



# **SELF STUDY REPORT**

**FOR**

**1<sup>st</sup> CYCLE OF ACCREDITATION**

**RAJ KUMAR GOEL INSTITUTE OF TECHNOLOGY**

FIFTH KM MILESTONE , DELHI MEERUT ROAD, NEAR RAJ NAGAR  
EXTENSION

201003

[www.rkgit.edu.in](http://www.rkgit.edu.in)

Submitted To

**NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL**

**BANGALORE**

**February 2024**

# 1. EXECUTIVE SUMMARY

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## 1.1 INTRODUCTION

**Raj Kumar Goel Institute of Technology** is a quality-driven educational institution. Its vision inspires and prepares students for a successful future. Established under the aegis of Raj Kumar Goel Educational Foundations Society (registered under the Societies Registration Act of 1860), **RKGIT** has stood true to its vision and mission of imparting qualitative futuristic education and instilling high values and fostering growth. It is approved by the All-India Council for Technical Education (AICTE) and is affiliated with Dr A.P.J. Abdul Kalam Technical University, Lucknow. The institute has maintained its position among the top engineering and management colleges in AKTU university rankings and has maintained a high passing rate among engineering and management colleges under the university for the past fifteen years.

The institution provides B Tech, B Pharma, M Tech, MBA, and M Pharma programs. The majority of its eligible UG programmes have been **NBA-accredited (ECE, IT, and BPharma)**. The Institute also offers BTech in emerging areas, such as **CSE (AIML), CSE (DS), and CSE (IoT)**.

The institution has received various awards and recognitions from AMCAT, Collegeduniya, Radio FM, and other prestigious forums. The institute is also ranked in the performer band in ARIIA 2021. The institute has a dedicated Entrepreneur, Innovation & Incubation (EII) Department which takes care of all the events related to IIC and organizes awareness programs related to Innovation & Entrepreneurship & IPR. RKGIT has bagged Highest Star rating for undertaking various activities prescribed by Innovation Cell, MoE, GOI during 2019-20, 2020-21, 2021-22 & 2022-23. RKGIT has been selected as a Mentor Institution under the Mentor-Mentee Program 2021-22 with Funding Assistance from MIC/AICTE. **Rohit Kushwaha (CSE) of our institute is the only Indian student who has received funding of USD 7324 from Aspire Institute (Founded at Harvard University) for Entrepreneurship in January 2023.** The institute partners with many industries and consistently maintains a high placement rate. The Institute houses a Center of Excellence supported by NASSCOM (IoT, AIML), CISCO, SoftPro India, &PTC Thing Worx IoT Lab.

### Vision

*To continually develop excellent professional capable of providing sustainable solutions to challenging problems in their fields and prove responsible global citizens.*

### Mission

**We wish to serve the nation by becoming reputed deemed university for providing value based professional education.**

## 1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

### Institutional Strength

- Clear and well-defined Vision, Mission, and policies aimed at achieving academic excellence.
- NBA Accredited UG Programmes
- Regular technical development and employability skill programs through the dedicated cell
- Effective Student Mentoring/ Counselling System
- Effective and Participative Governance
- Location of the Campus
- Gender diversity is maintained in every area including the top academic positions.
- Different department clubs
- Overall development through activities like co-curricular activities and value-added programs

### **Institutional Weakness**

- Lack of flexibility in academic systems and evaluation process.
- Lengthy and slow process for curriculum revisions
- A limited number of Post Graduate Programs in Engineering.
- Due to its affiliation with AKTU, Lucknow maximum students belong to Uttar Pradesh hence PAN India level diversity is not very high.

### **Institutional Opportunity**

- Good institutions like IIT Delhi, DTU, IIIT Delhi, NSUT, Delhi University etc. are in close proximity of the Institute.
- Noida and Gurgaon being company/ industry hubs are nearby to the institution and provide the placement advantages.
- To create a digital and E-learning environment for self-learner
- To become an Autonomous Institution/University

## **Institutional Challenge**

- Core branches admission in UG and PG is a major challenge
- Core company placement in traditional branches is a key concern.
- Competing with private universities with bigger budgets and fewer regulatory limits may unfairly contend the self-financed institute.
- Getting quality faculty in Emerging areas.

## **1.3 CRITERIA WISE SUMMARY**

### **Curricular Aspects**

**Raj Kumar Goel Institute of Technology is affiliated with Dr. A.P.J Abdul Kalam Technical University, Lucknow, and follows the curriculum prescribed by the University.** The institute adheres to a clearly defined process with a very strong administrative and academic governing system which helps to ensure the efficient delivery of the curriculum. The programmes comply with the academic framework constituted by the University, which encompasses the prescribed curriculum and associated learning outcomes. Different Institute committees are set up that delve deep into the curriculum and lay procedures for effective curriculum delivery as well as a planned examination process. A well-planned academic calendar in accordance with the AKTU calendar is prepared, before the commencement of every academic semester, which helps in the smooth functioning of all the departments. The Heads of the departments make plans in advance for the co-curricular activities, seminars, conferences and workshops. A dedicated Timetable committee is responsible for coordinating with all the departments and framing a master timetable. The institution employs a systematic and documented approach to ensure the efficacy of curriculum delivery. The process includes the allocation of subjects to faculty based on choice, comprehensive course documentation, and the use of Smart Boards, LCD projectors, PA system, green board etc and student-centric teaching paradigms to enhance learning. The faculty members create a lecture wise schedule for each course. In addition to teaching, our faculty members are involved in the development of university question papers and contribute to the periodic revisions of the curriculum. The institute incorporates courses in the curriculum on cross-cutting issues to ensure sensitivity towards gender equality, sustainability, and the promotion of human values and professional ethics. The students are engaged in experiential learning by participating in project work, fieldwork, and internships, which are also assigned credits by the university. The institution routinely solicits feedback on its curriculum, teaching-learning and facility from various stakeholders, including students, faculty members, employers, alumni, and parents. Appropriate corrective measures are implemented based on the feedback received. Result analysis is also done periodically and corrective measures are taken, if required.

### **Teaching-learning and Evaluation**

**RKGIT** endeavours to offer superior academic standards and, therefore, adheres to a methodical approach to teaching, learning, and assessment. The Institution has a team of highly qualified and passionate faculty members who demonstrate a strong commitment to both their students and the institution's overall goal of upholding a high standard of teaching and learning. The enrollment rate of the institution is continuously

increasing and the institute has maintained an average pass percentage of more than 90% over the past five years. The institution effectively manages the diversity of its students and provides support to those who may require additional assistance while fostering an environment that encourages high-achieving students. The implementation of various academic support programmes such as mentorship programmes, remedial classes, recognition for outstanding performance in examinations, and encouragement to participate in departmental societies that promote activity-based learning are among the measures taken to enhance academic performance. To upskill the students, year-round training in Soft skills, Aptitude and technical is conducted. The institute also facilitates various activities and has provided facilities for skill development that augment the learning experiences of students. The advanced learning centres, IIC, NASSCOM, CISCO, patent filing, internships, and industrial exposure are a few such initiatives. Over the past five years, the mean percentage of full-time instructors in relation to sanctioned positions has been very high and hence, the student-to-full-time teacher ratio (SFR) is also very good. The teaching-learning process of the institute follows outcome-based education. The attainment of the outcomes is monitored and corrective measures are taken to achieve the set targets. The institute prides itself on mentoring students through its effective mentoring policy. The internal and external examinations, as scheduled in Academic Calendar, are conducted and monitored by the Examination Cell. The IQAC audits the academic and administrative-related documents of the institute. Apart from the prescribed AKTU syllabus, the students are motivated to register in MOOCs like SWAYAM (NPTEL), COURSERA, etc. A well-equipped fully automated central library which operates for 12 hours throughout the year, is available for students and faculty.

### **Research, Innovations and Extension**

RKGIT has a well-defined objective of providing a superior platform for conducting research, innovation, and extension activities within the local community. This initiative aims to raise awareness among students about social issues, thereby promoting their holistic development and influence. The academic institution places great emphasis on promoting research, innovation, and extension endeavors among its faculty and student body. The institution has a well established Institution Innovation Council (IIC) to foster various endeavors about innovation, intellectual property rights (IPR), as well as start-ups and entrepreneurship. The IIC has been awarded the highest performance star rating over the years. RKGIT has been recognized in ARIIA Performer Band in 2021. The institute also has more than 95 patents filed/published/granted in the last 3 years. The Institute boasts of a faculty who are highly motivated and focused on research, with a strong commitment to achieving excellence in their respective fields of study. The institute offers financial incentives and support to promote a research-oriented environment, specifically for conferences and publications in research journals. Regular departmental activities include research seminars that contribute to publications, project proposals, and consultancy opportunities.

### **Infrastructure and Learning Resources**

RKGIT campus boasts of exceptional infrastructure, including meticulously designed facilities for each department. These facilities feature ample laboratory space, classrooms equipped with teaching aids, departmental libraries, and faculty offices. The institution owns exceptional computing resources, comprising a network of more than 1000 computers connected to the Internet. The institute has a total of 91 generously sized classrooms, each of which is fitted with smart panel/projector. The institution has a total of 80 laboratories and workshops that are equipped with state-of-the-art laboratory equipment and software. The institute has established various advanced learning centre facilities, including Innovation Center, Center of Excellence supported by Nasscom on IoT & AIML, Robotics Lab., Cisco Lab etc. The institute is equipped with four

seminar halls /auditoriums. The institution boasts of a centralised library that is fully automated and contains a collection of more than 121,743 books, both national and international in scope. The library employs the Koha software package for a library management system, to facilitate all internal operations of the library, utilising barcode technology and email communication to manage information circulation. The library has a subscription to a vast collection of electronic resources, including e-journals, Hard copy journals, and e-books. The library offers access to a range of electronic journals and books from reputable publishers such as Wiley Engineering, Springer Nature, Taylor & Francis, EBSCO, ELSEVIER: Science Direct Engineering, Emerald: Management, BSP Books Pvt. Ltd, Cambridge University Press, and Pearson Education. These resources have been made available through the Nalanda E-Consortium membership, which has been signed under AKTU. The premises offer ample space for engaging in outdoor activities such as Cricket, Football, Volleyball and Basketball. Additionally, indoor games such as Badminton, Table Tennis, Chess, and Carrom are also available. The Institute provides six boy's and two girl's hostels having 887 rooms (153 AC rooms and 734 non-AC rooms) with an overall capacity of 1546 students. The lodging establishments are equipped with a physical fitness centre in addition to recreational amenities. The campus is a Wi-Fi campus with an internet bandwidth of 280 Mbps.

