourish new ideas, research interest, leadership, team spirit and ethics.
- To strive for excellence in faculty and students by encouraging skills development, creativity, capability and applicability.
- To contribute in the service of society by participation of faculty, staff and students in socio-economic and socio cultural activities.
- To work on Research and Development projects and offer consultancies in core and interdisciplinary areas of engineering to strengthen the education and research ecosystem.
- To establish the linkages with apex educational and national research institutions and emerge into a Centre of Excellence.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

STRENGTHS:

1. Permanent affiliation to University of Mumbai.
2. NBA accreditation to three UG (MECH/COMP/EXTC) programs since 2014-2017 and 2017-2020.
3. Good academic research culture and ambience and consistent academic practices.
4. Experienced, stable faculty with desirable faculty student ratio, faculty qualification and cadre ratio.
5. Students and staff involvement in socio-economic and socio cultural activities.
6. Linkages with industries R & D institutes and academic institutions.

Outstanding outcomes in terms student results, placement and higher studies.

Institutional Weakness

. WEAKNESSES:

1. Infrastructure limitations for extension.
2. Inadequate research facilities and fund for students and faculties.
3. Lack of residential & institute transport facilities for students & staff.
4. Inadequate alumni engagement, alumni funding and alumni inputs on curriculum.
5. Less number of students opting for internship (for one month) in summer and winter vacations.
6. Negligible internal revenue generation through consultancy, testing, sponsored project on research proposals from Government of India.

Institutional Opportunity

OPPORTUNITIES:

1. To be NAAC accrediated Institution.

2. To enhance industry institute interaction, alumni engagement and engagement with society.

3. To enhance entrepreneurship, skill India, digital India and make in India.

4. To enhance ICT to improve learning experience of students and research.

5. To figure at good ranking in NIRF rating.

6. To Become autonomous institution and in few area to be center of excellence.

Institutional Challenge

CHALLENGES:

1. Improve placements and basically in core sectors and enhance student experience on campus.
2. New rules and & regulations for fee structure which only source of revenue.
3. To improve institute perception among stake holders owing to growing number of institutions.
4. To get recognition at National and International levels.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute is affiliated to University of Mumbai (MU). The institute follows MU curriculum and action implements plans for effective curriculum implementation. The Institute has a hierarchical structure to analyze and ensure the stated objectives of the curriculum are achieved and for effective implementation of teaching-learning process which involves different methodologies like use of ICT, NPTEL video lectures, Expert video lectures, seminar, workshops, and industrial visits. The institute incorporates content beyond the syllabus too. Students are provided with Choice Based Credit system (CBCS)/CBSGS having access to excellent curricular and co-curricular opportunities for enhancing academic acumen, employability and entrepreneurial skills. Experts from industry, research organizations and academia endow inputs for the enrichment of curriculum.

Institute organizes workshops on recent engineering trends to enhance the experiences of the students. Technical activities of professional societies and student clubs help to broaden their horizons of Knowledge. The Institute motivates students by integrating different activities in all programmes to resolve cross-cutting issues such as gender sensitivity, climate change, environment and sustainability awareness education. To ensure holistic development of students, the institute organizes activities and enrichment programs on moral and ethical values, life skills, and better career options. Faculty members contribute actively and positively design of university syllabus. Some faculty members are holding important and key positions in Board of Studies (BoS). Institute has structured feedback mechanism comprising of internal and external stakeholders for continuous improvement in the teaching-learning process.

Teaching-learning and Evaluation

The DTE (Govt. of Maharashtra) conducts centralized admission process for admitting students to the institute. The student feedback on teachers and teaching learning process assists the institute in enhancing the quality of teaching and overcoming problems in effective implementation of curriculum activities. The institute interacts with students, parents and other stakeholders to understand their needs and problems. Students are assigned mentor- faculty members and are provided opportunities for language training, personality development, etc. In addition, the facilities like ICT enabled NPTEL courses are used by faculty members for effective teaching learning process. The Institute appoints well qualified and experienced faculty maintains apt Student-faculty ratio. As per the guidelines of AICTE required infrastructural facilities are made available for differently abled students by providing ramps, lifts, and special toilets etc.The prevailing environment in the institute motivates faculty members to undertake research projects, opt for higher studies, and visit institutes of national importance. The innovative approaches of student centric methodologies like problem based learning, interactive learning, experiential learning are used by teachers. The Institutes offers remedial courses, guided

self-study courses to support slow learners. The   Programme Outcomes (Pos)/ Course Outcomes (Cos) are assessed using direct/indirect methods. The objective of these assessments is continuous improvement in teaching learning processes.

Research, Innovations and Extension

 The institute organizes technical and extension activities for inculcating the values and social responsibilities among the students. The quality education and research is essence of the institute. Therefore, the institute has implemented learning and research culture through providing favourable environment for staff to engage in research and publication and activities. Moreover, Institute creates an enabling environment to foster research culture and to develop scientific temper amongst the students. The institute has recognized the national need for research and started Mumbai University approved research centre to inculcate research aptitude students . It promotes faculty engagement in authoring books, publications, newsletters, organizing seminars, conferences, workshops, consultancy and training. The Institute invites its teaching staff and students to abide by the highest standards of integrity in their conduct of academic research and support to research activities.

The Institute follows policy Guidelines for Plagiarism prevention using "Plagiarism Checker". The institute conducted 26 outreached programmes like blood donation, Health checkups, environmental awareness drive, teaching underprivileged, in collaboration with industry, Students community (SOCH) and NGOs (Asha Kiran trust)   etc. The institute conducts number of extension which encourages collaborative work between national/international institutions/universities/ industries, corporate houses for academic and research collaborations for the exchange of expertise, culture, knowledge and ideas, which in turn resulted in 15 MoUs. The institute is taking continuous efforts to interact with the students and faculty to create awareness on the various research opportunities in the emerging areas of science and technology.

Infrastructure and Learning Resources

The Institute follows the AICTE and University of Mumbai norms for creating and enhancing the infrastructure. The institute constantly expands and upgrades the required infrastructure facilities. Each department is provided with technology enabled class rooms, tutorial rooms, laboratories, auditorium hall, and one seminar hall for academic activities. The Institute encourages and provides facilities for students to participate in various extra- curricular activities to build team spirit. The Institute has an extension unit called **SOCH FORUM**. This unit provides a platform for social activities and initiatives. The Yoga sessions are conducted for faculty staff and students. The Institute conducts a number of technical and cultural events. The Institute ensures optimal allocation and utilization of financial resources for maintenance and up keep of the facilities. The Library is mirror and heart of the Institute. It is divided into different sections with well-equipped furniture and fixtures. All transactions are done through SOUL SOFTWARE. Library gives Web-OPAC, and Wi-Fi services to the users. There are total 378 rare books collections. The average expenditure is 662470/- in rupees for purchase of books and journals per year. 90 E-resources have remote access. Every day average 9% students and teachers use library. The Institute frequently updates its IT facilities and computer: student ratio is 1:3. There are 200 computers connected in LAN with internet via switches. The internet facility in the campus is available at 100 mbps speed. The Institute has established systems and procedures for maintaining and utilizing physical, academic, and support facilities through various committees.

Student Support and Progression

The institute has various mechanisms/forums for student support and Progression. Students benefitted by scholarships and freeships provided by the government and the institute is average 38.81% and 6.93% per year respectively. The institute facilitates students for appearing and qualifying in various competitive examinations by conducting various seminars and workshops. Numbers of students qualify examinations like GATE/ GMAT/CAT/GRE/ TOEFL every year. The institute conducts soft-skill development, career counselling for the students by inviting external agencies. The institute provides remedial support and personal counseling. International Yoga Day is celebrated annually on 21 June. The Institute has adopted **Sexual Harassment Act 2013** and has an active Women Development Cell (WDC). The institution has an anti-ragging committee which ensures ragging free campus. As per the norms of university of Mumbai the institute has grievance redressal committee.A good number of students pursue higher studies in India and abroad in reputed colleges and universities.The Institution has an active Placement Cell. Average 31.73 % of the total students got campus placements in various companies. The student council is set up through elections. Annual sports and cultural activity '**Zodiac**' is conducted every year wherein several events are conducted. The students of the institute participate in various International, National, State, and University level sport championships and give their best. The students also participate in intra- college sports tournaments. Institute has alumni association. Alumni Meet is arranged once a year.

Governance, Leadership and Management

The institute is a leading self-financed technological institute in Mumbai. It envisions to be a leading technical institute committed to nurture student centered learning experience through outcome and skill based transformative education.

The institute practices democratic decision-making model wherein all stakeholders participate and actively contribute in deciding & implementing the institutional plans and policies, curricular and co-curricular activities and strategic goals of the institute. The visionary leadership of Shri Dilipraoji Deshmukh and Shri Amit Vilasraoji Deshmukh enable the trust in deciding the academic, research and other extension activities of the institute through board of directors/ management council. The trust has bestowed all executive and administrative powers to the Principal, Dr. Udhav Bhosle, and he has been given full authority in all the decisions related to the institute. The institute has formal vertical and horizontal communication practices for effective planning, decision-making and functioning.

The institute uses the available funds in managing and improving the infrastructure, facilities for enhancing the learning experience of students. The staff of the institute is considered as an asset and the institute implements several welfare schemes and policies like grants and sponsorship for achieving higher qualification, training, GSLI, gratuity, PF and overall a healthy work and learning culture. The institution has created a 'knowledge culture' through visionary leadership& standard practices in governance and management.

Institutional Values and Best Practices

The institute functions as per the rules and regulations of AICTE, New Delhi, Directorate of Technical Education (DTE) Maharashtra and Mumbai University (MU) and other relevant competent bodies or committees of the state and the country. The institute has identified the principles of **Accountability, Empowerment, Empathy, Environment, Equity and Transparency** as Core institutional values. It is committed to integrate core values in all institutional activities and policies. The institute always shows positive attitude and takes various initiatives for promoting environmental sustainability and social

equity and inclusiveness. The institute undertakes various women empowerment and awareness initiatives through organizing seminars, workshops and expert talks. The Institute has always shown the fair participation of male and female staff and students in all institutional and extension activities. The institution gives equal opportunity to female faculty in recruitment, institutional decision making process and promotions. Moreover, the institute has fully functional Women Development Cell (WDC) and has respected women leadership by appointing/electing Leaders of Students Council.

Since its inception, the institution has shown the highest concern for safety and security of girl students on the campus. The fully functional women development cell, anti-ragging cell and discipline committees, well qualified and dedicated security personnel ensure safety and security of students in the institution.

The institute has a social or community forum –the SOCH which is committed to take social empowerment, environmental and community welfare initiatives.

The institute has recognized 'Transparency' as one of its core values and it strives to maintain transparency in all its transactions.
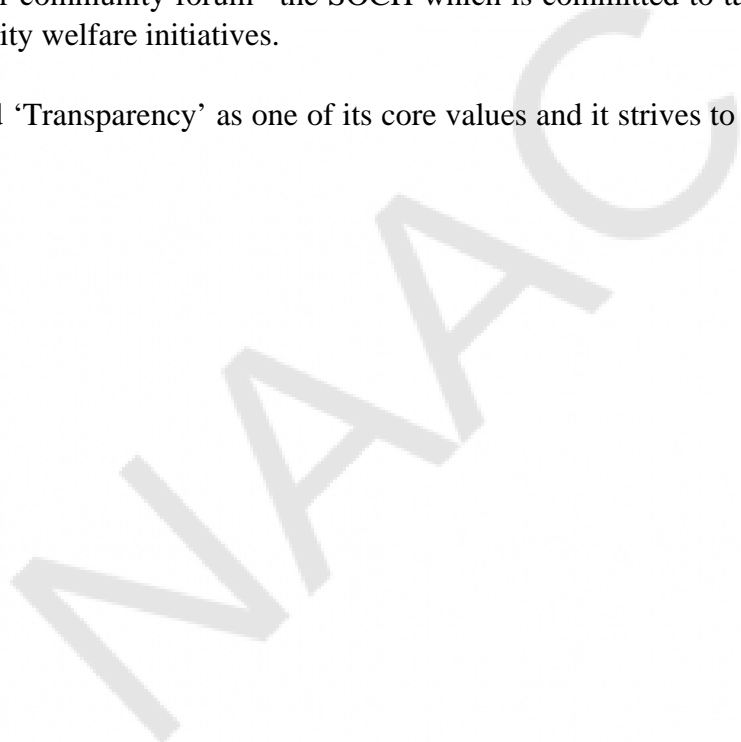
2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	MCT'S RAJIV GANDHI INSTITUTE OF TECHNOLOGY, MUMBAI
Address	Juhu Versova Link Road, Behind HDFC Bank Versova, Andheri West, Mumbai
City	Mumbai
State	Maharashtra
Pin	400053
Website	www.mctrgit.ac.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Professor	Sunil Wankhade	022-226707025	9819083981	022-2267070 26	sunil.wankhade@ mctrgit.ac.in
Principal	Udhav Bhosle	022-26707025	9820123888	022-2670702 6	principal.rgit@mct rgit.ac.in

Status of the Institution	
Institution Status	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	
Date of establishment of the college	01-07-1992

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Maharashtra	University of Mumbai	View Document

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

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	View Document	10-04-2018	12	Extension of approval

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

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Juhu Versova Link Road, Behind HDFC Bank Versova, Andheri West, Mumbai	Urban	4.62	18614.6

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,Mechanical Engineering	48	HSC	English	120	120
UG	BE,Electronics And Telecommunication Engineering	48	HSC	English	120	120
UG	BE,Instrumentation Engineering	48	HSC	English	60	32
UG	BE,Computer Engineering	48	HSC	English	120	120
UG	BE,Information Technology	48	HSC	English	60	60
PG	ME,Mechanical Engineering	24	B.E.	English	18	10
PG	ME,Electronics And Telecommunication Engineering	24	B.E.	English	18	0
PG	ME,Comput	24	B.E.	English	18	0

	er Engineering					
Doctoral (Ph.D)	PhD or DPhil,Mechanical Engineering	36	M.E.	English	10	4
Doctoral (Ph.D)	PhD or DPhil,Electronics And Telecommunication Engineering	36	M.E.	English	10	10
Doctoral (Ph.D)	PhD or DPhil,Computer Engineering	36	M.E.	English	10	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				11				22				90
Recruited	4	0	0	4	5	1	0	6	64	26	0	90
Yet to Recruit				7				16				0
Sanctioned by the Management/Society or Other Authorized Bodies				3				3				23
Recruited	3	0	0	3	3	0	0	3	2	21	0	23
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				80
Recruited	68	12	0	80
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				33
Recruited	27	6	0	33
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	4	0	0	2	1	0	3	7	0	17
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	3	0	0	60	20	0	83

Temporary Teachers									
Highest Qualification	Professor			Associate Professor			Assistant Professor		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	18	0	20

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

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

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
Doctoral (Ph.D)	Male	9	0	0	0	9
	Female	7	0	0	0	7
	Others	0	0	0	0	0
UG	Male	1542	47	0	0	1589
	Female	550	8	0	0	558
	Others	0	0	0	0	0
PG	Male	19	0	0	0	19
	Female	6	1	0	0	7
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	22	49	35	34
	Female	12	4	17	14
	Others	0	0	0	0
ST	Male	7	10	8	5
	Female	5	2	0	0
	Others	0	0	0	0
OBC	Male	41	41	35	43
	Female	11	13	11	19
	Others	0	0	0	0
General	Male	276	282	300	284
	Female	77	57	74	64
	Others	0	0	0	0
Others	Male	22	27	34	34
	Female	14	8	7	8
	Others	0	0	0	0
Total		487	493	521	505

3. Extended Profile

3.1 Program

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

Response: 11

File Description	Document
Institutional Data in Prescribed Format	View Document

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
11	9	9	9	8

3.2 Students

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2189	2224	2166	2121	1806

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

2017-18	2016-17	2015-16	2014-15	2013-14
213	213	213	213	182

File Description	Document
Institutional data in prescribed format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
563	517	489	522	509

File Description	Document
Institutional Data in Prescribed Format	View Document

3.3 Teachers

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

2017-18	2016-17	2015-16	2014-15	2013-14
121	115	107	110	106

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

2017-18	2016-17	2015-16	2014-15	2013-14
123	128	115	112	106

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

3.4 Institution

Total number of classrooms and seminar halls

Response: 23

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

2017-18	2016-17	2015-16	2014-15	2013-14
623.14	612.10	602.93	559.05	551.50

Number of computers

Response: 854

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

As the institution is affiliated to Mumbai University, we follow the academic calendar of Mumbai University.

1. **Planning** :-

Before the commencement of every semester Principal organises a meeting with academic council, consisting of all Head of Departments, Senior faculties, Student council staff in-charges to develop institute academic calendar.

While preparing academic calendar various activities like midterm test, technical festival, cultural festival is planned for academic year. Academic is given top most priority.

Academic calendar is displayed for students and staffs well in advance.

Based on academic calendar and time table every teaching faculty prepares a teaching plan for their respective subjects in academic diary. Academic diary contains all the information regarding student, staff and subject like time table, syllabus, planning, monitoring, student attendance, student performance, etc.

Content beyond the syllabus is incorporated in subjects.

One extra lecture is scheduled per week apart from scheduled lectures for some subjects and accordingly it is reflected in time table.

Additional practical are scheduled for most of the subjects.

2. Implementation :-

Every faculty follows the teaching plan as per the institute academic calendar.

For effective implementation of teaching, learning process involves different methodology like use of ICT, NPTEL video lecture, Expert video lecture, seminar, workshop, industrial visit. Staff members also prepare subject note, questions bank, lab manual so that learner will be more comfortable with subject. In case faculty is on leave he/she will adjust their teaching load with other faculty and will be compensated or additional lecture may be engaged for successful completion of syllabus.

3. Monitoring :-

Monitoring of delivery, student attendances and performance is continuously observed by class advisor and periodically ensured by Head of Department and Principal. Poor performance and attendance of the students is reported to the parents of the respective students via SMS or letter. Review meetings are held in mid of semester. Attendance is displayed three times a semester and Midterm Exam performance is displayed twice a semester.

4. **Train the Trainer Policy:-**

Faculties are encouraged to participate in STTP/FDP/WORKSHOP/ SEMINARS and NPTEL courses, either in the institute or in others institute. Faculties will get facilities to attend above programs like leave and financial help.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

1.1.2 Number of certificate/diploma program introduced during the last five years

Response: 0

1.1.2.1 **Number of certificate/diploma programs introduced year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of the certificate/Diploma programs	[View Document](#)

1.1.3 Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years

Response: 2.68

1.1.3.1 Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	00	00	00

File Description	Document
Details of participation of teachers in various bodies	View Document
Any additional information	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years

Response: 27.27

1.2.1.1 How many new courses are introduced within the last five years

Response: 3

File Description	Document
Details of the new courses introduced	View Document
Any additional information	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented

Response: 72.73

1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.

Response: 8

File Description	Document
Name of the programs in which CBCS is implemented	View Document
Any additional information	View Document

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

Response: 89.99

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

2017-18	2016-17	2015-16	2014-15	2013-14
2142	2100	2002	1567	1650

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	[View Document](#)
Any additional information	[View Document](#)

1.3 Curriculum Enrichment

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

Response:

The main mission of the Institution is to impart higher education to all sections of the society irrespective of caste, creed and gender. The Institution provides ample opportunities particularly to students of weaker sections and economically backward class. Contributing to National Development, Seats are reserved for SC, ST, VJNT, OBC& ladies candidates according to norms laid down by the Government of Maharashtra and the University, serving the cause of social justice, ensuring equality, and increasing access to higher education.

The university has prescribed one subject namely **Environment Studies** for all engineering programs to have a background of social sciences in the first year. **Environmental Studies** is a compulsory subject of 75 marks for inculcating Environmental awareness, Climate Change etc.

The university has prescribed subjects like Software Engineering, System and Web Security for Information Technology branch, both subjects are compulsory and has 100 marks which includes professional ethics.

Contributing to nation-building and skill-development of students through the curriculum demonstrates the vision of the College to move towards excellence. The Institution also provides many opportunities relevant to Environment and Sustainability, Human Values and Professional Ethics through the Curriculum.Community orientation activities such as tree plantation, Versova beach cleanup drive, Blood donation campsetc. are taken up in association with NGOs and social clubs, to create a sense of social responsibility among students. There is a social group college known as SOCH which helps in the upliftment of underprivileged by all means.

File Description	Document
Any Additional Information	[View Document](#)

1.3.2 Number of value added courses imparting transferable and life skills offered during the last five years

Response: 17

1.3.2.1 Number of value-added courses imparting transferable and life skills offered during the last five years

Response: 17

File Description	Document
Details of the value-added courses imparting transferable and life skills	[View Document](#)
Any additional information	[View Document](#)

1.3.3 Percentage of students undertaking field projects / internships

Response: 19.42

1.3.3.1 Number of students undertaking field projects or internships

Response: 425

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

1.4 Feedback System

1.4.1 Structured feedback received from 1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise
A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B.Any 3 of the above

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

1.4.2 Feedback processes of the institution may be classified as follows:
A. Feedback collected, analysed and action taken and feedback available on website

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: E. Feedback not collected

File Description	Document
Any additional information	[View Document](#)
URL for feedback report	[View Document](#)

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average percentage of students from other States and Countries during the last five years

Response: 0.74

2.1.1.1 Number of students from other states and countries year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
18	24	17	16	5

File Description	Document
List of students (other states and countries)	View Document
Institutional data in prescribed format	View Document

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 92.7

2.1.2.1 Number of students admitted year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
468	470	507	496	456

2.1.2.2 Number of sanctioned seats year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
534	534	534	534	456

File Description	Document
Institutional data in prescribed format	View Document

2.1.3 Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years

Response: 73.94

2.1.3.1 Number of actual students admitted from the reserved categories year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
134	154	147	157	167

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

2.2 Catering to Student Diversity

2.2.1 The institution assesses the learning levels of the students, after admission and organises special programs for advanced learners and slow learners

Response:

As the students are centre of attention in every educational institution and one of the most important stakeholders, all the programs are designed to fulfill their requirements.

It opens with the Principal's Address and includes – Introductory sessions conducted by HOD's and Training and Placement officer.

They are given representation in curriculum development, seminars, group discussions and they are prepared to develop the leadership qualities by giving representation on the basis of the best performance in their results.

Slow learners: Slow learners are identified through interactive classroom teaching and classroom discussions and counseled. The department also has provision of class tests through which faculties can identify slow learners. The attendance and performances in the internal tests of the slow learners are informed to their parents over the phone. For the identified slow learners additional classes (tutorial and remedial class) are being conducted to improve their academic performance. Tutorial and remedial classes are conducted to enhance the understanding skills of slow learners. Question bank is also provided for such students in order to prepare them for the exams with frequently asked questions. The students also get opportunity to participate in several Student Development programmes. The students are constantly encouraged and guided for preparation of various competitions. Counseling and mentoring sessions conducted in a friendly way help the students to overcome their psychological problems and achieve their goals successfully. These measures make the learners feel educationally, financially and socially comfortable once they enter the College.

Advanced learners: Advanced learners are recognized through interactive classroom teaching and

classroom discussions. The department also has provision of class tests and quiz through which faculty can identify advanced learners. Department identifies and responds to special educational / learning needs of advanced learners by suggesting various project activities. The students are encouraged for NPTEL exams. The students also get opportunity to participate in several national events. The students are constantly encouraged and guided for preparation of various competitions. The students are also encouraged to participate in symposiums, paper presentations, poster presentation and quiz contests.

Department respond to learning needs of advanced learners by organizing experts lectures from renowned industries. Organizing industrial visits and programs of professional bodies like ABIT, IEEE, IETE, ISA, CESS, MESA, etc. Such students are provided with the additional training aids such as additional library books. They are given the opportunity to utilize the laboratories in the extended hours and they are encouraged and taught to do the experiments beyond the syllabus.

Enrichment courses like Personality Development, Soft skill courses, Campus Recruitment Training programs and various technological workshops, seminars are also conducted to improve student's personality and motivate them for an innovative and creative mindset.

Mentoring system is implemented in which each teacher is assigned a batch of (max 20) students with whom thy regularly interact. From this interaction, institute gets information about students who are lagging or progressing in particular subject.

Department identifies the need for extra lectures based on the result and arranges extra lecture other than scheme.

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

2.2.2 Student - Full time teacher ratio

Response: 18.09

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.05

2.2.3.1 Number of differently abled students on rolls

Response: 01

File Description	Document
Institutional data in prescribed format	[View Document](#)
Any other document submitted by the Institution to a Government agency giving this information	[View Document](#)
Any additional information	[View Document](#)

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2.3 Teaching- Learning Process

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

Response:

The learning is being made student centric by supporting the students at various levels. The students are encouraged to interact with the faculty and the counselor regularly and when there is a need. In addition to traditional teaching-learning methods, the institute is highly interested in providing innovative methods for enriching the learning experience. The methodologies include illustration and guest lectures, field study, case-studies, project-based-methods, experimental methods.

The teacher prepares the teaching plan and it is approved by the HOD. The teacher informs the same to the students in the classroom at the commencement of course.

In the class, the teacher gives explanations for the uploaded material and gives additional information regarding the same and calls for any queries.

In case of problem-oriented subjects, he takes the help of another teacher and gives problems for students to solve in the class itself. This is particularly helpful as in this case the instructions are given on a one to one basis, and the students shed all the inhibitions they might have, thus ensuring student centric learning.

The frequent question arousals in the class enable the students to think and study at home which develops self-learning ability.

The Teaching-Learning Process is supported with Regular Practical Sessions, access of Digital Library, Online Courses like NPTEL , online journals, Conducting Online tests, Use of LCD projectors for seminars and workshops, productive use of educational videos, Accessibility of non-print material for students of Computer studies. Soft skills training facility make the students to acquire proficiency in listening, speaking, reading and writing.

The library is equipped with live video lectures of eminent professors from institutions of repute viz. IITs, in addition to free access to NPTEL lectures and CDs, reference books, text books in sufficient numbers. This enables the self learning ability among the students.