### **Student Support and Progression**

RKGIT offers comprehensive support to students, empowering them to gain valuable experiential learning opportunities on campus and fostering their all-encompassing growth and advancement. The academic institution offers robust assistance and direction to its students, with the aim of promoting their employability and overall growth. The degree programme is equipped with a robust support system that offers financial aid to students through a range of central and state Government scholarships and freeships. This support system has been established and is widely recognised. RKGIT offers scholarships and freeships to exceptional students who wish to pursue advanced studies. The academic institution possesses a specialized placement cell with highly proficient staff. Institute has hired many agencies that address the requirement for training and development of soft skills. The institution features a specialized language laboratory that facilitates the development of student's communicative abilities. The curriculum includes provisions for supplementary courses that add value in pertinent subject areas. The Institution has implemented a systematic and structured approach to provide guidance and counselling services. The institution advocates for value-based education as a means of instilling social responsibility and fostering good citizenship among its student body. The institution effectively promotes student engagement in co-curricular and extra-curricular activities. The institution has been enriched by the exceptional performance of its students at state and national levels, as they are actively engaged in various events and earned recognition for their achievements. The institution has established multiple centres of excellence in partnership with industry stakeholders to provide graduate students with training and skill-development opportunities, thereby enhancing their potential for global employability. The institution has implemented a transparent mechanism to address student grievances in a timely manner, which includes cases related to sexual harassment and ragging. The institution benefits from Alumni Association which provides substantial contributions to its development and supports its students through various means, including tech talks and sessions.

### **Governance, Leadership and Management**

The governing body of RKGIT meticulously follows its Vision and Mission and plans all the academic work in line with it. The institute ensures that its Vision and Mission statement clearly define its distinctive characteristics. Leadership is involved through well-defined systems and organizational structure. The Institute

has various Statutory bodies for the development of policies, regulations & guidelines, their implementation and continuous improvement. The institution practices a decentralized and participative management approach in all its activities, initiatives and decision-making by involving Deans, In-charges, Heads of the departments and faculty members at all levels.

The various committees are in place to review the progress in various functions and accordingly take necessary timely action for ensuring excellence in respective areas. The institute has IQAC (Internal Quality Assurance Cell) to review the progress of the implementation of the Strategic Plan and Policies of the college and take corrective action to achieve the broad-based goals. The perspective plan is developed keeping in mind the vision, Mission and objectives of the institution. The institution has initiated many activities with industry to promote R&D activities and training programs which would improve the employability of students. The college promotes a culture of participative management. The management of the college rests with its Governing Body whose members are appointed following the guidelines provided by the affiliating University and AICTE. The institution conducts internal and external financial audits regularly. The institution always monitors the effective and efficient use of available financial resources for the infrastructural development and teaching-learning process. Every financial year budget proposals including income and expenditure details are being submitted by the college to the governing body for their consideration and approval.

### **Institutional Values and Best Practices**

RKGIT provides students with high-quality professional education and has been consistently maintaining excellent academic results and placements. The average result of final year is 93% for last four years, out of which 91% passed with 1st division including 42.18% with honors.

The best practices of the institute that has yielded excellent results are adopting Outcome-Based Education for the effective teaching-learning process and Faculty Development & Research Promotion.

The best practice of the institute that have yielded excellent results is rigorous implementation of adopting Outcome-Based Education for the effective teaching-learning process and Faculty Development & Research Promotion.

The Institution has maintained an ecosystem for alternate sources of energy and energy conservation measures by utilizing Solar energy, Energy conservation and use of LED bulbs. A 330KW capacity rooftop on grid type Solar power plant was installed in the year 2016 which generates approximately 4,22,000 kWh units of electricity per annum. We have proper degradable and non-degradable waste management system for solid, liquid and E-waste management. The basic philosophy of RKGIT towards all processes and activities is oriented towards environmental sustenance and eco-friendliness. A network of rain harvesting systems ensures continuous recharging of the groundwater table. Each block and building is surrounded by large open areas on which green lawns, hedges and planters maintain a healthy balance with the environment.

## 2. PROFILE

### 2.1 BASIC INFORMATION

Name and Address of the College	
Name	RAJ KUMAR GOEL INSTITUTE OF TECHNOLOGY
Address	Fifth KM Milestone , Delhi Meerut Road, Near Raj Nagar Extension
City	GHAZIABAD
State	Uttar pradesh
Pin	201003
Website	<a href="http://www.rkgit.edu.in">www.rkgit.edu.in</a>

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Director	B. C. Sharma	0120-2788273	9582900185	0120-2788350	rkgitdir@rkgit.edu.in
IQAC / CIQA coordinator	Ramendra Singh	0120-2788409	9958691699	-	iqac.rkgit@rkgit.edu.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	



State	University name	Document
Uttar pradesh	Dr Apj Abdul Kalam Technical University Uttar Pradesh Lucknow	<a href="#">View Document</a>

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
PCI	<a href="#">View Document</a>	17-04-2023	12	
AICTE	<a href="#">View Document</a>	10-06-2023	12	

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

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Fifth KM Milestone , Delhi Meerut Road, Near Raj Nagar Extension	Urban	10	57879.3

## 2.2 ACADEMIC INFORMATION

<b>Details of Programmes Offered by the College (Give Data for Current Academic year)</b>						
<b>Programme Level</b>	<b>Name of Programme/ Course</b>	<b>Duration in Months</b>	<b>Entry Qualification</b>	<b>Medium of Instruction</b>	<b>Sanctioned Strength</b>	<b>No.of Students Admitted</b>
UG	BTech,Computer Science And Engineering,	48	Intermediate	English	240	240
UG	BTech,Computer Science And Engineering Internet Of Things,	48	Intermediate	English	120	120
UG	BTech,Computer Science And Engineering Data Science,	48	Intermediate	English	120	113
UG	BTech,Computer Science And Engineering Artificial Intelligence And Machine Learning,	48	Intermediate	English	120	116
UG	BTech,Electrical And Electronics Engineering,	48	Intermediate	English	30	0
UG	BTech,Electronics And Communication Engineering,	48	Intermediate	English	60	56
UG	BTech,Electronic And Computer Engineering,	48	Intermediate	English	30	8
UG	BTech,Information Technology,	48	Intermediate	English	60	59

UG	BTech,Mechanical Engineering,	48	Intermediate	English	30	13
UG	BPharm,Pharmacy,	48	Intermediate	English	100	90
UG	BTech,Civil Engineering,	48	Intermediate	English	30	0
UG	BTech,Computer Science,	48	Intermediate	English	120	118
PG	Mtech,Electronics And Communication Engineering,	24	B.Tech	English	9	2
PG	MBA,Management Studies,	24	Graduation	English	120	67
PG	MPharm,Pharmacy,PHARMACOLOG Y	24	B.Pharma	English	12	12
PG	MPharm,Pharmacy,PHARMACEUTICS	24	B.Pharma	English	15	14

### Position Details of Faculty & Staff in the College

<b>Teaching Faculty</b>												
	<b>Professor</b>				<b>Associate Professor</b>				<b>Assistant Professor</b>			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	26				53				177			
Recruited	17	6	0	23	16	15	0	31	75	102	0	177
Yet to Recruit	3				22				0			

<b>Non-Teaching Staff</b>						
	<b>Male</b>		<b>Female</b>		<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government						0
Recruited	0		0		0	0
Yet to Recruit						0
Sanctioned by the Management/Society or Other Authorized Bodies						78
Recruited	58		12		0	70
Yet to Recruit						8

<b>Technical Staff</b>				
	<b>Male</b>	<b>Female</b>	<b>Others</b>	<b>Total</b>
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				51
Recruited	45	0	0	45
Yet to Recruit				6

### Qualification Details of the Teaching Staff

<b>Permanent Teachers</b>										
<b>Highest Qualification</b>	<b>Professor</b>			<b>Associate Professor</b>			<b>Assistant Professor</b>			<b>Total</b>
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	17	6	0	15	14	0	2	8	0	62
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	1	1	0	72	95	0	169
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

<b>Programme</b>		<b>From the State Where College is Located</b>	<b>From Other States of India</b>	<b>NRI Students</b>	<b>Foreign Students</b>	<b>Total</b>
UG	Male	2274	464	0	0	2738
	Female	584	86	0	0	670
	Others	0	0	0	0	0
PG	Male	91	7	0	0	98
	Female	83	5	0	0	88
	Others	0	0	0	0	0
Diploma	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0

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

Category		Year 1	Year 2	Year 3	Year 4
SC	Male	54	28	19	25
	Female	20	7	8	5
	Others	0	0	0	0
ST	Male	1	1	1	3
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	266	196	229	142
	Female	62	32	39	33
	Others	0	0	0	0
General	Male	502	412	412	346
	Female	133	127	106	98
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1038	803	814	652

**Institutional preparedness for NEP**

<p>1. Multidisciplinary/interdisciplinary:</p>	<p>The Vision of National Education Policy is to provide high-quality education to develop human resources in our nation as global citizens which is well taken by our Institute. A discussion among the faculty members is initiated on the key principles of NEP such as diversity for all curriculum and pedagogy with technological innovations in teaching and learning, encouraging logical decision-making and innovation, critical thinking and creativity. The institute is affiliated with Dr. A. P. J. Abdul Kalam Technical University, Lucknow where Academic programmes are redesigned to include Multidisciplinary/Interdisciplinary courses as electives and institute offers these electives to</p>
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	<p>students. To provide holistic academic growth among students, an Interdisciplinary curriculum has been proposed which gives freedom to the student to choose their preferred options from the range of programs offered by the institution. All the courses offered by the institute are Choice Based Credit System (CBCS). A few of them also include value-based and environment-based subjects like Professional Ethics, Environmental Studies, Principles of Management, and Project Management etc. All programmes are designed in such a way that students get maximum flexibility in choosing elective courses offered by other Departments and MOOCs through SWAYAM. It can be said that the Institute is proactively working towards the implementation of the suggestions given in the NEP Guidelines.</p>
<p>2. Academic bank of credits (ABC):</p>	<p>RKGIT has been following the Choice Based Credit System (CBCS), which is designed by AKTU, LUCKNOW, which includes professional elective and open elective courses in the curriculum to provide a multidisciplinary approach to solving various engineering problems. Presently we are connected to ABC through affiliating University.</p>
<p>3. Skill development:</p>	<p>RKGIT provides a Personality Development Programme (PDP) for B. Tech I, II, III year students, MBA I year students and Pharmacy II, III, IV year students. In addition, industry experts provide rigorous training on Competitive Coding. B. Tech &amp; B.Pharma students are required to complete summer internships. In addition, the institute's numerous student clubs organise events and competitions which help students to acquire technical, problem-solving skills and organizational skills. Students can receive an Honours Degree if they effectively complete NPTEL/SWAYAM courses and earn stipulated credits. Through the executed MoUs with various industries and training partners, RKGIT promotes faculty/student to enhance their skills. The Train-the-Trainer model is used to upskill the faculty. Students are also provided with certification and skill enhancement opportunities for cutting-edge technologies. Additionally, the institute's advanced learning Centre like NASSCOM Centre of Excellence and other initiatives help students engage in hands-on learning.</p>
<p>4. Appropriate integration of Indian Knowledge</p>	<p>Integration of Indian knowledge system is very</p>