Following activities are carried out at departmental level to enhance the confidence, motivation and working in team.

Self learning	Project competition	Technical events
Tutorials/ Assignment	Group discussion	Seminars
Professional bodies activities	Industrial visits	Workshop
Mock oral / viva	Mentorship scheme	Technical Competition

An experiential learning method adopted by the department involves different batch students / different groups of students, performing different problem statement/design/questions in laboratory, which is evaluated at the end of the semester.

Students will be given minimum of two assignments/tutorials batch wise in every subject per semester. Students are allotted mini projects in topics, assigned by faculty as a part of their laboratory performance. Students are given special topics for seminar/case study in groups to enhance group discussion and team work learning. Various expert talk/ seminars /workshops /mini project/paper presentations were organized for topics beyond the syllabus.

Social activities are held and students are encouraged to participate in activities like blood donation camp, Swachh Bharat, Versova beach cleanup, etc.

 Internships help students to acquire deeper understanding, both theoretical and practical. Large percentage of students of UG Courses attends a Summer Internship Project and Program for 2 to 4 weeks in the industry.

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

2.3.2 Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc.

Response: 73.55

2.3.2.1 Number of teachers using ICT

Response: 89

File Description	Document
List of teachers (using ICT for teaching)	[View Document](#)
Any additional information	[View Document](#)

2.3.3 Ratio of students to mentor for academic and stress related issues

Response: 18.39

2.3.3.1 Number of mentors

Response: 119

File Description	Document
Any additional information	[View Document](#)

2.3.4 Innovation and creativity in teaching-learning

Response:

An innovative effort of an institution helps in its academic excellence. An innovative practice could be a pathway created to further the interest of the student and the institution, for internal quality assurance, inclusive practices and stakeholder relationships. Through the course of learning and development, the institute has progressed and shaped its teaching methods to best suit the requirements of the students. Based on outcomes and analysis methods that help individual batches to ensure maximum productivity are developed and upgraded from time to time.

In the beginning of every academic year, a course file is created. After dividing the topics, pedagogies for each of these are made. This is done by strictly adhering to the university timeline of internal assessments. Each topic is completed within the timeframe to allow the students enough time to grasp the concepts.

Apart from regular lectures through chalk-and- talk following innovative teaching approaches are being practiced in various departments. LCD projector screens / Overhead projectors help the faculty to deliver interactive lectures and demonstrations of animations/ PPT / lecture contents.

ICT facilities are used to better the process of teaching for the students.Faculty members and students are encouraged to attend courses like NPTEL, SWAYAM through which they can learn supplementary courses and stay updated.The faculty and students have been using NPTEL in our institute to understand the current theories, practices, tools and techniques with challenges.

It permits students to experience and test themselves in situations before encountering them in real life. Faculty gives an idea to create a tangible, useful product to be shared with the real world. The examples are making automation. Faculty implements this technique by giving them a problem statement to which students need to brainstorm to get possible solutions. Student's creativity is churned out by this technique. Students perform an anatomy of machines and computers by dismantling and assembling and get involved in this with increased interest under the guidance of the faculty for a new learning experience through re-engineering. Students build prototypes of the working models by designing a process to test how far the new design ideas are applicable.

Faculty implements formative assessment methods to monitor student's learning through homework, tests and quizzes. Institution conducts a three -day technical fest titled "Innovision" to give students a platform to showcase their engineering and technical skills.

Institute encourages both faculty and students to enroll themselves in online courses to expand their frontiers of knowledge and also encourages to access journals through digital library.Faculty encourages all students to participate in seminars and conferences to promote research aptitude. Students actively participate and get their research papers published.

File Description	Document
Any additional information	<u>View Document</u>

2.4 Teacher Profile and Quality

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

Response: 95.9

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	<u>View Document</u>

2.4.2 Average percentage of full time teachers with Ph.D. during the last five years

Response: 11.11

2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
19	17	10	9	8

File Description	Document
List of number of full time teachers with PhD and number of full time teachers for 5 years	<u>View Document</u>

2.4.3 Teaching experience per full time teacher in number of years

Response: 13.01

2.4.3.1 Total experience of full-time teachers

Response: 1573.8

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years

Response: 0.89

2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	01	0	0	0

File Description	Document
Institutional data in prescribed format	View Document
e-copies of award letters (scanned or soft copy)	View Document

2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years

Response: 13.73

2.4.5.1 Number of full time teachers from other states year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	17	16	18	14

File Description	Document
List of full time teachers from other state and state from which qualifying degree was obtained	View Document

2.5 Evaluation Process and Reforms

2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

On the induction day the first year students and parents are made aware of the internal assessment and evaluation. The institute has well documented evaluation process according to the scheme of syllabus mentioned as per guidelines of university. It describes the criterion for allocation of term work marks, term test marks internal assessment), oral-practical examination marks.

For instance, in the CBCS/CBSGS scheme, university allots 80% marks for end semester and 20% for internal tests. The institute has well designed academic diary which consist of continuous assessment system that enables all faculty members for transparent evaluation of students.

Pattern of question papers for internal assessment are same as that of the university exam. Blooms taxonomy is followed while setting the question paper and the questions are mapped with their relevant course outcomes.

All the students are aware of the examination system and it is transparent. All departments put its best efforts to have transparency in the internal assessment marks which is displayed on notice boards after every internal exam is over.

The evaluation of term work comprises of practical performance, journal, assignments, attendance and any special activity (Mini Project, special topic seminar, etc) performed by student. Each experiment is graded as per its performance, and it is graded in the same weak. Average of all experiments grade is taken to count the final experiments marks. This indicated that evaluation process is continuous. Assignments are designed as per CO's of the subject and different questions are given to different batch. Every month one assignment is given and evaluated and graded. The attendance of all students is displayed 3 times in a semester and at the end final defaulters are declared. Term test papers are also designed as per the guidelines of university and CO's of that subject. Term test papers are shown to students and their performance is displayed, where the students can make out of their performance level and understand the evaluation process accordingly.

A department level meeting is conducted after every internal tests and the result analysis is done. The slow learners are identified and remedial classes are conducted for them.The parents are informed about the internal assessment marks.

Project: The project examination for UG and PG student is conducted as per guidelines and format described by university.

Projects are weekly monitored, guided and evaluated by respective guide with guidelines as per self-developed '**Project –Log-Book'.** Projects are internally evaluated twice a semester by **RRC** team.

Theory Assessment:

University Answer book evaluation has been switched over to online answer book evaluation process started in Academic Year 2012-2013 and RGIT is one of the centers for CAP. Evolution system has been changed from marking system to choice based credit system in the academic year 2016-2017. Institute follows Mumbai university guidelines for conduction of examination and evaluation of students and result preparation process, moderation Gazette, Internal evaluation Process. Institute is identified as one of the cluster cap center for facilitating the evaluation of answer books of first year and final year.

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

2.5.2 Mechanism of internal assessment is transparent and robust in terms of frequency and variety

Response:

On the induction day the first year students and parents are made aware of the internal assessment and evaluation through HOD interaction.

For instance, in the CBCS/CBSGS scheme, university allots 80% marks for end semester and 20% for internal tests. The academic calendar of the institute is prepared in relevance with the university calendar. The internal assessment dates are announced well in advance prior to the commencement of the semester in the calendar of events.

The institute has well documented evaluation process according to the scheme of syllabus mentioned as per guidelines of university. It describes the criterion for allocation of term work marks, term test marks internal assessment), oral-practical examination marks. The institute has well designed academic diary which consist of continuous assessment system that enables all faculty members for transparent evaluation of students. Institute ensures that students are aware of evaluation process by timely informing them about various academic activities

* The syllabi, rules and regulations and curricula of all the programs offered by the institute affiliated to Mumbai University are given to the students at the time of reporting during orientation. Detailed content of syllabi and scheme is also available on university website
* Academic calendar is communicated to students well in advance so that they will be aware in advance about term test, end semester examination.
* Faculty is deputed to various orientation progress related to courses, so that they become familiarize with the revised syllabus, its content delivery, practical and theory evaluation strategies.

Faculty monitors the student performance throughout the term and maintains its record in the academic diary.

Faculty prepares respective subject course time-plan according to college academic calendar and it has been continuously monitored throughout the term for successful completion of the syllabus and content delivery. Along with the prescribed syllabus, content beyond the syllabus is taken to introduce the students with real world problems and applications. Academic diary is weekly monitored by HOD and Principal. The term work marks split-up is done in diary and at the time of final submission students signature is taken on diary so that they are aware of their performance and marks. The term test papers are shown to the students, so that they become aware of their mistakes and result. The faculty discusses the solution of the test paper and outcome and results of each practical and experiment.

Term test marks and attendance is displayed periodically on the notice board and defaulter list is displayed at the end of the term. The parents are informed about the internal assessment marks and attendance through SMS and posts/mails. During Parent teacher meeting the student performance, test marks, attendance and other issues are discussed. Institute has test coordinator for smooth conduction of term test in each department.

Institute display all examination time tables, project /seminar/Dissertation schedules, oral –practical examination schedule on department notice board well in advance. Information regarding re-verification and revaluation of all examinations is provided by college office, exam cell from time to time.

File Description	Document
Link for Additional Information	View Document

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

Response:

College level grievance redressal:

- There is a Grievance Cell at RGIT headed by Dr. Udhav V. Bhosle, Principal of the Institute.
- At the end of each Internal Assessment test, students have the opportunity to discuss the evaluation of his/her answer-book with subject teacher and get redressal for any of their grievances.
- The students can also approach the HOD or Principal if the need arises.
- Re-tests are conducted for the students who got the prior permission for their absence due to genuine reasons like placements.
- after filling the form of grievance on website it is mailed on principal.rgit@mctrgit.ac.in for necessary action.

University level grievance redressal:

- Immediately after a particular exam, if there are questions from 'out of syllabus' , or if there is any error in the question, question paper being tough , students can inform their grievance to the subject faculty who in turn writes a letter to the controller of examinations. The Controller of Examination shall do the needful as per the standard practices.
- If the answer script deserves more marks than the awarded marks in the first evaluation, students can apply for revaluation of their semester examination answer paper in a theory course within two weeks from the declaration of results, if they are not satisfied with the first evaluation.
- Students can also apply for the photocopy of their answer scripts and discuss with their respective course faculty.
- As per university norms revaluation is not permitted for practical courses and project work.

File Description	Document
Link for Additional Information	View Document

2.5.4 The institution adheres to the academic calendar for the conduct of CIE

Response:

The institute prepares and publishes an academic calendar every year as per guidelines given by Mumbai University. The university prepares and publishes the academic calendar for the academic year which

includes plans for curricular and co-curricular activities based on the available working/teaching days as per university norms.

The academic calendar is given to all faculties before commencement of the semester. Based on the academic calendar teaching plan is prepared. Academic calendar of the Institute includes schedule of curricular delivery, Term Tests, Display of students attendance, technical and cultural events,submission, oral –practical examination, parent meeting, Alumni meet, list of holidays and extra-curricular activities. Institute follows a planned schedule like academic calendar which provides information on tests, test marks entry, holidays, technical and cultural festivals, etc.Students are informed about time table and academic calendar well in advance.

Teaching Plan: The detailed Course plan according to syllabus is prepared by each faculty before start of the semester. The course plan comprises of content, learning aid and methodology, faculty approach and course outcomes. The course plan generally highlights the content and total lectures for completion of the curriculum. Lesson plan is periodically monitored by the HOD and Principal.

Laboratory Schedule: The laboratory Schedule is prepared by the concerned faculty and batch wise details are specified in laboratory schedule.

Time Table: Time table for the semester is prepared as well as displayed on the notice board and website. The HOD monitors day to day working of the academic schedule.

File Description	Document
Any additional information	[View Document](#)

2.6 Student Performance and Learning Outcomes

2.6.1 Program outcomes, program specific outcomes and course outcomes for all programs offered by the Institution are stated and displayed on website and communicated to teachers and students

Response:

Program outcomes, program specific outcomes and course outcomes for all programs are displayed in the website and also communicated to students. Most of these are common across departments and a few of these are programme specific.

The course objectives and outcomes are described by the university syllabus revision committee for each course and each program.

In the beginning of the semester each course faculty breifs about vision, mission, COs, POs,PEOs to the students.

Course outcomes are measured based on the individual marks obtained by the students against the maximum marks. Every subject faculty will set a target to achieve. If entire class crosses this target, the particular CO is attained. This process is carried out for the entire class and final CO (Course outcome)

attainment will be calculated for the particular Test. To calculate the CO attainment for a subject in the end semester examination, target is fixed for the subject. If number of students gets marks more than this target then CO is attained, as university does not provide individual marks for each question.

These outcomes are also widely publicized through

- Institute Website

- Display boards in various departments and corridory
- Department notice boards/Magazines/Lab Manuals/Department newsletters.

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

2.6.2 Attainment of program outcomes, program specific outcomes and course outcomes are evaluated by the institution

Response:

Each Course Outcome of individual courses is assessed with respect to the attainment level. The attainment level is judged based on the student average performance in the internal / university examination reflected in the result analysis. Attainment is measured in terms of actual percentage of students getting a set percentage of marks. If targets are achieved, then all the course outcomes are attained for that year and the program is expected to set higher targets for the following years as a part of continuous improvement. If targets are not achieved the program should put in place an **action plan** to attain the target in subsequent years.

The courses are also mapped with their relevant Program outcomes (PO) and PSO (Program Specific outcome (PSO) and their attainment is also calculated.

Indirect Attainment Calculation tools (Weightage 20%).

Indirect attainments are calculated as per following procedure:

- **Course exist survey**: For every course outcome points / questioner are formed with
- Reference to CO defined & feedback is taken at the end.
- Department level committee is formed and questionnaires are framed the indirect CO
- Attainment for the following survey/ analysis.
- Exit survey
- Alumni survey
- Employer Feedback
- Parent feedback

Procedure and Evaluation of Attainment of POs and PSOs

- First document of reference is the academic diaries which contain term test marks, experiment marks, assignment marks and end semester examination result utilized for calculating direct assessment levels and exit survey and stake holder feedback form for indirect assessment levels of the undergraduate courses
- A common format of Programmed excel sheet is used to find out average attainment level of CO's , CO-PO mapping, direct and indirect attainment levels and overall attainment which include 80% of direct and 20% of indirect attainment to finalize overall attainment level for respective course.
- Target Levels for Low, Moderate and High attainment

Target	Level	Level	
41-50 %	Low	Level 1	
51-60%	Moderate	Level 2	
61% Above	High	Level 3	

- Direct attainment of all CO's with is calculated using direct assessment tools as mentioned above for respective undergraduate courses.
- Indirect attainment is calculated using Stake holders' feedback, Student feedback and Exit survey.
- Overall attainment of PO's and PSO's is calculated using 80% of direct and 20% of indirect of the previously calculated attainment levels for CO's
- Direct attainment of PEO's is calculated using mapping of PO's, PSO's with PEO's and assigning the attainment score of PO's and PSO's
- Indirect attainment of PEO's is calculated by assigning the score obtained from activities of Student Professional Bodies
- Overall attainment of PEO's is calculated by taking 80% of direct and 20% of indirect attainment score
- Attainment of Mission is calculated by mapping PEO's with the Mission statements and assigning the scores
- The achievement of vision is evaluated on the basis of Mission and PEO's mapping rubrics
- Goals are set for the overall improvement to be achieved
- Team Members for Estimations of Attainment of POs, PSOs, PEOs, Mission and the achievement of Vision

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

2.6.3 Average pass percentage of Students

Response: 95.2

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 536

2.6.3.2 Total number of final year students who appeared for the examination conducted by the institution

Response: 563

File Description	Document
Institutional data in prescribed format	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.11

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1 Grants for research projects sponsored by government/non government sources such as industry ,corporate houses, international bodies, endowment, chairs in the institution during the last five years (INR in Lakhs)

Response: 14.84

3.1.1.1 Total Grants for research projects sponsored by the non-government sources such as industry, corporate houses, international bodies, endowments, Chairs in the institution year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
5.3	1.595	6.77	0.49	0.684

File Description	Document
List of project and grant details	[View Document]
e-copies of the grant award letters for research projects sponsored by non-government	[View Document]

3.1.2 Percentage of teachers recognised as research guides at present

Response: 4.13

3.1.2.1 Number of teachers recognised as research guides

Response: 05

File Description	Document
Any additional information	[View Document]

3.1.3 Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0.09

3.1.3.1 Number of research projects funded by government and non-government agencies during the last five years

Response: 10

3.1.3.2 Number of full time teachers worked in the institution during the last 5 years

Response: 559

File Description	Document
Supporting document from Funding Agency	View Document
Any additional information	View Document
Funding agency website URL	View Document

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

An Incubation center is a platform to motivate entrepreneurship among students by providing them basic facilities and support. The basic facilities provided are: lab infrastructure, components, computers,necessary hardware instruments and technical guidance from faculties. Young entrepreneurs give challenge to existing technologies through their innovative ideas and play a vital role in development of technology and society as a whole. But for young entrepreneurs finding a place in highly competitive market is difficult at the initial stage, as they lack supporting infrastructure and the finance for the same. At this stage, an incubation centre at their institute can help them climb their ladder of success.

At Rajiv Gandhi Institute of Technology, students are encouraged to take up technical career as well as entrepreneurship as a career path. At gradation level, students are motivated to work on projects having real-life need-based applications. Institute promotes students to take such problems from the society at third year of engineering. They conduct the survey to define the specifications of the system. The survey is conducted as project survey of existing system and user's survey. It is necessary because the project should fit with the actual need of the user. The attempt is made to design these projects during the tenure of final year engineering. On completion of the project students are asked to go through various tests, such as specifications, reliability, safety so that it can be a functional prototype stand in the market. Students are also promoted to exhibit such projects in various national level competitions such as **Hackathon, SAE, Aeromodeling, DRUSE, Zee 24 taas Young Innovators Competition, Transform Maharashtra**. Students work on real-life research topics given under this scheme, selected by National Informatics Centre, Ministry of Electronics and Information technology, Government of India. Further, to make students aware of the validity of their projects within the research domain, they are asked to write the technical paper for journals and conferences.

With the above implementation students got benefitted to get placement and improve their skills in project development. However, an attempt has to be made to invite private sector companies to exhibit the projects, so that the technical know-how can be transferred to industries so that the commercial prototype can be brought up in the market to benefit the society.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

3.2.2 Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years

Response: 0

3.2.2.1 Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	00	00

File Description	Document
Report of the event	[View Document](#)
List of workshops/seminars during the last 5 years	[View Document](#)

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: Yes

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

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: Yes

File Description	Document
e- copies of the letters of awards	[View Document](#)

3.3.3 Number of Ph.D.s awarded per teacher during the last five years

Response: 1

3.3.3.1 How many Ph.Ds awarded within last five years

Response: 5

3.3.3.2 Number of teachers recognized as guides during the last five years

Response: 5

File Description	Document
List of PhD scholars and their details like name of the guide , title of thesis, year of award etc	View Document

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

Response: 2.44

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

2017-18	2016-17	2015-16	2014-15	2013-14
65	67	74	38	29

File Description	Document
List of research papers by title, author, department, name and year of publication	View Document
Any additional information	View Document

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

Response: 0.96

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

2017-18	2016-17	2015-16	2014-15	2013-14
12	25	27	20	23

File Description	Document
List books and chapters in edited volumes / books published	View Document
Any additional information	View Document

3.4 Extension Activities

3.4.1 Extension activities in the neighbourhood community in terms of impact and sensitising students to social issues and holistic development during the last five years

Response:

For overalldevelopment of students it is essential that some extracurricular activities are carried out in academics during the semester.

Holistic activities are very useful for the healthy development of body and mind. In order to carry out Holistic activities our institute has organising various activities from time to time which included various social activities like organising Yoga camps, organising Seminars on Health issues, Cleanness activities, Blood donation camps. Various activities were organised on Jagatik Marathi Bhasha Divas.

The students and staff are regularly participating in all these holistic activities.

Students have taken activities related to arts for school children. The students are sensitized to social issue of employability and entrepreneurship. They are making attempts to improve the skills of children to make them more prepared to develop themselves into skilled individuals. The students are also sensitized about the perils of corruption prevalent in the country and have signed integrity pledge by arranging Vigilance Awareness Week. Further the students understand that lack of clean and hygienic environment is the root cause of diseases and health problems faced by people. They are aware that maintaining cleanliness is responsibility of every citizen. To increase awareness in this regard, students have also organized Cleanliness drives. A sound mind resides in a sound body. In today's hectic world, health problems are on the rise. Health and medical camps are

arranged by students whereby they are sensitised about maintaining a healthy body as well as having regular health check-us to diagnose any major health problems at an early stage. Another issue to which students are sensitized is the availability of blood at Hospitals and Blood banks. If blood of specific group is not available to patient in time , it can result in serious health deteriotion and can even be fatal. This problem can be minimized by donating blood regularly. In this regard, students have set an example themselves by arranging blood donation camps and extending their participation. Students are made aware of the importance of plantation by involving them in mangroves plantation. They are also made aware of the importance of safety through preventive mechanisms whereby students have participated in Cross-dont-Talk initiatives to prevent people from using mobile phones while crossing road. Visits have been organised at tribal community locations to understand their way of living and their problems. Students are sensitised to create awareness regarding aspects such as autism, dyslexia and other such problems to allow the affected people to live a normal life without developing an inferiority complex about themselves.

The following programs and activities help in the holistic development of students:

- Go Green drive and Clean up drive
- SOCH
- Symposia organized by students
- "Zodiac" the cultural fest
- "Icarus" the Technical Festival
- Visits to slum to teach computer literacy (NGO Asha Kiran Trust)
- Health camps and blood donation camps

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

3.4.2 Number of awards and recognition received for extension activities from Government /recognised bodies during the last five years

Response: 6

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

2017-18	2016-17	2015-16	2014-15	2013-14
05	01	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	[View Document](#)
e-copy of the award letters	[View Document](#)

3.4.3 Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 30

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

2017-18	2016-17	2015-16	2014-15	2013-14
08	13	5	2	2

File Description	Document
Reports of the event organized	[View Document](#)
Number of extension and outreach programs conducted with industry,community etc for the last five years	[View Document](#)

3.4.4 Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years

Response: 54.7

3.4.4.1 Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1910	1676	1474	427	410

File Description	Document
Report of the event	[View Document](#)
Average percentage of students participating in extension activities with Govt or NGO etc	[View Document](#)

3.5 Collaboration

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

Response: 311

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

2017-18	2016-17	2015-16	2014-15	2013-14
162	76	17	31	25

File Description	Document
Number of Collaborative activities for research, faculty etc	[View Document](#)
Any additional information	[View Document](#)

3.5.2 Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 20

3.5.2.1 Number of functional MoUs with institutions of national, international importance, other universities, industries, corporate houses etc. year-wise during the last five years (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
08	07	01	04	0

File Description	Document
e-copies of the MoUs with institution/ industry/ corporate house	[View Document](#)
Details of functional MoUs with institutions of national, international importance,other universities etc during the last five years	[View Document](#)

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1 The institution has adequate facilities for teaching- learning. viz., classrooms, laboratories, computing equipment, etc.

Response:

The Institute follows the norms provided by AICTE and University of Mumbai for creating and enhancing the infrastructure that facilitate effective teaching and learning in proportion to the students' strength in different streams. The Institute focuses on developing good and modern infrastructure like classrooms, laboratories, library with reading rooms, internet facility, parking facility and canteen facility in the campus. The Institute strives to create or enhance the infrastructure in view of a healthy, comfortable and technology based environment required for effective teaching and learning. The institution constantly and continuously expands and upgrades the required infrastructure facilities, in view of the changes of the University syllabus.

Institute has an infrastructure in line with AICTE norms. The Institute has planned and constructed the infrastructure which facilitates the curricular and co-curricular activities. All the departments are fully equipped with the necessary infrastructure to meet the ever increasing requirements with adequate class rooms, seminar halls, tutorial rooms, laboratories and sufficient space for hosting all academic activities as shown below. All laboratories are well equipped with latest equipments which are calibrated as per the norms. The practicals are performed as per the Mumbai university syllabus. The Charts and models are also displayed in the laboratory for easy understanding of practicals.

The college has well equipped workshop with various machines, Training & Placement cell, under which Institute interac

ts with the industry, arranges softskill programs for the students, placement drive, Mock interview and group discussions regularly. Institute Industry interaction cell arranges site visits, gives guidance to final year students for industrial Projects and facilitates with summer internship and cell helps in entering MOU with industries. The college has one Seminar hall with ICT facility for conducting subject matter expert lectures, paper presentation, conferences and workshops. Knowledge Sharing Lateral advancements have seen the rise of another economy where knowledge has turned into a valuable asset and resource. The dynamism of the new economy expects us to rapidly adopt knowledge and apply information rapidly. One conceivable approach to do as such is to share our insight viably. Knowledge sharing is visualized as a characteristic movement of the academic establishments. The quality seminars, workshops, conferences, publications and inter disciplinary projects are the ways through which knowledge sharing is achieved.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.1.2 The institution has adequate facilities for sports, games (indoor, outdoor),gymnasium, yoga

centre etc., and cultural activities

Response:

The Institute encourages and provides facilities for students to participate in various extra-curricular activities in order to build team spirit and leadership qualities. Institute has formed students' affair committee for Technical & cultural activities, which takes care of all cultural, sports and extra-curricular activities of the college.

Sports: The Institute has a playground for playing several sports. Students are encouraged to play different sports like football, cricket, volleyball & indoor games like badminton, chess, carrom etc.

NSS:

As per the guidelines of the University of Mumbai, the Institute has formed a NSS unit of students and staff called **Soch**. This unit in the college provides a platform for various socially relevant services such as:

1) Providing guidance to students studying in the slum areas.

2) Participating in Clean up drive

3) Creating social awareness among students.

4) Organized traning for girl students and ladies staff about self defence.