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>important to motivate and focus on the teaching in Indian languages and culture using online courses. The Constitution of India, Law, and Engineering course (KNC-501/601) and the Indian Tradition, Culture, and Society course (KNC-502/602) are part of the curriculum for the Bachelor's degree. The lectures are sometimes delivered in a bilingual fashion, both in English and in Hindi, since the faculty understands that some of the students are not comfortable with their ability to communicate in English. Under the direction of the Dean of Student Welfare (DSW), the various clubs host several events each year to educate the students about Indian culture.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>OBE is a student-centred model that focuses on measuring student performance on outcomes, which includes knowledge, skills and attitudes. RKGIT adopts outcome-based education in a student-centric learning model that helps the faculty to plan course delivery and assessment with the endpoint in mind, by identifying curriculum gaps and adding values to fill up the gaps. At RKGIT, the OBE system has been implemented since 2013. The institute has fine-tuned and institutionalized Traditional OBE through focused policy formation and training. The institute focuses on Bloom's Taxonomy, Course objective, PEO, Program-specific Outcome, PO, Course outcome, and knowledge attributes. Program-specific outcomes are designed by the institute. Slow learners are motivated and supported by following the level of remembering and understanding mentioned in Bloom's Taxonomy. The institute follows innovative teaching methodology by making the students aware of new concepts like Flipped classroom, think pair share, demonstration, Project expo, and Prototype Design. Students are trained, supported and transformed to attain the desired outcome through training and creating awareness. Our Vision and Mission are framed in such a way that they are measurable, appropriate, realistic, time-bound and achievable. The programmes at the institute are based on the needs of all the stakeholders. The learning outcome is analysed at the end of the course and continuous improvement is done. The institute acknowledges the importance of restructuring the curriculum in such a manner that it improves knowledge along with skill development thus,</p>

	<p>assuring employability to the graduates. At the institute, OBE focuses on moulding the students by considering them as future citizens by imparting them knowledge of ethics, quality and loyalty. Many programs of the institute have been accredited by the National Board of Accreditation under the OBE model, which shows the effectiveness of the implementation of the OBE in the institute.</p>
6. Distance education/online education:	<p>Raj Kumar Goel Institute of Technology is affiliated to Dr. A. P. J. Abdul Kalam Technical University. All programmes and courses are delivered through traditional face-to-face instruction. The curriculum provided by the affiliating university does not include any reference to distance learning or online education. However, during the Covid-19 pandemic, the mode of instruction for all classes was transitioned from offline to online from April 2019 to July 2021. Currently, all instructional sessions are being delivered in a face-to-face format. The faculty also provides e-contents, such as videos and PowerPoint presentations, as supplementary materials to enhance students' comprehension of the courses.</p>

### **Institutional Initiatives for Electoral Literacy**

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	In Our Institution, Electoral Literacy Club has been formed.
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	The Institution has the functional ELC with the following office bearers 1 Dr. Sudhir Kumar Sharma, (AS&H) ELC Coordinator 2 Mr. Swabhiman Singh, (CSE-AIML) Student Coordinator 3 Mr. Vaibhav Tyagi, (IT) Student Coordinator
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	Activities done by the ELC of RKGIT 1. Our students participated in Voter Awareness Campaigns which aims to educate the public in nearby villages. 2. To create awareness and interest among faculties and students through workshops. 3. To educate the targeted population about voter registration, electoral process and related matters

<p>4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.</p>	<p>Various awareness programs on voting rights and voting procedures were conducted in nearby regions.</p>
<p>5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.</p>	<p>The students above 18 years who are to be enrolled as voters are sensitized about democratic rights which include casting votes in elections. We conduct poster presentations, debates, essay writing and other programs which create awareness regarding electoral procedures.</p>

## Extended Profile

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### 1 Students

#### 1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
3071	2805	2818	2964	3270

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

### 2 Teachers

#### 2.1

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

Response: 333

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>
Institutional data in prescribed format	<a href="#">View Document</a>

#### 2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
199	181	165	176	182

### 3 Institution

#### 3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
1964.93	1982.87	1643.28	1905.97	2461.75

File Description	Document
Upload Supporting Document	<a href="#">View Document</a>

## 4. Quality Indicator Framework(QIF)

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### Criterion 1 - Curricular Aspects

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#### 1.1 Curricular Planning and Implementation

##### 1.1.1

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

**Response:**

**Raj Kumar Goel Institute of Technology** has developed extensive action plans and practices for the effective implementation of the curriculum through the following measures. The academic calendar is prepared to include the internal Assessment test schedule, university examination schedule, and institution-level activities:

1. An Academic Calendar followed by an Academic Activity Calendar is prepared each semester in alignment with the Academic Calendar of the university by the Committee under the chairmanship of the Dean of Academics of the institute and is strictly followed.
2. Subject choice is taken from each faculty member of the department.
3. Subject allotment to faculty is based on skill matrix, experience, area of specialization and performance in previous years.
4. The timetable in-charge of each department prepares the timetable as per the university guidelines for the number of credit hours for each subject before the commencement of the semester. After that faculty-wise detailed timetable is also prepared.
5. The Lecture Plan and course file are prepared beforehand as per the fixed parameters required to capture the execution details and to analyze the gaps (if any).
6. Assigning the teaching faculty to mentor students on academic as well as personal issues for a better learning atmosphere.
7. Emphasis is given on ICT based delivery of course contents.
8. Student attendance is monitored regularly through ERP software.
9. As a part of continuous evaluation, the institution conducts three internal tests first two for 1.5-hour duration and another one for 3-hour duration for 1st year to final year. Moreover, student assignments and tutorials submitted during the semester are also reflects in teaching assessment marks.
10. Evaluated answer booklets are shown to the students and marks are uploaded on the college ERP.
11. Student feedback is taken to review the performance of the faculty members.

12. Identification of slow learners is done based on their performance in sessional exams. To improve their performance, remedial classes are conducted for them. These remedial actions include extra classes for such students, practice sessions on numerical problems, providing the question bank with solutions, etc.

13. Parents are informed about the performance and attendance of their ward at regular intervals by the department.

14. Opportunities are provided to the students by creating a stimulating environment to strengthen their technical knowledge as well as hone their soft skills.

15. Technical lectures by personnel from academic institutions, research organizations, and industries are regularly organized.

17. Lab experiments are conducted by the university curriculum within and beyond the syllabus.

18. At the end of each semester one or two quizzes with internal viva is conducted for the final evaluation of the lab internal marks.

19. Teachers are motivated to strengthen their subject knowledge during the summer and winter vacation period by attending the FDPs on their areas of relevance.

20. Industrial visits are encouraged to provide real-time exposure to the students.

21. Institutes provides teaching aids such as LCD Projectors, free Wi-Fi, and NPTEL access for effective curriculum delivery.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 1.2 Academic Flexibility

### 1.2.1

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

**Response:** 33



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

### 1.2.2

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

**Response:** 60.38

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

2022-23	2021-22	2020-21	2019-20	2018-19
2182	2011	1845	1331	1644

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.3 Curriculum Enrichment

### 1.3.1

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

**Response:**

**Response:**

The institution is adopting Dr APJ Abdul Kalam Technical University's curriculum. Also, the institution

creates awareness among the students by organizing different programs in which resource persons are invited to deliver lectures on cross-cutting issues. The cross-cutting issues like gender, environment education, human sustainability values and professional environment ethics are included in the curriculum as per the university syllabus as well as by organizing seminars, workshops, discussions and Skits for the following issues:

#### **Gender:-**

1. Equal opportunities are given to both genders in terms of admissions, employment, training programmes, sports activities etc., so gender issues do not arise. We have 60 percent female faculty members in the teaching staff. Girls and boys participate in various co-curricular activities such as paper presentations, organization of paper contests, group discussions and technical quiz programmes. Both boys and girls are made members of various clubs associated with academic, cocurricular, extracurricular activities and placement activities.
2. Women's grievances cell exists in the institute to deal with cases based on gender.

#### **Environment & Sustainability:-**

As per AKTU norms, Students have a prescribed compulsory course on Environment and Ecology. Students are also encouraged to participate in activities like tree plantation and Swach Bharat. The institute has implemented rainwater harvesting, which has saved significant amount of water expenses. The Reverse Osmosis Plant installed in the college campus caters for the drinking water needs of all the Students, teachers, supporting Staff and Visitors. A solar power plant is installed in the campus which generates near about twenty percent power of the total power requirement.

#### **Human Values and Professional Ethics:-**

The curriculum of the university includes the course on “Universal Human Values and Professional Ethics” in B.Tech – IInd Year. This course is intended to help the students appreciate the essential complementarity between 'VALUES' and 'SKILLS' to ensure sustained happiness and prosperity, which are the core aspirations of all human beings. Also, this course facilitates the development of a Holistic perspective among students towards life and profession as well as towards happiness and prosperity based on the correct understanding of Human reality and the rest of Existence. Such a holistic perspective forms the basis of Universal Human Values and the movement towards value-based living in a natural way. Special lectures are also arranged to create awareness of these issues. As per AICTE & AKTU norms, an Anti-Ragging Committee has been constituted to handle the issues related to ragging. In addition, the undertaking from the parents and students is taken during the admission process which is related to the anti-ragging act and making the campus ragging-free. As a result, till date, no case for ragging is reported.

#### **The lists of core courses are:**

1. Geoenvironmental
2. Environmental Engineering
3. Universal Human Values & Professional Ethics
4. Environment & Ecology
5. Water Resources Engg
6. Environmental Geo-technology

- 7. Industrial Pollution Control & Environment Audit
- 8. Engineering Hydrology
- 9. Water Resources Systems
- 10. River Engineering
- 11. Groundwater Management
- 12. Environmental Management for Industries
- 13. Constitution of India/Essence of Indian Traditional Knowledge

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 1.3.2

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

**Response:** 46.14

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

Response: 1417

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 1.4 Feedback System

### 1.4.1

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

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

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

## Criterion 2 - Teaching-learning and Evaluation

### 2.1 Student Enrollment and Profile

#### 2.1.1

##### Enrolment percentage

**Response:** 60.92

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

2022-23	2021-22	2020-21	2019-20	2018-19
916	743	740	598	659

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

2022-23	2021-22	2020-21	2019-20	2018-19
1216	1204	1204	1204	1173

#### File Description

#### Document

Institutional data in the prescribed format

[View Document](#)

Final admission list as published by the HEI and endorsed by the competent authority

[View Document](#)

Document related to sanction of intake from affiliating University/ Government/statutory body for first year's students only.