5) Providing a platform for NSS (Soch) students to showcase their talents through poem recitations and enacting plays (street plays) with a message for the society.

6) Spreading awareness about traffic rules and safety measures among staff members and students.

7) Spreading awareness about protection of mangroves.

8) Organizes blood donation camp every year.

9) Versova beach clean up drive

Yoga

Institute frequently conducts yoga classes for faculty members in auditorium. One of our faculty member is professional yoga teacher who conducts yoga classes for students as well as faculty members.

Cultural Activities

Co-curricular activities: The Institute regularly conducts a number of technical events. The events include activities such as technical quizzes, debates and robotics competition to name a few. Students actively participate in these events. In the recent past, the college students have won many prizes in such technical events at the inter-college level. Also students & staff celebrate 5 days Ganesh festival in college campus

.1)For encouraging students towards cultural activities, the institute organizers many competitions like dance, song (group and solo), writing, debate, rangoli, flower decoration, poster making, painting etc every year at the time of cultural festival **"Zodiac"** and the winners are felicitated in the annual function celebration.

2) Separate Green room facility for boys and girls for preparation of cultural events is made available.

3) Refreshment and dinner is provided to all the participants, students and staffs during 3 days of cultural festival.

5) Provision of separate in-charges for various events during annual gathering.

6) Winners are felicitated in the annual gathering with mementos/ cash /certificate

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

4.1.3 Percentage of classrooms and seminar halls with ICT - enabled facilities such as smart class, LMS, etc

Response: 82.61

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 19

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	[View Document](#)
any additional information	[View Document](#)
Link for additional information which is optional	[View Document](#)

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation

during the last five years.

Response: 50

4.1.4.1 Budget allocation for infrastructure augmentation, excluding salary year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
311.57	306.05	301.47	279.52	275.75

File Description	Document
Details of budget allocation, excluding salary during the last five years	[View Document](#)

4.2 Library as a Learning Resource

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

Response:

Members of the Library Advisory Committee are chosen judiciously to represent all the streams. The committee is actively involved in library schemes that are intended to make the library user friendly.

Library is mirror and heart of our Institute and mirror shows the truth, clarity, stability, capacity, development of every fact and hearts to do the challengeable work in any condition. Library area is **599 sq.m** and this area is divided into different section with well-equipped furniture and fixtures. Property Counter, Issue Section, Reading hall, digital Library, Reference Section, periodical section are available in Library.

We have collection of 30000 books with 7400 titles, 1433 Gratis, 44 Indian and 19 foreign Periodicals, 90 e-resources, 3400 CDs, 350 project reports, 953 Bound Volumes, 20 Research Paper, 11 newspapers, semester wise question papers and department wise syllabus.

Library has used Dewey Decimal Classification-21st ed. for cataloging and classifications. All transactions are done through SOUL SOFTWARE with Bar-Code system. Library gives the Reference, Reprography, offline Journals- books, web-opac, and Wi-Fi services to the users.

- Name of the ILMS software : SOFTWARE OF UNIVERSITY LIBRARIES 2.0

- Nature of automation (fully or partially) : Fully

- Version : 2.0.0.12

- Year of automation : 2004

File Description	Document
Link for Additional Information	View Document

4.2.2 Collection of rare books, manuscripts, special reports or any other knowledge resources for library enrichment

Response:

The library has been collecting rare books, manuscripts and special reports etc. over the years since its inception in 1992. Steps have been taken to collect more rare books, manuscripts and special reports as these books & documents are very essential for reference. All the details of collections of rare books, manuscripts, special reports are tabulated in separate file named as "4.2.2_collection of rare books for library enrichment" as it has many entries.

The collections of rare books are stored in kindles and are accessible to the students and faculty as reference material for enrichment of their knowledge. The library of RGIT is well stocked by books on competitive exams like GATE, MPSC and UPSC .The students have access to these books and hence get benefitted for these exams. This way library of RGIT is keeping a pace with digital revolution in reading, Autobiographies and Biographies. The autobiographies and biographies of great people are kept in library which includes scientists, Engineers and leaders. Great deal of motivation is being imparted by these books to our students. The collection of editorials and important articles from all the national newspapers are displayed in the library to enrich the General Knowledge and Current Affairs of students. Separate racks are provided of IS Codes as reference material to the students to peruse and apply their contents for project work.

There are total 378 rare books collections, Out of which 53 rare books are of Indian authors and publications and rest all are of foreign authors.

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

4.2.3 Does the institution have the following:

1. e-journals
2. e-ShodhSindhu
3. Shodhganga Membership
4. e-books
5. Databases

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

File Description	Document
Details of subscriptions like e-journals,e-ShodhSindhu,Shodhganga Membership etc	View Document

4.2.4 Average annual expenditure for purchase of books and journals during the last five years (INR in Lakhs)

Response: 5.06

4.2.4.1 Annual expenditure for purchase of books and journals year-wise during the last five years (INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
6.18	5.44	4.69	3.72	5.27

File Description	Document
Details of annual expenditure for purchase of books and journals during the last five years	View Document

4.2.5 Availability of remote access to e-resources of the library

Response: No

4.2.6 Percentage per day usage of library by teachers and students

Response: 10

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 231

File Description	Document
Any additional information	[View Document](#)

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The institute has well developed laboratories for providing IT facilities to the users. Some of the facilities are

1. Almost all the departments have LCD projectors, overhead projectors, printers and scanners.

2. The computers of all the departments have open source software.

3. The college website is monitored and updated from time to time by the IQAC cell of the college.

4. Resources like computers, printers of all laboratories are in network.

5. The maintenance of computer, server, Internet, installation of software and upgradation of hardware is done by faculties and laboratory assistants.

6. The institute calls experts from outside for repairing monitors and printers.

7. Institute frequently updates its IT facilities like upgradation of computer systems, software, bandwidth of leased line etc.

4.3.2 Student - Computer ratio

Response: 2.56

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)
>=50 MBPS

35-50 MBPS

20-35 MBPS

5-20 MBPS

Response: >=50 MBPS

File Description	Document
Any additional information	[View Document](#)

4.3.4 Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	[View Document](#)

4.4 Maintenance of Campus Infrastructure

4.4.1 Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years

Response: 25

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

2017-18	2016-17	2015-16	2014-15	2013-14
155.78	153.03	150.73	139.79	137.88

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	[View Document](#)
Audited statements of accounts.	[View Document](#)

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

Response:

Institute has established systems and procedures for maintaining and utilizing physical, academic and support facilities by forming 7-8 committees like server maintenance/internet committee, website development committee, computer maintenance committee, lift maintenance committee, water cooler/water purifier/AC maintenance committee, general maintenance/fire system maintenace committee etc.

The Institute has an estate manger and designated officer for overseeing the maintenance of the overall structure of the building.

Institute has appointed sufficient support staff for improving the institute's physical ambience. Additionally, many departments have Annual Maintenance Contracts with suppliers and companies for the repair and maintenance of the laboratory equipments & to improve the physical ambience of the campus, several initiatives are taken from time to time

Functions of the committee:

- Proper upkeep and maintenance of the buildings
- Maintenance of the surroundings
- Carrying out minor repairs of furniture, electrical and sanitary fittings
- Maintenance of the water tanks and other services in the compound
- Maintaining security
- Ensuring the safety requirements in the college.

Equipment and Computer Maintenance Committee:

A review of the requirements of infrastructure is done before the commencement of each semester / academic year. The Institute has a committee who overlooks the maintenance and upkeep of the equipments and computer facilities of the institution. All the electrical and Electronic equipment fitted in different positions in the Institute are looked after by the team of Electrical maintenance staff consisting of electricians and faculty member from instrumentation department. The instruments and equipments are cleaned, calibrated and maintained on regular basis. Also the instruments and equipments are serviced by the suppliers.

Library

The books in library are accessioned, stamped and then shelved according to Dewey decimal classification. Book binding is done for damaged books to prevent further damage. Institution has constituted Library Advisory Committee for smooth functioning and efficient working of library. A suggestion box is kept in the library for improving library services & rendering the library user friendly.

Caretaking & Housekeeping supervisor of the Institute:

The Institute has a house keeping supervisor for overlooking the maintenance of cleanliness and minor repairs (sanitation, carpentry) required on a day to day basis.

Maintenance of academic infrastructure and facilities

- Firefighting system is provided separately in both the staircases.
- Fire extinguishers are provided at multiple locations as per requirement.
- Multiple exits in case of emergency are provided
- Fire fighting equipment training is provided to security
- Water supply: - Municipal Corporation water supply is available in the campus round the clock and it is utilized for drinking purpose after filtration.

File Description	Document
Link for Additional Information	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 37.84

5.1.1.1 Number of students benefited by scholarships and freeships provided by the Government year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
763	831	780	770	807

File Description	Document
Upload self attested letter with the list of students sanctioned scholarships	[View Document](#)
Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years	[View Document](#)

5.1.2 Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

Response: 0

5.1.2.1 Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Any additional information	[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

  1.For competitive examinations
  2.Career counselling

      3.Soft skill development

      4.Remedial coaching

      5.Language lab

      6.Bridge courses

      7.Yoga and meditation

      8.Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: B. Any 6 of the above

File Description	Document
Details of capability enhancement and development schemes	[View Document]()
Link to Institutional website	[View Document]()

5.1.4 Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

Response: 3.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
105	105	101	88	9

File Description	Document
Number of students benefited by guidance for competitive examinations and career counselling during the last five years	[View Document]()

5.1.5 Average percentage of students benefited by Vocational Education and Training (VET) during the last five years

Response: 40.33

5.1.5.1 Number of students attending VET year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
997	1543	722	472	562

File Description	Document
Details of the students benifitted by VET	[View Document](#)

5.1.6 The institution has a transparent mechanism for timely redressal of student grievances including sexual harassment and ragging cases

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	[View Document](#)
Any additional information	[View Document](#)

5.2 Student Progression

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

Response: 31.3

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

2017-18	2016-17	2015-16	2014-15	2013-14
152	150	186	167	155

File Description	Document
Details of student placement during the last five years	[View Document](#)
Any additional information	[View Document](#)

5.2.2 Percentage of student progression to higher education (previous graduating batch)

Response: 17.23

5.2.2.1 Number of outgoing students progressing to higher education

Response: 97

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education	View Document
Any additional information	View Document

5.2.3 Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)

Response: 79.77

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

2017-18	2016-17	2015-16	2014-15	2013-14
117	139	111	141	64

5.2.3.2 Number of students who have appeared for the exams year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
150	165	130	176	90

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years	View Document

5.3 Student Participation and Activities

5.3.1 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) 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

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	02	02

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at national/international level during the last five years	[View Document](#)
e-copies of award letters and certificates	[View Document](#)

5.3.2 Presence of an active Student Council & representation of students on academic & administrative bodies/committees of the institution

Response:

The institute has given high importance to the student's council, their suggestion and recommendation for overall growth of students in terms of academics as well as extracurricular activities.

Every year elections for student council formation for posts like President General Secretary, cultural secretary, sports, treasurer, marketing and technical secretary are being conducted via multiple level of interviews and the committee head are supported by various student co-coordinators to implement various sports, cultural and technical events in the institute or represent the institute in various events at university, state level, national and international level competitions.

President lead all meetings, give assistance, guidance, and praise, act as a facilitator during discussion, maintain frequent contact with faculty and administration, work with advisor on all planning, participate in student council sponsored activities/events.

Vice President work closely with President, assume President's duties when needed, work with President and Treasurer in preparing calendar and budget, assist the President in preparing meeting agendas. Treasurer oversees council expenses and revenues, maintain an accurate and detailed financial record, give monetary advice to the council. Secretary keep an account of minutes at every meeting, keep an accurate account of attendance at every meeting, maintain contact information for people who work with the council.

The events are planned well in advance taking into consideration the academic calendar. The student

council guided by their respective staff convener is responsible for smooth conduction of the event. Budget is decided for all the events with financial support from the institute as well as sponsorship to improve the event capability and quality every year.

The suggestions and recommendations provided by student council are always considered for continuous improvement.

Apart from the institute level committee there are various departmental committees to implement various activities at department level. Events are always concluded with felicitation of winning candidate and vote of thanks.

The institute is always progressive towards growth of students and overall development of individual so that similar skills can be utilized and groomed further in higher studies or industry.

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

5.3.3 Average number of sports and cultural activities/ competitions organised at the institution level per year

Response: 33.8

5.3.3.1 Number of sports and cultural activities / competitions organised at the institution level year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
38	36	33	31	31

File Description	Document
Report of the event	[View Document](#)
Number of sports and cultural activities / competitions organised per year	[View Document](#)
Any additional information	[View Document](#)

5.4 Alumni Engagement

5.4.1 The Alumni Association/Chapters (registered and functional) contributes significantly to the development of the institution through financial and non financial means during the last five years

Response:

The Alumni Association aims at working for an all-time interaction & a feeling of fraternity among alumni of the institute. The association also provides opportunities for interaction between past & present graduates and faculty of the college. The alumni of our college have found and will keep on finding positions in institutions of National & International repute and the association being a platform for mutual awareness among all. Alumni help in promoting academic and professional excellence by organizing or sponsoring seminars/ conferences/ guest lecturers / publications etc., for the benefit of society at large. The student alumni have always responded positively by contributing to the growth of the institute by sharing their experiences with everyone during the alumni meet conducted. They have provided appropriate references for placement of students in various organizations. Their feedback has been most significant improvement of teaching learning process and has helped students grow in terms of personality and technical growth. The institute has acted positively to conduct various activities on hardware and software application and also soft skill programs to enhance the student quality. Alumni have encouraged the students by providing career guidance in both academic and extracurricular fields to the public at large and creating opportunity for transfer of technology/ knowledge amongst the members. The faculties have also acted positively by undergoing courses conducted by NPTEL/IIT/MHRD and SWAYAM to enhance the teaching learning process. Students have acted positively by being part of various events/competitive exams/international paper presentations etc., for their self-improvement.

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

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

? 5 Lakhs

4 Lakhs - 5 Lakhs

3 Lakhs - 4 Lakhs

1 Lakh - 3 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	[View Document](#)

5.4.3 Number of Alumni Association / Chapters meetings held during the last five years

Response: 1

5.4.3.1 Number of Alumni Association /Chapters meetings held year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	01

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years	[View Document]()
Any additional information	[View Document]()
Report of the event	[View Document]()

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

In 1988, the great Indian visionary leader and philanthropist, late shri VilasraojiDagdojiraoji Deshmukh established Manjara Charitable Trust in Latur for providing quality education to students of Maharashtra. His inspiration and guidance enabled the educational and social institutions under the trust to achieve much recognition and awards in the past and his social vision will be a motivation for all future initiatives and activities of the institutions under the trust.

Manjara Charitable Trust's Rajiv Gandhi Institute of Technology, Mumbai (erstwhile MCT's College of Engineering) is a leading self-financed technological institute in Mumbai-Maharashtra (Western India). The institute is playing a key role in providing & promoting the quality engineering education and research programmes to students. In 1992, the great political leader and socialist lateshri **Vilasraoji Dagdojiraoji Deshmukh**founded the institute under Manjara Charitable Trust (Latur), which aimed at providing educational facilities to rural and urban Maharashtra. Currently, The young and dynamic leadership of **Shri Amit Vilasraoji Deshmukh, The Secretary, MCT- Latur** and the management of RGIT is committed to enable the institute become a Centre of academic excellence & Research. It envisions to be a leading technological institute committed to nurture student centered learning experience through outcome and skill based transformative education to create technocrats and leaders for the service of society and nation.

VISION

To be a leading technological institute committed to nurture student centered learning experience through outcome and skill based transformative education to create technocrats and leaders for the service of society and nation.

MISSION

- To provide an educational experience that transforms students into competent engineering professionals and responsible citizens.
- To provide an academic ambience to flourish new ideas, research interest, leadership, team spirit and ethics.
- To strive for excellence in faculty and students by encouraging skills development, creativity, capability and applicability.
- To contribute in the service of society by participation of faculty, staff and students in socio-economic and socio-cultural activities.
- To work on Research and Development projects and offer consultancies in core and interdisciplinary areas of engineering to strengthen the education and research ecosystem.
- To establish the linkages with apex educational and national research institutions and emerge into a Centre of Excellence

GOAL

- To be among the top ten self-financed engineering and research institutions of Maharashtra and subsequently secure a good national ranking in the coming five years.
- To enable at least 10 % of our students be entrepreneurs, 40 % of them opting for higher education in the institutions of high repute in India and aboard and 50% of them being placed in core and allied companies or government sector.
- To enhance linkages with apex educational and research institutions in Mumbai, the state and the country.
- To develop systems for leading the institute towards achieving academic autonomy.
- To develop a foundation for institute to be a Centre of Excellence in next five years.

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

6.1.2 The institution practices decentralization and participative management

Response:

The institute practices democratic decision-making model wherein all stakeholders participate and actively contribute in functioning and deciding the curricular and co-curricular activities of the institute. The visionary leadership of Shri DilipraojiDeshmukh and Shri Amit VilasraojiDeshmukh enable the trust decides the academic, research and other extension activities of the institute through Board of Directors/ Management Council. The trust has bestowed all executive and administrative powers to the Principal and he has been given full authority in all the decisions related to the institute. Furthermore, the Principal functions effectively through an effective academic council, which comprises of HODs, Professors, Associate Professors and other concerned officers of the central administration. The principal plans all initiatives/activities of the institute by conducting open meetings wherein the entire stakeholders' suggestions have been given due recognition and consideration. The institute functions as an exemplary of participative management.

Moreover, The HODs have been bestowed all functional powers in deciding all the activities and plans at departmental level. HODs have full functional authority and limited financial powers related to purchase and maintenance procedures. As the institute level, committees function as per the guidelines and directives of the principal; similarly, the departmental committees function as per the directives of respective HODs. The institute has formal vertical and horizontal communication practices for effective planning, decision-making and functioning.

File Description	Document
Any additional information	[View Document](#)

6.2 Strategy Development and Deployment

6.2.1 Perspective/Strategic plan and Deployment documents are available in the institution

Response:

In 2012-13, the institute redefined and reaffirmed the goals and strategic plans of the institute for 2013-2018 by considering the changing nature and scope of HEIs in providing quality and outcome based education. During introspection, the institute realized that it should develop and implement a strategic plan for being a Centre of academic excellence & research. The institute developed a plan of increasing the intake capacity of select UG programmes, increase the recruitment, enhance the existing infrastructure, establish new labs, and create additional facilities for getting recognition as a research Centre for introducing/Ph.D. Programmes.

The institute also decided to apply for NBA accreditation for three of its UG programmes and train the staff for carrying out accreditation related documentation. The institutes developed a plan for upgrading the skills and qualifications of existing faculty members and recruit the quality and qualified faculty as per the requirement. Moreover, the institute decided to motivate the faculty to enhance learning experience of students by using modern teaching methodologies and extensive use of ICT in the classroom. The institute also encouragedthe staff to participate in various STTPs/conferences/FDPs and value additional courses through NPTEL and other forums.

The institute decided to enhance employability of the students through imparting technical and soft skills training by conducting workshops, seminars and aptitude tests.

The institute could achieve 80-90% of its targets by March 2018 and is committed to take strategic steps in achieving all of its goals and plans in the coming years. The following is the list of achievements of the strategic plan:

1.   Increased the intake of UG programmes.

2.   Secured NBA accreditation to three UG programmes.

3.   Recruited adequate number of quality and qualified faculty.

4.   Improved the existing infrastructure.

5.   Compulsory NPTEL COURSE enrolment and certification for faculty.

6.   Introduced PG & Ph.D. programmes in Electronics & Telecommunication, Mechanical and Computer Engineering Department.

7.   Upgraded the laboratories and the central library and computing facilities.

File Description	Document
Strategic Plan and deployment documents on the website	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.2 Organizational structure of the institution including governing body, administrative setup, and functions of various bodies, service rules, procedures, recruitment, promotional policies as well as grievance redressal mechanism

Response:

Governance:

• **Members of the Board and their brief background**

S.No.	Name	Designation
1.	Shri. DilipraoDagdojiraojiDeshmukh	Chairman (Nominated by trust)
2.	Shri. Amit Vilasraoji Deshmukh	Secretary (Nominated by trust)
3.	Mrs. Aditi Amit Deshmukh	Member(Nominated by trust)
4.	Shri. Dheeraj Vilasraoji Deshmukh	Member (Nominated by trust)
5.	Dr. Prashant Shingare Director, VertivEnegry Pvt. Ltd.	Member(Nominated by trust)
6.	Prof.S.N.Merchant, IIT Bombay	Member(Nominated by trust)
7.	Dr.AbhayWagh, Director, Directorate of Technical Education, Maharashtra	Member(Nominated by trust)
8.	Prof.S.P.Sadala, Faculty, RGIT	Member(Nominated by trust)
9.	Prof.K.G.Sawarkar, Faculty, RGIT	Member(Nominated by trust)
10.	Mr. Kaushal Paurana	CEO MCT
11.	Dr. Udhav V. Bhosle Principal RGIT	Member Secretary(Nominated by trust)

Grievance Redressal Cell

The function of the cell is to look into the complaints lodged by any student, staff and judge its merit. The Grievance cell is also empowered to look into matters of harassment. Anyone with a genuine grievance may approach the Principal in person, or in consultation with the faculty in charge of the Grievance Cell. In case the person is unwilling to appear in self, grievances may be dropped in writing in the / suggestion box of the institution. Anonymous complaints will not be treated as grievances. Grievances may also be sent through e-mail to the faculty in-charge of Grievance Cell.

Objective

The objective of the Grievance Cell is to develop a responsive and accountable attitude among all the stakeholders in order to maintain a harmonious educational atmosphere in the institute. A Grievance Cell has been constituted for the redressal of the problems reported by the Stakeholders of the College.

Functions

1. The cases will be attended promptly on receipt of written grievances from the students within 7 working days.
2. The cell formally will review all cases and will act upon accordingly as per existing norms.
3. The cell will give report to the management every quarterly about the cases attended to and the number of pending cases, if any, which require direction and guidance from the higher authorities.

Procedure for lodging complaint

1. The students may feel free to put up a grievance in writing/or in the format available in the admin dept. and drop it in boxes
2. The Grievance Cell will act upon those cases which have been forwarded along with the necessary documents.
3. The Grievance Cell will assure that the grievance has been properly solved in a stipulated time limit provided by the cell.

Grievance Committee:

1	**Dr. UdhavBhosle**	Chairman	udhav.bhosle@mctrgit.ac.in
2	Dr. S.B. Wankhade	Member	sunil.wankhade@mctrgit.ac.in
3	Dr. S.Y. Ket	Member	satish.ket@mctrgit.ac.in
4	Dr. S. U. Bokade	Member	sanjay.bokade@mctrgit.ac.in
5	Prof. N.S. Chame	Member	nschame@mctrgit.ac.in
6	Dr. Kiran Chaudhari	Member	kiran.chaudhari@mctrgit.ac.in
7	Prof. S.D. Gaikwad	Member	sambhaji.gaikwad@mctrgit.ac.in
8	Prof. R.Y. Kurne	Student's Affair	ravindra.kurne@mctrgit.ac.in

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.2.3 Implementation of e-governance in areas of operation

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

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: C. Any 3 of the above

File Description	Document
Screen shots of user interfaces	[View Document](#)
Details of implementation of e-governance in areas of operation Planning and Development,Administration etc	[View Document](#)
Any additional information	[View Document](#)

6.2.4 Effectiveness of various bodies/cells/committees is evident through minutes of meetings and implementation of their resolutions

Response:

Following are the various committees at the institute level. All the committees are inter- departmental committee and their working is in coordination with each other.

Academic Committee:

Anti-Ragging Committee:

Grievance Committee

Women's Development Cell:Evidence provided as sample.

Time Table Committee:

Library Committee:

Placement Committee:

ISO Committee:

Alumni Committee:

Canteen Committee:

Students Affairs Committee (Technical):

Students Affairs Committee (Cultural):

R & D Committee:

Electrical maintenance Committee:

Website Development Committee:

Server maintenance / internet committee:

Computer Maintenance Committee:

Lift Maintenance Committee:

Water cooler/Water Purifier/A.C. Maintenance Committee:

Intercom Committee:

General maintenance Committee/Fire Fighting:

Sports/ NSS Committee:

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

6.3 Faculty Empowerment Strategies

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

Response:

The institute considers welfare of the teaching and non-teaching staff as one of its essential activities. The institute promotes the safe, accessible and healthy work environment to its staff and ensures creation and management of new welfare policies for overall development of the institute. The institute organizes health check up camps and Yoga camps during technical or cultural festival, at least once in the year. The delicious, healthy and hygienic canteen food is served to staff and students. The reading room facility of library promotes research and reading culture in the staff. In addition to infrastructural facilities, the institute has several welfare schemes like Gratuity, GSLI, and Sponsorship for PG/Ph.D. programmes. The institute has also assisted select staff like Mr.Sawant (Peon) in getting proper medical treatment. As a result of its healthy work culture and other welfare schemes, the institute has highest retention ratio in the city.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc during the last five years	[View Document](#)
Any additional information	[View Document](#)

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

Response: 26.2

6.3.3.1 Total number of professional development / administrative training programs organized by the

Institution for teaching and non teaching staff year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
47	34	22	16	12

File Description	Document
Reports of Academic Staff College or similar centers	<u>View Document</u>
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	<u>View Document</u>
Any additional information	<u>View Document</u>

6.3.4 Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

Response: 27.37

6.3.4.1 Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
98	13	20	16	12

File Description	Document
Details of teachers attending professional development programs during the last five years	<u>View Document</u>
Any additional information	<u>View Document</u>

6.3.5 Institution has Performance Appraisal System for teaching and non-teaching staff

Response:

The institute has formal as well as informal performance appraisal system which aims at monitoring the teaching learning process and enhancing the quality of learning experience of our students. The Principal, Heads of respective departments and Class advisors interact with the students and other stake holders for receiving feedback about the teachers and their teaching learning activities. The students are given

complete freedom to express their concerns and grievances to these authorities as and when they visit them for feedback. Secondly, formal feedback is collected from select students at the end of each semester either offline or online mode. The feedback procedure is completely transparent and analysis is fair. The Principal communicates the feedback analysis to teachers during their departmental meetings. Generally, the meeting is conducted before the commencement of next semester and the faculty members are guided to take the concrete action plan to improve their feedback. In addition to external feedback, every faculty member submits self-appraisal form.