[View Document](#)

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

[View Document](#)

#### 2.1.2

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

**Response:** 50.55

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

2022-23	2021-22	2020-21	2019-20	2018-19
411	255	288	223	340

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

2022-23	2021-22	2020-21	2019-20	2018-19
608	602	602	602	587

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

## 2.2 Student Teacher Ratio

<p><b>2.2.1</b></p> <p><b>Student – Full time Teacher Ratio</b> (Data for the latest completed academic year)</p> <p><b>Response:</b> 15.43</p>
---

## 2.3 Teaching- Learning Process

<p><b>2.3.1</b></p> <p><b>Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences and teachers use ICT- enabled tools including online resources for effective teaching and learning process</b></p>
---

## Response:

Student-centric methods such as experiential learning, participatory learning, and problem-solving methodologies are being effectively implemented at **Raj Kumar Goel Institute of Technology, Ghaziabad**, using ICT (Information and Communication Technology) tools. ICT tools provide various opportunities to engage students actively, collaborate with peers, and explore real-world scenarios, enriching their learning experiences. Some of the instances to address these parameters using ICT tools are mentioned below:

- 1. Experiential Learning:** Experiential learning emphasizes learning through direct experience and reflection. ICT tools can enhance this process by providing virtual simulations, virtual reality (VR), and augmented reality (AR) applications. Design-based experiments have been added in labs that contribute to experiential learning. Students perform virtual science experiments such as the Drone competition, Binaryhacks, Robotics and Automation with Artificial Intelligence. These tools/ workshops enable students to actively engage with the content, improve the decision-making of the students and improve learning from the outcomes. Students of the Institute get exposure to industrial visits at least once a semester to get experiential learning.
- 2. Participatory Learning:** Institute encourages active student involvement and collaboration. The institute has various student departmental societies such as; IOTuino Club, Electrazz, AI Innovator, Data Quest, Logix, CSI, IEEE student branch, Yantrikom, Sthaptya, Advancement in Electronics & Communication Engineering (AECE), Binary Club, CSSS Society. These clubs and societies organize workshops such as Binary Codes (Coding Competition), MATLAB and its application, Blank Coding as a Coding Competition etc. These workshops promote interaction, critical thinking, and knowledge sharing, thus enhancing the participatory learning experience of the students. Students awarded NPTEL certification and participating in different cultural, literary and sports events contribute to Participatory learning. Group discussions of final-year projects and online meetings allow students to engage in discussions, share ideas, and work together on projects.
- 3. Problem-Solving Methodologies:** Problem-solving methodologies involve presenting real-world problems or challenges for students to analyse and solve. The institute is utilising an ICT tool, namely CODETANTRA, which supports this process by providing access to vast information resources, data analysis tools, and online platforms for project-based learning. Students can use these tools to gather information, analyze data, collaborate with peers, and present their solutions effectively. Additionally, the CODETANTRA platform offers other benefits, such as personalized learning, immediate feedback, and tracking progress. Furthermore, online assessments and automated feedback mechanisms can provide timely feedback to students, which helps them to monitor their understanding and progress. Apart from this, assignments and tutorials are given regularly to the students in the classroom. The department organizes Guest lectures from industry-oriented resource persons during the academic year which serves helpful in solving real-world problems. The ICT-enabled library helps in enhancing the overall problem-solving methodology and makes the teaching-learning process more effective.

The institute integrates ICT tools in student-centric learning methods to enhance engagement, collaboration, and critical thinking, making the learning experience more interactive, immersive, and practical.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.4 Teacher Profile and Quality

### 2.4.1

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

**Response:** 81.94

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

2022-23	2021-22	2020-21	2019-20	2018-19
237	233	231	200	201

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	<a href="#">View Document</a>

### 2.4.2

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

**Response:** 32

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

2022-23	2021-22	2020-21	2019-20	2018-19
66	61	52	51	59



File Description	Document
List of faculties having Ph. D. / D.Sc. / D.Litt./ L.L.D along with particulars of degree awarding university, subject and the year of award per academic year.	<a href="#">View Document</a>
Institution data in the prescribed format	<a href="#">View Document</a>
Copies of Ph.D./D.Sc / D.Litt./ L.L.D awarded by UGC recognized universities	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.5 Evaluation Process and Reforms

### 2.5.1

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

**Response:**

- 1.The internal assessment (sessional test) schedule is prepared as per the university academic calendar and communicated to the students through the college academic calendar.
- 2.The COE (at the college level) conducts all sessional tests as per schedule. The invigilation duty chart for faculty members and hall allotment for students are notified.
- 3.Attendance and marks of students get uploaded on the college ERP. Parents can also check the attendance and marks of their wards at any time.
- 4.Parents are informed telephonically and through speed posts about attendance and the progress of their ward if the performance is below a satisfactory level.
- 5.The pattern, quality, and correctness of the question papers prepared by the subject incharge is verified by the moderation committee.
- 6.A student who does not fulfil the minimum required attendance criteria prescribed by the university is detained from the examination.
- 7.A flying squad and two invigilators are deputed to ensure proper conduct of sessional tests. The evaluated answer scripts are distributed to the students within four days for verification and satisfaction. HOD verifies the corrected answer scripts.
- 8.The marks obtained by the students in the sessional test are reflected on the ERP.

9. For lab courses, marks/grade scored by the student for each experiment is indicated in the observation/record/ viva voce.
10. For the quality of the projects, evaluation is done by Project Review Committee along with project guides.
11. The university end-semester theory examination is conducted in other colleges. An external practical examiner is appointed by the University for Practical Examination.
12. The director of the institute verifies internal marks for all the students before they are posted on the university portal.

**All the grievances are addressed in a transparent, time-bound & efficient manner as explained below:**

**At the institute Level:**

The performance of students is informed to them and their parents through college ERP. There is a provision to display the evaluated answer booklet to the student and get it signed by the student. In case of any discrepancy, the student can get it corrected with the concerned faculty member on the spot. If the student is dissatisfied with the decision, they can approach the HOD/COE/Dean Academic/Director of the Institute to resolve the grievance.

**At University Level:**

University COE takes care of university evaluation grievances. The university settles the grievances using its mechanism. Any malpractices during the examinations shall be booked with due process as per the AKTU guidelines. Students who get booked shall appear before an unfair means committee constituted by the AKTU. The aggrieved student can present his/her case before the committee, and the committee's decision is final and binding and is conveyed to the student within the time frame. After the announcement of results, a candidate who is dissatisfied with his/her results may apply for scrutiny or challenge the evaluation by paying applicable fees. Other types of grievances, like data missing in the question papers, and questions from outside the syllabus, are communicated to the COE of the university.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 2.6 Student Performance and Learning Outcomes

### 2.6.1

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

**Response:**

The Institution is affiliated with Dr. A.P.J Abdul Kalam Technical University, Lucknow, and has implemented Outcome Based Education. RKGIT has adopted twelve program outcomes (POs) stipulated by the assessment and accreditation agencies, National Assessment and Accreditation Council (NAAC), and National Board of Accreditation (NBA) to measure the skills, knowledge, and abilities of our graduates. Each department has defined Program Specific Outcomes (PSOs) in consultation with the stakeholders, aligned with the institution's and department's vision and mission. The respective departments' Program Assessment Committee (PAC) and Departmental Advisory Board (DAB) regularly review the PSOs and COs and their attainment. The course outcomes (COs) for each course (5 COs) are defined for all theory, laboratory, and project work courses. As per Bloom's taxonomy, the COs are mapped with appropriate levels of Knowledge and, in turn, are mapped with appropriate POs on a 3-point scale (3- high, 2- moderate, and 1-low).

**Dissemination of Programme Outcomes (POs) and Program Specific Outcomes (PSOs)**

The POs and PSOs are publicly disclosed to all institution stakeholders via the institutional website (<https://rkgit.edu.in>) on the respective department's page. Display boards of POs and PSOs are also exhibited in respective departments for students, staff, faculty, and public view.

**POs and PSOs are printed in the department's Project Diary**

In RKGIT, respective departments' POs and PSOs are stated. Students know the POs and PSOs during the induction program and semester orientation sessions. The Head of the Department, Teaching Faculty, Class advisor, Mentor, and students communicate POs and PSOs to parents during one-on-one meetings.

**Dissemination of Course Outcomes (COs)**

The COs are publicly disclosed to all institution stakeholders via the institutional website (<https://rkgit.edu.in>) on the respective department's page. COs of theory courses are displayed on respective class notice boards for students, staff, faculty, and the public view. COs of laboratory courses are displayed on respective laboratory notice boards for students, technical staff, faculty members, and the public. COs are printed in the respective course material. COs are displayed on the respective Project diaries also. Detailed CO - PO - PSO mapping is shown on the respective course page of the RKGIT website ([www.rkgit.edu.in](http://www.rkgit.edu.in)). Course Delivery Plan circulated to students clearly states the COs of the course and detailed CO - PO – PSO Mapping.

Students are informed of the COs in semester orientation sessions and regularly by course-handling faculty during lecture hours. Course handling faculty communicates COs to students' parents during one-on-one meetings.

**File Description****Document**

Upload Additional information

[View Document](#)**2.6.2**

*Attainment of POs and COs are evaluated.*

**Explain with evidence in a maximum of 500 words**

**Response:**

**Raj Kumar Goel Institute of Technology** has an Internal Quality Assurance Cell (IQAC) to continuously work on the attainment process of POs, COs and PSOs by circulating guidelines and collecting feedback from various institute stakeholders.

The attainment of POs and COs starts with writing COs (If not provided by the affiliating University i.e. AKTU, Lucknow) for each program course based on the learning Levels of Bloom's Taxonomy. To show a correlation between COs and POs, a mapping matrix for each course in the program is prepared considering correlation levels as 1 (low), 2 (Moderate) and 3 (high). Blank or (-) is used to show no correlation.

Two methods, direct and Indirect, are adopted for CO attainment. As per the direct tools, the performance of a student is assessed through internal assessment (Sessional Test-1, sessional Test-2, Pre-university Test, and Assignment) and External assessment (End Semester Examination conducted by AKTU, Lucknow). Student Feedback on course outcomes for each subject is taken as an indirect assessment tool. The weight of direct and indirect assessment tools is taken as 90:10.

**For Theory:**

- **Direct CO ATTAINMENT = 0.6\*UNIVERSITY EXAM + 0.3\*CIA + 0.1\*ASSIGNMENT**
- **Indirect CO ATTAINMENT = CO Feedback**
- **FINAL CO ATTAINMENT = 0.9\*Direct CO Attainment +0.1\*Indirect CO Attainment**

**For Practical:**

- **Direct CO ATTAINMENT = 0.6\*UNIVERSITY EXAM + 0.4\*Internal Assessment**
- **Indirect CO ATTAINMENT = CO Feedback**
- **FINAL CO ATTAINMENT = 0.9\*Direct CO Attainment +0.1\*Indirect CO Attainment**

The contribution of internal and external examination in direct CO attainment is taken as 40:60. The attainment Levels 1, 2, and 3 are defined as if 25%, 50 % and 75 % of students score more than the subject target as decided by the department advisory board with due justification.