File Description	Document
Any additional information	[View Document](#)

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The institute has a systematic procedure of financial management and audits. It conducts external financial audits every year. The qualified and competent auditors conduct the audit in accordance with auditing standards generally accepted in India. The auditor's report conveys that the institute manages its finances properly and excels in record keeping of its financial transactions. During 2013-2016, A.K.Pandey& Company (FRN132191W/MEMBERSHIP NO.133617) conducted the external financial audit. In October 2016, K.F.Jetsey& CO. conducted the audit for the financial year ended on 31 march 2016. In October 2017, Bharat Parikh & CO. conducted the audit for the financial year ended on 31 March 2017.

File Description	Document
Any additional information	[View Document](#)
Link for Additional Information	[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of Funds / Grants received from non-government bodies during the last five years	View Document

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

Response:

The students' fee is considered as the major source of income of the institute. The open/general category students pay the full payment to the institute whereas the reserved category students pay the partial fee and the state government pays remaining amount. The institute uses 80% of income for academic and activities and the remaining 20% is used for upgradation/renovation of the existing infrastructure or/and creating new infrastructural facilities. The institute utilizes the income/funds as per the following table:

SR.NO	AREA/ASPECTS	PERCENTAGE OF FUNDS USAGE
01	SALARY	60%
02	REGULAR AND CONTINGENCY EXPENSES	25%
03	THE CENTRAL LIBRARY	02%
04	PURCHASE	03%
05	MAINTENANCE & REPAIRS	02%
06	ACADEMIC & RESEARCH	0.05%
07	MISCELLANEOUS EXPENDITURE	07%

File Description	Document	
Link for Additional Information	View Document	

6.5 Internal Quality Assurance System

6.5.1 Internal Quality Assurance Cell (IQAC) has contributed significantly for institutionalizing the quality assurance strategies and processes

Response:

We believe quality enhancement as a continuous process and the IQAC a part of our institution's system and work focusing towards actualizing the goals of quality enhancement and making it sustainable. The

primary task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institution**.** In this endeavor IQAC brought the best practices to install and implement and make the education more outcome oriented. The strategic plan of our IQAC included a short term, a medium term and a long term focus for the holistic improvement.

To unveil few highlights of them, in the short term focus IQAC designed an **Academic Diary** for the faculty to record all the educational transactions. The Academic Diary proved to the finest source of planning and maintaining the records with complete transparency. IQAC realized to connect to outside world and receive quality inputs of candid deliverables to the students. As a result was the formation of a team of experts from outside world to guide, suggest and participate in the quality improvement activities. The team contained senior professionals from industries, academic experts and our alumni. Alumni targeted were the one who are working in industries and had significant experience in engineering systems. The team so made is nomenclature as **Department Advisory Board**. The formation of DAB resulted in achieving many of the quality targets. The DAB discussions gave a fine tuning to the Vision and Mission statements and developing an action plan for achieving institutional goals. IQAC further made the efforts for **mapping of the Course Outcomes with Program Outcomes** for the undergraduate program of the various departments. A step ahead was to estimate the **Attainment Level of Program Outcomes and our Program Educational Objectives**. These estimates helped in identifying the gap and revise our goal setting plans.

The institute observes the ISO standards in terms of documentation and many of the processes. The precision in the documentation is realized and the IQAC suggested and further implemented **Documentation Audit of the Departments**. This audit made the departmental documentation even more profound and vital in tracking the events or facts required at times. **Students Mentoring System.** The objective was to help the students with their difficulties in teaching learning process. Each of the faculty member is assigned to twenty mentees and interactions are made between them.

The target goal of IQAC is to put all the programs through the test of accreditation. The National Board of Accreditation **(NBA) accorded accreditation to three of the undergraduate programs of the institute.** IQAC is further aligning the activities to get the accreditation for the institute as a whole by **The National Assessment and Accreditation Council i.e. NAAC.**

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

6.5.2 The institution reviews its teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals through IQAC set up as per norms

Response:

The IQAC has been monitoring the quality of teaching learning process, structures and

methodologies of operations and learning outcomes at periodic intervals during academic council meetings. The Academic Council consisting of the principal, Heads of Department, and a senior faculty members that plans, monitors and reviews teaching- learning and other activities of the

institution.

The IQAC takes care to maintain the quality in the process of teaching learning and evaluation.

- Preparation of course plan at the beginning of every session
- The seminars and workshops conducted for the faculty
- Examining students by conducting internal tests assessments
- Holding extra classes for course completion on time.
- Arrangement of remedial classes, doubt clearing classes for slow learners
- Establishment of research cell in order to encourage research activities
- Automation and digitalization of library
- Provision of Wi-fi facility and smart classes
- Increased usage of ICT tools in teaching learning process.

Two Examples of Institutional Reviews and Implementation of Teaching, Learning Reforms

facilitated by the IQAC:

1. **Online feedback from students:**

In order to ensure promising learning output, the IQAC collects online feedback on teachers' performance and methodology of teaching on every semester. The IQAC, after receiving the data, analyses it online and interprets the same. On the basis of the drawn conclusions, it takes necessary action if it identifies any dissatisfaction from the students on any aspect of teacher

efficiency. According to the feedback appropriate action is taken by the Principal.

If any teachers require personal counseling, the Principal calls a meeting with the head of the

Department and the individual teacher and discuss the matter.

2. Examination Reforms

Considering the change in the pattern of questions of mid semester exam, the IQAC

committee discussed this issue and proposed to change in exam duration accordingly. So it was decided by the committee to reduce the duration of mid semester exam to one hour from one and half hours. It was also decided to include four questions in the question paper and all are compulsory and carries five marks each.

File Description	Document
Any additional information	[View Document](#)

6.5.3 Average number of quality initiatives by IQAC for promoting quality culture per year

Response: 1.4

6.5.3.1 Number of quality initiatives by IQAC for promoting quality year-wise for the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
4	2	1	0	0

File Description	Document
Number of quality initiatives by IQAC per year for promoting quality culture	View Document
Any additional information	View Document
IQAC link	View Document

6.5.4 Quality assurance initiatives of the institution include:

1. **Regular meeting of Internal Quality Assurance Cell (IQAC); timely submission of Annual Quality Assurance Report (AQAR) to NAAC; Feedback collected, analysed and used for improvements**
2. **Academic Administrative Audit (AAA) and initiation of follow up action**
3. **Participation in NIRF**
4. **ISO Certification**
5. **NBA or any other quality audit**

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B. Any 3 of the above

File Description	Document
e-copies of the accreditations and certifications	[View Document](#)
Details of Quality assurance initiatives of the institution	[View Document](#)
Annual reports of institution	[View Document](#)

6.5.5 Incremental improvements made during the preceding five years *(in case of first cycle)* **Post accreditation quality initiatives** *(second and subsequent cycles)*

Response:

- Institute is ISO 9000-2008 certified institution(2013-14)
- Three undergraduate programs(Mechanical, Computer and EXTC) receivedtwo year provisional NBA accreditation in 2014-15 and one year extension based on compliance.
- Institute applied for extension of NBA accreditation forthe above mentioned three undergraduate programs in 2018 and received three year accreditation for Mechanical Engineering(2017-18 to 2019-20) and the result forComputer Engineering is awaited.
- Institute increased its intake in mechanical engineering undergraduate program from 60 to 120 students from 2014-15.
- Institute started Post graduate program in Mechanical engineering (Heat Power) and EXTCfrom 2012-13.
- Institute started Post graduate program Computer engineering (CNIS) from 2014-15.
- Institute started PhD in EXTC with intake of 10 students from 2013-14.
- The Institute is awarded with grade 'A' by Government of Maharashtra in July 2005.
- Institute started PhD in Mechanical engineering and Computer engineering with an intake of 10 students from 2017-18.
- Institute got permanent affiliation from university of Mumbai for all five under graduate programs.
- Internal and external academic audit is done for the undergraduate programs.

File Description	Document
Any additional information	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1 Number of gender equity promotion programs organized by the institution during the last five years

Response: 4

7.1.1.1 Number of gender equity promotion programs organized by the institution year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
2	1	1	0	0

File Description	Document
Report of the event	[View Document](#)
List of gender equity promotion programs organized by the institution	[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:
 1. Safety and Security
 2. Counselling
 3. Common Room

Response:

Since its inception, the institution has shown the highest concern for Safety and Security of girl students on the campus. Our institute has 'Zero' tolerance policy for any anti-social or anti-constitutional activities, which can hamper dignity and safety of women. The fully functional Women Development Cell (WDC), Internal Complaints Committee (ICC), Anti-Ragging Cell and Discipline Committees ensure safety and security of students in the institution. The institute has appointed well qualified and dedicated Security personnel who are responsible for security and safety of the students. The institutional students need to display valid identity cards every time they enter and exit from the institution. This ensures no outsiders can enter the campus and create some problems for the students. The local police station officers visit the institute and take their rounds regularly. We have also displayed police help lines in the institute so that the students can contact them in case of any emergency. The institution has installed fire extinguishers on each floor and has made the provision for the first aid treatment. We have also displayed the list of hospitals in the nearby areas so that the students can visit these hospitals for treatment during health emergencies. Moreover, the institute organizes self defense workshop for girls under various forums of the institute regularly. The institute feels proud to state that we have no cases of Women discrimination & harassment, eaves teasing and other anti-women activities, till date. Every student of the institute is guided in the

orientation programme about 'Menace of Ragging and other Malpractices'. Furthermore, every student submits an Anti-Ragging under taking designed by Aman Kacharu Movement in the context of UGC and Supreme Court of India guidelines on 'curbing the menace of ragging'. In addition to the central security system, each department has disciplinary committee, Class advisors and Mentors to provide secure learning environment to the students.

File Description	Document
Any additional information	[View Document](#)

7.1.3 Alternate Energy initiatives such as:

1.Percentage of annual power requirement of the Institution met by the renewable energy sources

Response: 0

7.1.3.1 Annual power requirement met by the renewable energy sources (in KWH)

7.1.3.2 Total annual power requirement (in KWH)

Response: 246

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	[View Document](#)

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 3.28

7.1.4.1 Annual lighting power requirement met through LED bulbs (in KWH)

Response: 1.2

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 36.58

File Description	Document
Details of lighting power requirements met through LED bulbs	[View Document](#)

7.1.5 Waste Management steps including:
- **Solid waste management**

- **Liquid waste management**
- **E-waste management**

Response:

The institute tried to install solid waste management plant in the campus. The basic aim of the plant was to generate biogas from the kitchen waste. Currently, the plant is not operational due to some technical reasons. However, the basic set up of the plant is still available on the campus. It is situated behind the canteen premises. The institute solely relies on the BMC for solid, liquid and e-waste management. However, the institute has been conducting many sustainable activities like Clean up drives, Environmental poster presentation competition and blood donation camps, etc.

File Description	Document
Any additional information	[View Document](#)

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

The institute tried to install rain water harvesting system in the campus. But due to some technical reasons we could not setup rain water harvesting system. The institute is planning to assign this issue to IQAC cell for carrying out feasibility study for setting up this plant. The Department of mechanical engineering has a committee to assist the installation of rain water harvesting system in the campus. The institute would soon install the rain water harvesting system on its campus. The institute organized several environmental sustainable activities under various forums of the institute and Environmental Studies Subject of First Year Engineering.

7.1.7 Green Practices
- **Students, staff using**
- a)   **Bicycles**
- b)   **Public Transport**
- c)   **Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

The institute implements the concept of paperless office partially. Every department works for digitization and scanning of all necessary academic and administrative records. Every faculty members are provided official email ids for online communication and transactions. The staff members receive circulars and notifications through their official emails. Exam Conduction department informs the staff about their invigilation/examination duties through SMS or/and email. The students are informed about Training & Placement data/activities through SMS or /and email.

File Description	Document
Any additional information	[View Document](#)

7.1.8 Average percentage expenditure on green initiatives and waste management excluding salary component during the last five years

Response: 0

7.1.8.1 Total expenditure on green initiatives and waste management excluding salary component year-wise during the last five years(INR in Lakhs)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	[View Document](#)

7.1.9 Differently abled (Divyangjan) Friendliness Resources available in the institution:

1. **Physical facilities**
2. **Provision for lift**
3. **Ramp / Rails**
4. **Braille Software/facilities**
5. **Rest Rooms**
6. **Scribes for examination**
7. **Special skill development for differently abled students**
8. **Any other similar facility (Specify)**

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: C. At least 4 of the above

File Description	Document
Resources available in the institution for Divyangjan	
Any additional information	

7.1.10 Number of Specific initiatives to address locational advantages and disadvantages during the last five years

Response: 0

7.1.10.1 Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	
Any additional information	

7.1.11 Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere)

Response: 0

7.1.11.1 Number of initiatives taken to engage with and contribute to local community year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Report of the event	View Document
Any additional information	View Document

7.1.12

Code of conduct handbook exists for students, teachers, governing body, administration including Vice Chancellor / Director / Principal /Officials and support staff

Response: Yes

File Description	Document
Any additional information	View Document

7.1.13 Display of core values in the institution and on its website

Response: Yes

File Description	Document
Any additional information	View Document
Provide URL of website that displays core values	View Document

7.1.14 The institution plans and organizes appropriate activities to increase consciousness about national identities and symbols; Fundamental Duties and Rights of Indian citizens and other constitutional obligations

Response: Yes

File Description	Document
Details of activities organized to increase consciousness about national identities and symbols	View Document
Any additional information	View Document

7.1.15 The institution offers a course on Human Values and professional ethics

Response: Yes

File Description	Document
Any additional information	View Document

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory

bodies / regulatory authorities for different professions

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties during the last five years

Response: 3

7.1.17.1 Number of activities conducted for promotion of universal values (Truth, Righteous conduct, Love, Non-Violence and peace); national values, human values, national integration, communal harmony and social cohesion as well as for observance of fundamental duties year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	0	0

File Description	Document
List of activities conducted for promotion of universal values	View Document
Any additional information	View Document

7.1.18 Institution organizes national festivals and birth / death anniversaries of the great Indian personalities

Response:

The institute celebrates Teacher's Day on 05 September every year in commemoration of birth anniversary of Dr. Sarvepalli Radhakrishnan and Engineer's Day on 15 September in commemoration of birth anniversary of Shri Mokshagundam Visvesvaraya. The institute celebrates birth anniversary of great poet Shri V.V. Shirwadkar (Kavi Kusumagraj) as Marathi Bhasha Day' on every 27th February. On 01 May 2018,as part of institutional celebration of Maharashtra Day and Labour Day, the institute motivated the SOCH members to participate in 'Mahashramdan' drive organized by the PAANI FOUNDATION of Amir Khan & Kiran Rao in Nashik District.

File Description	Document
Any additional information	[View Document](#)

7.1.19 The institution maintains complete transparency in its financial, academic, administrative and auxiliary functions

Response:

The institute has recognized one of its core values as 'Transparency' and it strives to maintain transparency in all its academic, administrative and financial processes and transactions. The institute provides all the new staff members official e-mail Ids and introduces them to other faculty members via official mail. The new and existing staff members are informed about prevalent and revised plans and policies, rules and regulations and schemes of the institute. The institute shows utmost transparency in academic and financial matters of the institute. All the institutional decisions or/and circulars are issued on regular and timely basis.

7.2 Best Practices

7.2.1 Describe at least two institutional best practices (as per NAAC Format)

Response:

Best Practices:1

1. **Title of the Practice:** To Use SWAYAM-NPTEL Courses for Skills Enhancement of Staff & Students.
2. **Objective of the practice:** In 2016-2017, the institute planned to use **SWAYAM –NPTEL** courses for enhancing the skills of all the faculty members and third year UG engineering students of the institute. The NPTEL and MOOC courses would provide platform for learners to enhance their core domain and core independent skills through short term online courses. Moreover, the students could learn valuable skills and content beyond the syllabus.
3. **The context:**

The institute studied the consequences of acute skills shortage in industry and academia and decided to act a change agent in enhancing skills of faculty and students. The NPTEL course enrolment was made compulsory for teachers and students whereas certification was made compulsory to staff and was optional for the students.

1. **Evidence of success:** The majority of the staff and T.E. students enrolled for the course of their choice and pursued the course successfully. Many staff members and the students registered for the certification and achieved excellent score in online examination. The staff and the students realized the importance of continuous learning and skill enhancement for personal and professional success.
2. **Problems encountered and Resources Required:**

Although institute made NPTEL course enrollment and certification compulsory for the staff, yet 100%

enrollment couldn't take place due to some technical and motivational issues. However, almost all T.E. students enrolled for the courses and were motivated to register for the course exams. However, many students and the staff didn't take the necessary examination and certification. Secondly, Mumbai University has yet not taken the decision about considering credits of NPTEL course in the CBCS scheme of UG engineering programmes.

Best practice-2:

1. **Title of the Practice: -** Enhancing students' technical and soft skills

1. **Objectives of the Practice: -** To enhance technical and soft skills of the students through providing them necessary training & support for participating in engineering/designing competitions.

1. **The Context: -**

The department of Mechanical engineering took an initiative to train& enhance technical and soft skills of UG students of the institute, through participation and organization of various engineering or designing competitions. The institute established the Society of Automotive Engineers (SAE) for this purpose.

1. **The Practice: -** The Society of Automotive Engineers (SAE) trains and provides technical support to students from different branches and enables them to participate in designing competitions enthusiastically. The Institute provides partial financial supports for participating in different events and competition to SAE.

1. **Evidence of Success: - The SAE team** has shown remarkable performance in many national and international events. The team has got awards and recognition in those competitions and developed their (team's) soft skills as well as technical skills.
2. **Problems Encountered and Resources required: -**

The students faced many problems due to Lack of infrastructural facilities and financial support

File Description	Document
Link for Additional Information	[View Document]()

7.3 Institutional Distinctiveness

7.3.1 Describe/Explain the performance of the institution in one area distinctive to its vision, priority and thrust

Response:

The institute has a broad social vision and shows transparency in all institutional activities and initiatives. Unlike other self financed institution, the institution has never compromised on rules and regulations of all statutory governing bodies and committees and always showed willingness to take initiatives for social awareness and empowerment activities. The institute is committed to provide high quality technical education and inculcate social values, ethics and other soft skills in the students. the institute has never let 'money' and 'profit' become its priority and always has assisted financially and academically weaker students through providing concessions, FEE waivers or and EMI facility. The institute students and the staff actively participate in all social, environmental and academic initiatives through different forums and platforms.

File Description	Document
Any additional information	[View Document](#)

5. CONCLUSION

Additional Information :

Rajiv Gandhi Institute of Technology Mumbai was established Under Manjara Charitable Trust in 1992 by great philanthropist Late Shri Vilasrao Deshmukh with aim to provide education to all irrespective of caste, creed, gender, and region to students of rural and the urban Maharashtra. The institute believes in and follow the philosophy of late Shri Vilasrao Deshmukh. The institute provides education at a very affordable prize. The institute believes in quality, openness and transparency in all academic and administrative affairs. The recruitment of teaching and nonteaching staff is done only on merit. The academic, students and staff discipline, faculty retention, are the major strength of area of the institute. The institute produce engineers with social values and social commitment.

Each department of the institute have department advisory committee consisting of members from industry, academia, institute alumni and current students. The committee meeting are held regularly and suggestion are implemented. This has proved to have positive impact on academic and administrative affairs of the department. The students of the institute participate in the national and international conference, workshops and project competition with financial support from the institute. The institute works on the core values like transparency, accountability, empathy, inclusiveness.

Concluding Remarks :

The institute is approved by AICTE New Delhi, DTE Govt. of Maharashtra and permanently affiliated to University of Mumbai. . Three UG programmes in the department of Electronics and Telecommunication Engineering, Mechanical Engineering and Computer Engineering were accredited for a period from 2014-17 and Mechanical Engineering for a period 2017-2020 by National Board of accreditation New Delhi.

The Institute follows all norms of the regulatory authority namely AICTE, DTE and the University of Mumbai. The appointment of all faculty is done as per the norms. The institute has extensively implemented faculty development programmes and have sponsored 60 faculties for PG and PhD programmes in primer institute like IIT and VJTI .

The admission to institute is based on JEE mains and MHCET and through the central admission process conducted by the DTE. The admission at institute level eligibility is same as applicable for CAP. The institute follow all norms and eligibility conditions prescribed by DTE for admission to UG and PG programmers. The fee for socially and economically disabled students is paid by government of Maharashtra. Institute do not charge additional fee and charge fee approved by fee regulatory authority government of Maharashtra. There is no discrimination among students and staff on the basis of caste, region, religion and other. The entire staff of RGIT works as team and as a family.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.1.2	Number of certificate/diploma program introduced during the last five years 1.1.2.1. **Number of certificate/diploma programs introduced year-wise during the last five years** Answer before DVV Verification: Answer After DVV Verification : Remark : Mou's and workshops cannot be considered as certificate/diploma programs, hence the number has been reduced.
1.1.3	Percentage of participation of full time teachers in various bodies of the Universities/ Autonomous Colleges/ Other Colleges, such as BoS and Academic Council during the last five years 1.1.3.1. Number of teachers participating in various bodies of the Institution, such as BoS and Academic Council year-wise during the last five years Answer before DVV Verification: Answer After DVV Verification : Remark : Only teachers who are members of BOS or Academic Council can be accepted here. Hence the numbers have been edited accordingly.
1.4.2	Feedback processes of the institution may be classified as follows: Answer before DVV Verification : B. Feedback collected, analysed and action has been taken Answer After DVV Verification: E. Feedback not collected Remark : The proofs provided are irrelevant and the URL provided does not take to the webpage, hence changed.

1.1.2 — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
17	9	4	5	5

1.1.2 — Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

1.1.3 — Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
33	24	14	14	19

1.1.3 — Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
03	00	00	00	00

2.3.3	Ratio of students to mentor for academic and stress related issues 2.3.3.1. Number of mentors Answer before DVV Verification : 121 Answer after DVV Verification: 119 Remark : As per the list provided.
3.2.2	Number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the last five years 3.2.2.1. Total number of workshops/seminars conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices year-wise during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>57</td><td>38</td><td>23</td><td>16</td><td>19</td></tr></table> Answer After DVV Verification : <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>00</td><td>00</td><td>00</td><td>00</td><td>00</td></tr></table> Remark : None of the workshops are IPR related. Hence the number has been reduced.
3.3.3	Number of Ph.D.s awarded per teacher during the last five years 3.3.3.1. How many Ph.Ds awarded within last five years Answer before DVV Verification : 6 Answer after DVV Verification: 5 3.3.3.2. Number of teachers recognized as guides during the last five years Answer before DVV Verification : 5 Answer after DVV Verification: 5 Remark : As per the certificates provided.
3.3.4	Number of research papers per teacher in the Journals notified on UGC website during the last five years 3.3.4.1. Number of research papers in the Journals notified on UGC website during the last five years Answer before DVV Verification: <table><tr><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td><td>2013-14</td></tr><tr><td>65</td><td>67</td><td>74</td><td>38</td><td>29</td></tr></table> Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
65	67	74	38	29

| 4.2.5 | Availability of remote access to e-resources of the library

Answer before DVV Verification : Yes
Answer After DVV Verification: No
Remark : Proof provided does not support the claim. Screenshot of library landing page and the link is not provided. |
|---|---|
| 5.1.2 | Average percentage of students benefited by scholarships, freeships, etc. provided by the institution besides government schemes during the last five years

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution besides government schemes year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
0	15	16	15	15

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : There are no proofs provided, hence reduced. |
| 5.1.4 | Average percentage of student benefited by guidance for competitive examinations and career counselling offered by the institution during the last five years

5.1.4.1. Number of students benefited by guidance for competitive examinations and career counselling offered by the institution year-wise during the last five years
Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
347	300	354	307	421

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
105	105	101	88	9

Remark : As per the list provided, the numbers has been edited. |
| 5.2.1 | Average percentage of placement of outgoing students during the last five years |

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
143	150	186	167	155

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
152	150	186	167	155

Remark : As per the clarification provided.

5.3.1

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) 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:

2017-18	2016-17	2015-16	2014-15	2013-14
19	5	4	15	19

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
00	00	00	02	02

Remark : State awards cannot be considered here. Hence the numbers have been reduced as per the proofs.

5.4.3

Number of Alumni Association / Chapters meetings held during the last five years

5.4.3.1. Number of Alumni Association /Chapters meetings held year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
01	01	01	01	01

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	01

Remark : The proofs provided are only for the year 2013-14 and hence reduced.

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
96	20	6	6	2

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : There is only list provided, and no proofs provided to support the claim.

6.3.4	Average percentage of teachers attending professional development programs viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Program during the last five years

6.3.4.1. Total number of teachers attending professional development programs, viz., Orientation Program, Refresher Course, Short Term Course, Faculty Development Programs year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
98	16	22	19	29

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
98	13	20	16	12

Remark : As per the list the number has been edited.

7.1.10	Number of Specific initiatives to address locational advantages and disadvantages during the last five years 7.1.10.1. Number of specific initiatives to address locational advantages and disadvantages year-wise during the last five years

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
1	1	1	1	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : There are no proofs provided and hence reduced.

7.1.11	Number of initiatives taken to engage with and contribute to local community during the last five years (Not addressed elsewhere) 7.1.11.1. Number of initiatives taken to engage with and contribute to local community year-wise during the last five years Answer before DVV Verification: ![table] Answer After DVV Verification : ![table] Remark : There are no proofs provided supporting the claim, hence reduced.

For 7.1.11.1 Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
3	4	3	2	1

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

Remark : There are no proofs provided supporting the claim, hence reduced.

2.Extended Profile Deviations

Extended Profile Deviations
No Deviations