The fixation of the subject target (Internal and External Exam) will be the average of marks obtained by the student in that subject in the previous three years. If the AKTU introduces any new subject, the target will be the average of marks obtained by students in all semester subjects during the last three years. The attainment resulting from COs are taken as direct attainment of POs by taking an average of individual PO's attainment values; for the indirect attainment of POs, Program Exit feedback by the students and Employer feedback is taken at the end of the 8th semester. The Weightage of direct and indirect attainment tools for POs is 80:20. The concerned department maintains all calculations for PO attainment batch-wise. The attainment of PSOs follows the same procedure as PO attainment.

Gap Analysis is done at the End of each semester through the Program Assessment Committee (PAC) of

the department and actions to fill these gaps are implemented in the next session as suggested and approved by the Department Advisory Board (DAB) of the department.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 2.6.3

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

**Response:** 92.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
541	622	755	892	883

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

2022-23	2021-22	2020-21	2019-20	2018-19
643	698	797	948	927

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Certified report from Controller Examination of the affiliating university indicating pass percentage of students of the final year (final semester) eligible for the degree programwise / year-wise.	<a href="#">View Document</a>
Annual report of controller of Examinations(COE) highlighting the pass percentage of final year students	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 2.7 Student Satisfaction Survey

2.7.1

**Online student satisfaction survey regarding teaching learning process**

**Response: 3.7**

<b>File Description</b>	<b>Document</b>
Upload database of all students on roll as per data template	<a href="#">View Document</a>

## Criterion 3 - Research, Innovations and Extension

### 3.1 Resource Mobilization for Research

#### 3.1.1

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

**Response:** 129.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
4.0	12.55	108.90	4.50	0

#### File Description

#### Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

### 3.2 Innovation Ecosystem

#### 3.2.1

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

**Response:**

**RKGIT** has created an ecosystem for research innovation, including an incubation centre and other initiatives for creating and transferring knowledge. The institution conducts workshops/seminars on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices. Innovation awards won by institutions/teachers/research scholars/students and start-ups incubated on-campus are explicitly commendable. The Major highlights are as follows:

**1. Centre of Excellence:** RKGIT has established 3 Centre of Excellence to promote research projects, Incubation and Innovation. These include the Centre of Excellence on IOT, Industry X.0, NASSCOM Centre of Excellence and CISCO Excellence Centre.

**2. EII Department:** To meet the stakeholder's expectations and expand the innovation ecosystem, RKGIT established the EII cell for nurturing student's ideas to make viable industry products. In

addition, the EII cell acts as a catalyst in incorporating and spreading awareness about Government policies by interfacing with government bodies to incubate student ideas.

**3. Institution Innovation Council (IIC):** The Ministry of Education (MoE), Govt. of India has established 'MoE's Innovation Cell (MIC) to systematically foster the culture of Innovation amongst all Higher Education Institutions (HEIs). The primary mandate of MIC is to encourage, inspire and nurture young students by supporting them to work with new ideas and transform them into prototypes while they are formative years. MIC has envisioned encouraging the creation of Institution Innovation Councils (IICs) across selected HEIs. RKGIT is one of the top-performing institutes all over India. RKGIT has been selected as a Mentor Institution under the Mentor-Mentee Program 2021-22 with Funding Assistance from MIC/AICTE.10. In addition to that, faculties have done certification on Innovations Ambassador (AICTE/MIC) and transformed the same amongst student innovators.

**4. Pre-Incubation Centre:** RKGIT has set up its Pre-Incubation Centre for Research Innovation Start-up and Entrepreneurship. RKGIT is supporting student start-ups by incubating them. RKGIT is providing various services to the students for their support as mentioned below:

- A. Pre-incubation supports Business idea preparation and validation.
- B. Signing of MoU with Incubator providing office space, internet & other office space facilities, support for product development/improvement.
- C. Training and networking by connecting with the right mentor for technical as well as business development networking with Venture capitalists and angel Investors.
- D. Loan assistance from Banks/Seed money.
- E. Legal and IPR support,
- F. Product marketing and commercialization support.
- G. Technology exhibition, awareness camps and entrepreneurial development plans.
- H. Assisting in the company registration process

**5. EII-IPR Cell:** A dedicated IPR Cell housing a patent team for free IPR services to all the students, research scholars and faculty members. RKGIT bears all costs besides providing incentives to the inventors. EII-IPR Cell provides all kinds of support like Patent drafting, workshops, Patent attorney support, Social Innovation awareness, business plan preparation based on innovation etc. With the help of EII-RKGIT Cell, **12 patents** have been granted till now, and more than **60** have been published and are under examination for grants.

File Description	Document
Upload Additional information	<a href="#">View Document</a>



### 3.2.2

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

**Response:** 55

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

2022-23	2021-22	2020-21	2019-20	2018-19
24	13	18	0	0

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 3.3 Research Publications and Awards

### 3.3.1

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

**Response:** 0.25

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

2022-23	2021-22	2020-21	2019-20	2018-19
27	19	15	15	06

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

### 3.3.2

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

**Response:** 0.1

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

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

<b>File Description</b>	<b>Document</b>
List of chapter/book along with the links redirecting to the source website	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>
Copy of the Cover page, content page and first page of the publication indicating ISBN number and year of publication for books/chapters	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 3.4 Extension Activities

### 3.4.1

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

### **Response:**

Over the past five years, extension activities in the neighbourhood community have played a crucial role in sensitizing students to various social issues, leading to their holistic development and creating a positive impact. These extension activities have been designed to engage students beyond their academic curriculum and expose them to real-world challenges and experiences.

- 1. Community Outreach Programs:** Students are actively participating in community outreach programs, which involve working closely with local NGOs, social organizations, and government bodies to address issues like poverty, education, healthcare, and environmental sustainability.
- 2. Awareness Campaigns:** Various awareness campaigns are being conducted on health, gender equality, and sanitation. Students have actively created and disseminated information to raise awareness among community members. On 3rd Feb 2023, 55 students participated in the Drug awareness campaign organized by RKGIT in association with Gram Panchayat Asalatnagar (Muradnagar).
- 3. Environmental Initiatives:** Initiatives such as tree planting drives, waste management projects, and cleanliness campaigns have been carried out to create a cleaner and greener neighbourhood.
- 4. Health and Hygiene Programs:** Health camps, nutrition awareness sessions, and hygiene workshops have been organized to promote better health practices among community members. These activities have also contributed to reducing the prevalence of specific health issues in the neighbourhood. On 26th Jan 2023, a Cleanliness Activity (Ek Kadam Swachta Ki Ore) was organized, with more than 55 students participating during this event. On 21st September 2022, RKGIT (Pharmacy), in association with Rotary Club and Vardan Hospital, organized Blood Donation Camp.
- 5. Educational Support:** Extension activities have provided educational support to children from economically weaker backgrounds. Tutoring, mentoring, and scholarship programs have been implemented to ensure that every child can access quality education. On 2nd Jan 2023, a Stationary distribution activity was organized by RKGIT in association with Light De Literacy NGO.
- 6. Sustainable Development Initiatives:** Initiatives focused on sustainable development, such as renewable energy projects and water conservation efforts, have been undertaken to address environmental challenges and promote a more sustainable future. On 5th Jan 2023, the tree plantation activity, "Trees for the Future" was organized by Environmental Club, RKGIT.
- 7. Advocacy and Policy Initiatives:** Students have participated in advocacy efforts to influence local policymakers and bring attention to critical social issues. This involvement in policy discussions has empowered students to be proactive change-makers in their communities. On 12th September 2022, an activity called "Oath relating to traffic rules" as per the direction of District Samaj Kalyan Adhikari was organized.
- 8. Collaboration with Stakeholders:** The extension activities have been collaborated with various stakeholders, including parents, teachers, community leaders, and local businesses, fostering a shared responsibility towards community development. On 02nd April 2023, RKGIT, in Association with Composite School, Asalatnagar, Muradnagar, organized an awareness activity on World Cancer Day.

The impact of these extension activities has been significant in creating awareness and developing a

sense of social responsibility and empathy among the students. These experiences outside the classroom have contributed to their holistic development, making complete individuals ready to face real-world challenges.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.2

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

##### **Response:**

RKGIT was established in the year 2000 and since then Institute has been working for the welfare and development of the community in addition to imparting technical and job-oriented education. RKGIT has gained a reputation in society in due course of time because of working hand-in-hand with the community as a partner. Faculty and students of RKGIT are dedicated to community service through various activities under self-initiated community programm such as Blood Donation Camps, Tree Plantation, Cancer Awareness, Environmental Awareness, Voter Awareness, Blood donation, free education in slum areas, Health and Cleanliness drives camps etc. That is how RKGIT has become a well-respected institution among the people of nearby communities of neighbouring villages. The Institute has received many recognitions in the form of honour and awards received from government and non-government agencies during the last five years.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 3.4.3

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

**Response:** 54

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

2022-23	2021-22	2020-21	2019-20	2018-19
35	10	3	2	4

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

### 3.5 Collaboration

#### 3.5.1

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

**Response:** 38

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

## Criterion 4 - Infrastructure and Learning Resources

### 4.1 Physical Facilities

#### 4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

**Response:**

**Raj Kumar Goel Institute of Technology** is a leading educational institution known for its commitment to provide a conducive learning environment through the availability of adequate infrastructure and physical facilities. Established with a vision to impart quality education and holistic development of students, RKGIT takes pride in offering a well-rounded experience that fosters academic excellence, cultural enrichment, and physical well-being. From well-equipped classrooms and laboratories to advanced ICT infrastructure, the institute ensures that students can access the resources they need to excel academically. Moreover, emphasizing cultural activities, sports, and fitness facilities promotes holistic development and well-being.

One of the essential components of any educational institution is the provision of state-of-the-art classrooms. **RKGIT** has spacious and well-equipped classrooms designed to enhance the learning experience. The institute understands the significance of a comfortable and engaging learning environment, as it directly impacts student's focus and attention. With modern amenities and facilities like audio-visual aids, projectors, and interactive boards, the classrooms at RKGIT facilitate effective teaching and learning.

Complementing the classrooms, **RKGIT** houses well-equipped laboratories that play a crucial role in shaping student's practical knowledge and skills. From advanced computing labs to well-stocked science labs, RKGIT ensures that students have access to the tools they need to conduct experiments and gain practical insights into their fields of study.

In today's digital age, information and communication technology (ICT) infrastructure is indispensable for a modern educational institution. RKGIT recognizes this and has invested significantly in establishing a robust ICT infrastructure. High-speed internet connectivity, campus-wide Wi-Fi, computer centres and dedicated servers facilitate a seamless flow of information and empower students with online resources and research capabilities.

Cultural and sports activities play a vital role in the overall development of students. RKGIT takes this aspect seriously and provides facilities to promote cultural and artistic expression. The auditorium and performance spaces at RKGIT are well-equipped with sound and lighting systems to ensure the success of such events.

To support physical fitness and well-being, **RKGIT** offers excellent facilities for sports and recreation. The institute believes in the importance of maintaining a healthy and active lifestyle and for that the institute has provided sports grounds and courts for various games like cricket, football, basketball, volleyball, and more. Indoor sports facilities, such as table tennis, carrom, and chess are also available for students to unwind and engage in recreational activities.

Recognizing the significance of fitness and mental well-being, **RKGIT** has a dedicated gymnasium and yoga centre on campus. These facilities allow students to maintain physical health and relieve stress through regular exercise and yoga sessions.

The overall ambience of the **RKGIT** campus is conducive to learning and personal growth. The institute maintains a clean, green, and eco-friendly environment, promoting a sense of serenity and harmony among students and faculty. **RKGIT's** dedication to provide a nurturing and conducive learning environment makes it a preferred choice among students seeking a well-rounded education.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

#### 4.1.2

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

**Response:** 30.23

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

2022-23	2021-22	2020-21	2019-20	2018-19
566.15	583.65	390.55	529.61	940.63

File Description	Document
Institutional data in the prescribed format	<a href="#">View Document</a>
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	<a href="#">View Document</a>

## 4.2 Library as a Learning Resource

### 4.2.1

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

#### **Response:**

**RKGIT Library** is automated with Open Source software, ACTiF (2.5.1 version) /KOHA software (20.05.07 version). It is an Integrated Library Automation Management Software that materializes the needs of Library and Library Users. The functions of KOHA Software are grouped into Library Management Module and Web OPAC.

These modules cover Acquisition, OPAC (Online Public Access Catalogue), Circulation, Membership, Library Statistics and System Administration. KOHA LMS covers OPAC for all the Users, Daily, Weekly, Monthly Circulation Statistics, Summary and Usages of Books.

The Important features of different Modules of KOHA Software are as follows:

**1. Acquisition Control :** Book acquisition means the methods by which a collection is built or added to the library stack. The library may select vendors, negotiate prices, place an order, and select individual titles. There are generally five steps taken to acquire Books for a library collection.

- Request Processing
- Verification and Approval: Check the availability and Approval of Authorities.
- Ordering: Order Placed with Approved Vendors.
- Receiving Orders and Verify the Books from Purchase Order.
- Technical Work: Accessioning, Classification, Data Entry in KOHA/ ACTiF.

**2. OPAC (Online Public Access Catalogue):** Users can search the library Catalogue to locate the book(s) available. The OPAC has a simple and advanced search facility with the minimum information of the item by using Author, Title, Subject, Keywords, Department, Class Number, Accession No., Publisher and Member ID or a combination of any of two or more information regarding the item. Major functions provided in the module are:

- Simple Search
- Advanced Search

**3. Circulation Management:** The circulation module makes it possible to define different and

independent circulation policies for the library, irrespective of the complexity of the circulation policies. This module takes care of all possible circulation functions like Issues, Returns, Renewal and Reminders for Overdue library Books according to the Borrower's Limit for Books and Duration.

**4. Membership Management:** This module deals with membership management, maintenance and the Dues status of library Members. The library maintains a database of Users (Students, Faculty Members and Staff) and shares this data with permission to users.



**5. Library Reports and Statistics:** Generates Various Statistical Reports of available Resources, Users and uses of the material based on Specific filters. According to the particular needs of the library, it exports information from the reports to spreadsheets or text files to use in other applications.

**Institutions have the following subscription to e-resources:**

- NALANDA e consortium e-books (33118 Nos.)
- E-journals (2622 Nos.)
- Hard copy journals – B.Tech--94 Nos., MBA—12 Nos. Total = 106 Nos.
- NPTEL Lectures (511 Title Video & 418 Title Web)
- DELNET: It is a platform where users can search for books from all over India, and DELNET can deliver selected books to the institution.

**Open e- Resources**

- **National Digital Library of India**

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

2018-19	2019-20	2020-21	2021-22	2022-23
<b>8,66,639.00</b>	<b>12,65,060.00</b>	<b>6,59,172.00</b>	<b>7,87,788.00</b>	<b>17,41,149.00</b>

Per day usage of the Library is 111 persons, including faculty, staff and students, of 3 months average.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 4.3 IT Infrastructure

### 4.3.1

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

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

**Response:**

**Raj Kumar Goel Institute of Technology** is updating its IT facilities to keep up with technological advancements. A summary of the mentioned IT facilities is given below:

1. **Computing Resources:** RKGIT regularly updates its computing resources, ensuring that students and faculty can access modern and robust hardware for their academic and research needs. To support students and faculty members, more than 800 systems are available with the latest

configuration, including i3 and i5, with 250 GB SSD and 500 GB HDD and RAM up to 8 GB.

2. **Internet connectivity & Wi-Fi with more than 300 Mbps Bandwidth:** A strong internet connection is essential for various academic and administrative tasks. The campus has a robust internet connection, likely supporting high-speed Wi-Fi and wired connections. Optical fibre connectivity is used for providing internet facilities from building to building, and CAT-6 LAN cable is used for providing internet within the building. The campus provides Wi-Fi connectivity with a bandwidth of 311 Mbps as of now, and prior to 01/Sept/2022, the bandwidth was 280 Mbps. This high-speed connection allows students and faculty to access online resources, collaborate, and conduct research efficiently. To ensure the internet facility, Wi-Fi is enabled in the hostels. The No. of Wi-Fi devices was 40 in 2018-19 and in the session 2022-23, the no. of Wi-Fi devices has risen to 110.
3. **Firewall:** To secure the network from cyberattacks, the institution has installed a firewall that enhances the security of the campus network. It helps to prevent the unauthorised access and potential cyber threats, ensuring the safety of sensitive data and resources.
4. **Bandwidth Allocation:** Each student and faculty member has 5 Mbps bandwidth per user. This allocation ensures the network remains stable and responsive, even during peak usage. Bandwidth is allocated through a LINUX-based server in all the systems at the campus. In the session 2018-19, the number of switches was 75 and now in 2022-23 the number of switches available is 125 for bandwidth distribution.
5. **LINUX-based Servers:** RKGIT utilises five LINUX-based servers on its campus. These servers serve various purposes, such as hosting websites, managing databases, running applications, and providing essential services to the campus community.
6. **E-Services:** E-services indicate that RKGIT embraces digital transformation and leverages technology to provide various online services, such as incorporating MS Teams for academic and administrative tasks in adverse situations like COVID and making administrative tasks more efficient and accessible to students and faculty.
7. **Regular IT Facility Updates:** As per AICTE norms, the student-to-computer ratio is maintained at 3.81:1. The commitment to updating IT facilities reflects RKGIT's dedication to providing cutting-edge technology and ensuring students and faculty access to the latest tools and resources.

Overall, these IT facilities and services contribute to a productive and technologically advanced learning and working environment for everyone at RKGIT. Regular updates and sufficient bandwidth demonstrate the institution's emphasis on maintaining a modern and efficient IT infrastructure.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 4.3.2

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

**Response:** 6.98

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

Response: 440	
File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	<a href="#">View Document</a>
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

#### 4.4 Maintenance of Campus Infrastructure

<p><b>4.4.1</b></p> <p><i>Percentage expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, during the last five years (INR in Lakhs)</i></p> <p><b>Response: 2.78</b></p>														
<p><b>4.4.1.1 Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year wise during the last five years (INR in lakhs)</b></p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>81.97</td> <td>65.30</td> <td>32.29</td> <td>40.84</td> <td>56.37</td> </tr> </tbody> </table>					2022-23	2021-22	2020-21	2019-20	2018-19	81.97	65.30	32.29	40.84	56.37
2022-23	2021-22	2020-21	2019-20	2018-19										
81.97	65.30	32.29	40.84	56.37										
File Description	Document													
Institutional data in the prescribed format	<a href="#">View Document</a>													
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	<a href="#">View Document</a>													

## Criterion 5 - Student Support and Progression

### 5.1 Student Support

#### 5.1.1

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

**Response:** 70.08

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

2022-23	2021-22	2020-21	2019-20	2018-19
1824	1829	2431	2404	1973

#### File Description

#### Document

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

[View Document](#)

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

[View Document](#)

Upload policy document of the HEI for award of scholarship and freeships.

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

#### 5.1.2

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

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

**Response:** A. All of the above

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

### 5.1.3

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

**Response:** 64.32

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

2022-23	2021-22	2020-21	2019-20	2018-19
2080	2303	1384	2135	1700

File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

### 5.1.4

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

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

**Response:** A. All of the above

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

## 5.2 Student Progression

### 5.2.1

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

**Response:** 64.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
393	480	502	510	480

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

2022-23	2021-22	2020-21	2019-20	2018-19
541	622	755	892	883

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

### 5.2.2

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

**Response:** 1.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	3	3	0	0

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

## 5.3 Student Participation and Activities

### 5.3.1

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

**Response:** 43

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

2022-23	2021-22	2020-21	2019-20	2018-19
5	14	0	10	14

#### **File Description**

#### **Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

### 5.3.2

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

**Response:** 10.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	00	11	16



File Description	Document
Upload supporting document	<a href="#">View Document</a>
Institutional data in the prescribed format	<a href="#">View Document</a>

## 5.4 Alumni Engagement

### 5.4.1

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

**Response:**

The involvement of alumni in supporting and providing contributions voluntarily to the institute is important for maintaining and expanding an institute's horizons. By establishing channels that facilitate closer ties between the alumni, students and institute, it provides crucial benefits in enriching the student's experience while being at the institute. Every alumni has experienced being a student to becoming a unique and different graduate, hence there is potential for all alumni to contribute to the institute in different ways.

**1. Role model and inspiration:** Alumni serves an effective role model and is easily accepted by students. With the return of the alumni to support the institute, they bring with them credibility and justification as part of a successful institute, having breathed the same air and encountering similar challenges faced by the students. Experiences that are shared by the alumni with students whether in time management, development of self-discipline and character, or in career management can be more easily accepted as guidance and inspiration by students. In this way, alumni assist in strengthening confidence, improving motivation and inculcating the right culture in line with what the institute intends to convey to its students time to time.

**2. Career mentor:** Competition in entering the workforce is becoming more intensive as a result of a higher number of graduates compared with a limited number of job opportunities. Job availability is more critical in certain sectors. In the final year of their studies, students must identify seriously their career prospects. This is the right time for alumni to support the students by mentoring them on their career opportunities in the industry and opening channels for the students for acceptance, either in undergoing practical learning or work experience in the institutions where the alumni reside in.

**3. Distinguished Lecture Series:** It is an academic activity that is created and organized by RKGIT, Ghaziabad with generous support and cooperation in the form of our alumni members & other well-wishers. Under these lectures, the respective department organizes one or two lectures every year by inviting distinguished personnel in the concerned area.

**4. Student activities & development:** The Alumni Portal is used to support the Student's placement activities, initiatives undertaken under the experienced alumni, and creation of references towards the institute.

**5. Community Outreach Activities:** While RKGIT Ghaziabad focuses on excellence in knowledge and

research, we need to be aware of the needs of the community lying in the immediate vicinity and make a meaningful contribution towards them. Several groups on campus have been active in addressing these problems. Their activities have been supported in part by campus residents, alumni and the Institute. The contributions from the alumni are routed through the portal of the Institute, which is handled by the Alma Shine.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## Criterion 6 - Governance, Leadership and Management

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### 6.1 Institutional Vision and Leadership

#### 6.1.1

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

#### **Response:**

#### **Vision Statement**

To continually develop excellent professional capable of providing sustainable solutions to challenging problems in their fields and prove responsible global citizens.

#### **Mission Statement**

We wish to serve the nation by becoming a reputed deemed university for providing value-based professional education.

#### **Nature of Governance**

The Board of Governors (BOG) is an integral part which steers the institution towards academic excellence with a holistic approach. The governance of the Institution is reflective of effective leadership in tune with the vision and mission statements. The established policies in the Institute ensure the integrity and effectiveness of the governance and administration. The Institute believes in shared leadership and a participative decision-making approach. This reflects the decentralization of its operations and delegation of the necessary authorities and responsibilities. Such delegations follow a systematized organizational structure with laid-down job responsibilities. BOG of the Institute encourages participative management by involving faculty members in making decisions. So, various verticals have been formulated for the effective functioning of the institute. Each vertical has independent heads making decisions in line with institute policies and regulatory requirements in consultation with the Director/Management. The committees are as follows.

- **Board of Governors (BOG)**
- **Grievance Redressal cell**
- **Internal Compliant Committee(ICC)**
- **Training and Placement Cell**
- **Internal Quality Assurance cell(IQAC)**
- **Exam cell**
- **Anti-Ragging Committee**
- **Student Activity Council(SAC)**
- **SC/ST Committee**

- **OBC Committee**

**Perspective Plans:**

A 360-degree perspective plan has been developed by IQAC, which considers important factors i.e. structure, mechanisms and stakeholders within the system. This strategic plan will act as the guideline for the decentralized committees, which must work towards attaining the plan. The entire process is based on a participative approach wherein the decentralized committees, faculty members, and other stakeholders are involved in developing plans and their efficient execution. The summary is as follows:

1. Diverse Student learning environment
2. Enhance engagement with Society
3. Enhance engagement with Industry
4. Improve internal support systems
5. Enhance alumni engagement
6. Develop a cleaner and greener campus
7. Enhance Research Culture
8. Academic Autonomy and Industry Oriented Curriculum

File Description	Document
Upload Additional information	<a href="#">View Document</a>

**6.2 Strategy Development and Deployment**

**6.2.1**

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

**Response:**

Raj Kumar Institute of Technology (RKGIT), Ghaziabad is a distinguished institute established under the aegis of the Raj Kumar Goel Education Foundations, in 2001. The Board of Governors, with experts from various fields, including officials, educators, and industrialists, shapes the institute's growth rooted in core values, exemplifying its distinguished stature within education.

The institute's strategic blueprint, meticulously crafted, revolves around upholding stringent academic benchmarks, integrating teaching methodologies congruent with industry requisites, and nurturing research ventures spanning private and public sector engineering and consultancy domains.

RKGIT's core commitment lies in providing exceptional education. Its holistic pedagogy integrates scholastic, co-curricular, and extra-curricular activities, fostering social, cultural, and intellectual growth. This cultivates versatile, ethics-driven individuals prepared for prosperous careers. Associations, clubs, and societies facilitate captivating co-curricular events, enriching student experiences.

Over two decades, stakeholders' unwavering commitment drove RKGIT's leadership in technical education. It offers cutting-edge labs, extensive libraries, sports amenities, and co-curricular provisions, earning global recognition for academic excellence and industry impact.

The institute's remarkable growth reflects unwavering stakeholder commitment to governance and operations. A meticulously structured administrative and academic framework ensures strategic plan realization, relentless excellence pursuit, and core value adherence under defined governance policies.

**Administrative Setup:** The institute's management is thoughtfully designed to prioritize transparency, yielding optimal outcomes. A hierarchical framework is established, delineating roles, responsibilities, accountability, and levels of authority.

**Organizational Structure:** Transparency, excellence, participative leadership, and delegated authority are pivotal tenets of the organization's values. An intricately designed governance and management organogram prioritizes stakeholder involvement, with a special focus on students, facilitating a resilient administrative framework.

**Roles of Key Institutional Bodies:** The management periodically evaluates the institute's developmental requisites, playing a pivotal role in designing, sanctioning, and executing quality policies and plans. The management oversees the institute transparently, actively engaging all stakeholders. The management directs the Director to achieve the institute's goals. The trust's vice president, acting as the executive, arranges regular meetings of the governing body to assess institute activities and provide direction on policy implementation.

**Service Rules, Policies, and Procedures:** The institute adheres to its own service rules, guidelines, policies, and procedures for effective operation. These align with state government regulations, as well as with regulatory bodies like AICTE and UGC, and the affiliating university AKTU. The management committee periodically adapts and adopts these rules and policies to suit the evolving needs of the institute.

File Description	Document
Upload Additional information	<a href="#">View Document</a>
Institutional perspective Plan and deployment documents on the website	<a href="#">View Document</a>

## 6.2.2

### *Institution implements e-governance in its operations*

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

<b>Response:</b> A. All of the above	
<b>File Description</b>	<b>Document</b>
Screen shots of user interfaces of each module reflecting the name of the HEI	<a href="#">View Document</a>
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	<a href="#">View Document</a>
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

## 6.3 Faculty Empowerment Strategies

### 6.3.1

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

**Response:**

**Institutes provide the following welfare measures to their employees:-**

1. **Study Leave:** Study leave is sanctioned to Faculty members who want to pursue higher studies while being on the roll of the institute.
2. **Psychological Counseling:** The Institute is visited by Psychologists for the students and Faculty to get the help and facility of counselling in this regard.
3. **Sports Room & Facilities:** Sports facilities are provided by the Institute to encourage sports activities among the faculty members and staff.
4. **Employee Assistance Program such as FDP/STC/ Workshop:** Institutes assist Faculty for research and academic development-related work by reimbursing their expenses on registration, TA/DA. In addition to this, the Institute provides duty leave to attend such programs.
5. **Medical Facilities:** Medical facilities are provided in the institute for Faculty/ Staff during their stay in the premises. A Medical practitioner is available during working hours in the dispensary for medical treatment to employees. In addition, the College has tie-ups with nearby hospitals for emergency cases.
6. **Employees Engagement Activities:** Employee engagement activities such as festival celebrations are being arranged by the Institute to provide a coherent and conducive environment.
7. **Yoga Classes:** Yoga classes are arranged for Faculty and staff in the Institute to prepare themselves for creative activities through spiritual & holistic development.
8. **Employee State Insurance Scheme:** Employees' State Insurance (ESI) is an integrated social security scheme, stated to provide social protection to employees in the institute and their dependents in contingencies such as sickness, maternity, or disablement or death due to

employment injury or occupational diseases.

9. **Maternity Leave:** The employees can avail of maternity benefits as per the rules of the institute.

10. **Fixed Holiday:** Employees are provided 1st and 3rd Saturday as fixed holidays apart from Gazetted and restricted holidays declared by the government of Uttar Pradesh.

### **Performance Appraisal System:**

Performance Appraisal system is one of the essential drives for providing quality education. The Institute strictly follows all the basic recruitment and promotional policies as stipulated by AICTE, AKTU as well as Government of Uttar Pradesh. A well-defined faculty and non-teaching staff appraisal system is adopted in the institute.

All the faculty members are briefed about the appraisal criteria & the corresponding weightage to create awareness and also to obtain feedback for improvement of the appraisal system at the beginning of the academic year itself. At the end of the academic year, faculty members carry out self-appraisal & submit to the concerned HOD. HOD, in turn, discusses with the concerned faculty member before sending the appraisal report to the Director. He discusses with HOD & recommends to the management for the sanction of annual increment if the report is Satisfactory. There are many cases where faculty members who joined as lecturers have been promoted to the post of professor. This shows the effectiveness of the faculty appraisal system of the institute.

The appraisal criteria for non-teaching staff are different from that for teaching. However, the procedure followed is similar to that of faculty.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

### **6.3.2**

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

**Response:** 7.64

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

2022-23	2021-22	2020-21	2019-20	2018-19
56	13	0	0	0

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

### 6.3.3

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

**Response:** 57.03

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

2022-23	2021-22	2020-21	2019-20	2018-19
196	179	158	164	122

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

2022-23	2021-22	2020-21	2019-20	2018-19
115	109	108	104	97



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

## **6.4 Financial Management and Resource Mobilization**

### **6.4.1**

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

**Response:**

**Mobilization of Funds for various resources :**

Funds are mobilized from the following resources.

**1. Student Fees.**

**2. Raj Kumar Goel Educational Foundations**

**3. Interest on Corpus Fund**

**4. Additional funding sanctioned from various funding agencies such as AICTE, DST, AKTU etc., for research and seminar proposals submitted by various departments.**

**5. Funds received from the industries for consultancy work.**

**Budget Planning :**

Heads of the departments would submit the budget requirements to the Director, at the beginning of every financial year. The budget committee analyzes the requirements of each department and prepares a Consolidated Budget and forwards it to the Management through the Director for approval. The Management allocates the funds under various heads such as the upgradation of library resources, computers, network facilities, sports facilities, publication incentives, salary, placement, campus maintenance, extension activities, etc. based on the need.

The management also allocates the funds for training of faculty, staff and students to enhance their skills.

#### **Utilization :**

The administration and senior account/finance personnel of finance committee monitors the budgets, its utilization, expenses etc. They always advise for better handling of resources and effective mobilization of available funds. Accounts team ensures that the fund utilization is within the limit or allotted margin.

#### **Financial Audit :**

The internal audit team audits the documents followed by an external audit.

Internal Audit is being conducted on a continuous basis by the Finance Team members every month. The audit procedure is shown below.

- Vouchers, supporting bills and invoices are verified.
- Approvals and authorization are verified with Instructions
- Accountings of expenses according to the nature of the expenses are verified.
- Actual expenditure is compared with the Budget allocated to evaluate the variation.
- Statutory deductions such as TDS are verified.
- Fees receivable statements are verified with the books of account.
- Payroll statements along with the attendance registers are verified on a monthly basis.
- All the fee pay-in –slips are matched with the Bank statements.

Likewise, an external audit is also carried out by a team of chartered accountants in an elaborate way quarterly. The institutional accounts are audited regularly by statutory audits. So far there have been no major findings/objections. Minor errors of omissions and commissions when pointed out by the audit team are immediately corrected/rectified and precautionary steps are taken to avoid the recurrence of such errors in future. The institute regularly follows an Internal & external financial audit system. The Institute has maintained the highest level of transparency in all financial transactions.

It may be seen from the audited reports that all the financial transactions are carried out as per the standard norms.

<b>File Description</b>	<b>Document</b>
Upload Additional information	<a href="#">View Document</a>

## **6.5 Internal Quality Assurance System**

### **6.5.1**

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

**Response:**

- The IQAC at RKGIT is well-established and is led by the institute's Director. It was constituted on 29-11-2018. The IQAC committee comprises representatives from all stakeholders, including faculty, administration, management, students, alumni, and local Society/employers/industrialists.
- The development of quality procedures for students and faculty is at the core of this institution's philosophy. This philosophy gave birth to the establishment of the Program Assessment Committee and the Departmental Advisory Committee (as per NBA) was formed in each department.
- Existing academic and administrative policies of institutions are of superior quality. The IQAC develops a comprehensive audit protocol for each process, which is used by internal auditors to identify deviations from the established system. The system is based on AICTE, NBA, and university requirements, as well as the institute's vision and mission.
- Through the HoDs, IQAC communicates with faculty and students to cultivate a culture of quality within the institution.
- IQAC assist different departments with various accreditations. To date two programs(ECE & B. Pharma) of the institute have been accredited by the NBA two times and one program(IT) has been accredited by the NBA once.
- The IQAC team verifies all lab records, course files, attendance registers, mentor-mentee information, and other crucial academic data, and then prepares and submits an audit report to the IQAC Head. During the IQAC meeting, the report is carefully analysed and, if necessary, recommendations for enhancement are sent to the relevant department.
- The IQAC is accountable for attaining the quality benchmarks/parameters for the institution's academic and administrative activities.
- The IQAC periodically examines the teaching-learning process, fundamental structures and methodologies of operations and learning outcomes to enhance numerous academic and administrative endeavours

**Mode of operations:**

- The institution routinely accumulates student feedback, evaluates the instructional skills of faculty, and provides feedback on their deficiencies.
- The institution has always communicated its quality assurance policies, mechanisms, and outcomes to its internal stakeholders sincerely and diligently.
- The following are the essential characteristics:

- Transparency in internal assessment
  - Quality enhancement in the content of the syllabus
  - Enhancing of Number of books in libraries
  - Ensuring maximal participation of students in the teaching-learning process.
- All courses and programmes have been made outcome-based.

**Governance:** Our Good Governance initiatives ensure that processes and policies are adhered to at all levels of the organisational structure. We implement a stringent organisational structure to monitor, record, and ensure policy compliance.

**Teaching and Learning:** While some processes, such as merit-based admission and formative and summative evaluation, have not changed, the teaching and learning process has been improved in numerous ways. The curriculum now includes remedial classes for delayed learners, projects, case studies, and learning-by-doing activities. Question paper settings based on Bloom's taxonomy and mentions Course Outcomes, which eventually helps in attainment evaluation.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 6.5.2

**Quality assurance initiatives of the institution include:**

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

**Response:** B. Any 3 of the above

<b>File Description</b>	<b>Document</b>
Quality audit reports/certificate as applicable and valid for the assessment period.	<a href="#">View Document</a>
NIRF report, AAA report and details on follow up actions	<a href="#">View Document</a>
List of Collaborative quality initiatives with other institution(s) along with brochures and geo-tagged photos with caption and date.	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>
Link to Minute of IQAC meetings, hosted on HEI website	<a href="#">View Document</a>

## Criterion 7 - Institutional Values and Best Practices

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### 7.1 Institutional Values and Social Responsibilities

#### 7.1.1

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

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

**Response:**

**RKGIT**, the renowned institution, is making commendable strides in promoting gender equity and inclusivity through its multifaceted initiatives. It has firmly committed itself to creating an environment where individuals, regardless of gender, can thrive and reach their full potential. These initiatives span various facets of the institute's operations, reflecting a comprehensive approach to gender equity.

**Gender-inclusive Facilities:** The institute is dedicated to gender inclusivity by providing gender-neutral staff rooms, equal allocation of duties, and unbiased recruitment processes without gender quotas. They do not require gender declarations during hiring. With 53% of faculty members being women, the institute emphasizes a fair, respectful, and diverse culture, breaking down gender stereotypes and enhancing workplace productivity and innovation.

**Women in leadership:** The institute promotes gender equity in leadership roles by providing mentorship and leadership development programs to support women and underrepresented genders. This commitment is exemplified by several women holding key leadership positions:

Principal Pharmacy: Dr. Monika Sachdeva

HOD MBA Department: Dr. Vibhuti

HOD Computer Science & Engineering(Data Science): Dr. Preeti Sharma

HOD Computer Science & Engineering(Internet of things): Dr. Seema Malik

HOD Information Technology: Ms. Ritu Agrawal

HOD Civil Engineering: Dr. Rekha Singh

Furthermore, RKGIT ensures gender-neutral representation in its non-statutory committees, fostering an inclusive environment without bias. Even committees for co-curricular activities, like SAC, are formed with an all-inclusive approach, reinforcing the institute's dedication to diversity and gender equity in leadership positions.

**Zero tolerance for gender-based violence:** RKGIT has a zero-tolerance policy for gender-based violence, with strong prevention and support measures in place, including counselling services and confidential reporting.

**Gender pay equity:** As part of its commitment to gender equity, RKGIT conducts regular pay equity assessments to identify and address any gender pay gaps among its faculty and staff. The institute ensures that compensation is based on qualifications, experience, and performance rather than gender or any other axes of multiple discrimination.

**Gender equity task force:** RKGIT has a women's cell, which includes representatives from different areas. This group oversees gender equity initiatives, tracks progress, and suggests improvements, emphasizing the institute's commitment to gender equity as a fundamental human right.

**Community Engagement:** RKGIT believes that promoting gender equity extends beyond its campus boundaries. The institute actively engages with local communities and participates in outreach programs aimed at promoting gender equality and women's empowerment. By collaborating with external organizations, RKGIT seeks to drive positive change beyond its immediate sphere of influence.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

### 7.1.2

#### The Institution has facilities and initiatives for

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

**Response:** A. 4 or All of the above

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

### 7.1.3

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

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

**Response:** C. Any 2 of the above

<b>File Description</b>	<b>Document</b>
Report on Environmental Promotional activities conducted beyond the campus with geo tagged photographs with caption and date	<a href="#">View Document</a>
Policy document on environment and energy usage Certificate from the auditing agency	<a href="#">View Document</a>
Green audit/environmental audit report from recognized bodies	<a href="#">View Document</a>
Provide Links for any other relevant document to support the claim (if any)	<a href="#">View Document</a>

### 7.1.4

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



**Response:**

Many efforts and initiatives are taken by Raj Kumar Goel Institute of Technology RKGIT, Ghaziabad, to provide an inclusive environment, promote tolerance and harmony, and sensitize students and employees to constitutional obligations. Below are the strategies and initiatives that are often implemented to achieve:

- 1. Diversity and Inclusion Programs:** RKGIT has established diversity and inclusion programs aimed at celebrating and appreciating cultural, regional, linguistic, and socioeconomic diversity within the campus community. Such programs include cultural festivals, food festivals, and awareness campaigns.
- 2. Nukkad Natak:** Nukkad Natak plays a vital role in creating awareness towards cultural, regional, linguistic, and communal socioeconomic diversity.
- 3. Sensitivity Training:** The institution offers training and workshops to students and employees to raise awareness about diversity and foster sensitivity toward different cultures, backgrounds and perspectives. These workshops focus on cultural competence, empathy, and active listening.
- 4. Cultural Exchange and Integration:** RKGIT encourages cultural exchange programs, where students from different regions and backgrounds can interact and learn from each other's experiences. This fosters a sense of unity and understanding among students.
- 5. Constitutional Education:** To sensitize students and employees to constitutional obligations, the institution conducts workshops and courses that educate individuals about the values, rights, duties and responsibilities of citizens as outlined in the Indian Constitution.
- 6. Diversity in Curriculum:** RKGIT also incorporates diversity-related topics beyond the syllabus, ensuring that students are exposed to different perspectives and cultures through their coursework.
- 7. Inclusive Policies:** The institute has implemented inclusive policies and practices, such as an anti-ragging policy, Sexual Harassment Policy, and support services for students from marginalized backgrounds.
- 8. Student Organizations:** Encouraging the formation of student organizations or clubs focused on diversity and inclusion has empowered students to take an active role in promoting tolerance and harmony in campus.
- 9. Counselling and Support Services:** The Institute provides counselling and support services for students who may face challenges related to diversity or discrimination.

File Description	Document
Upload Additional information	<a href="#">View Document</a>

## 7.2 Best Practices

### 7.2.1

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

**Response:**

## **Best Practice - 1: Adopting Outcome-Based Education for the Effective teaching-learning process**

### **Objectives of the Practice:**

The objectives of the OBE are as follows:

1. To define outcomes of learning accurately and precisely.
2. To organize the curriculum, instruction, and assessment right from the beginning to make sure that the learning outcomes are achieved.
3. To develop a culture of continuous improvement.

Outcome-based education (OBE) is a student-centric instructional model that focuses on measuring student performance through outcomes. At the institute, we use Revised Bloom's Taxonomy for implementing the OBE. We adopted this approach way back in 2013 and now it has matured.

### **The Context**

Input-based model of education focuses on the delivery of information, infrastructure, and resources. Accordingly, higher education institutions depend on institutional activities and faculty behaviour. Students were seen as empty vessels to be filled with information. It did not help students and they were dissatisfied with education.

Outcome-based education (OBE) questions the traditional model of education and puts the student at the heart of all educational activities. It emphasises what students do in the classroom and what they would be able to do after undergoing a programme. The teacher is a facilitator who supports each student to achieve his learning outcomes. Consequently, all educational activities – curriculum, delivery, assessment, and co-curricular activities – have undergone a 180-degree change

### **The Practice:**

As a part of the OBE implementation, Vision, Mission, Program Educational objectives and Program specific outcomes are defined by the institute whereas the program outcomes are provided by the National board of Accreditation and course outcomes by the affiliating university.

We use both direct and indirect methods of attainment of the outcomes. The direct methods of attainment are End-Semester Examination, Sessional test, Lab Exam, Assignments and Projects. Indirect assessment methods are also deployed. These are Student Exit Survey, Employer Survey, Faculty feedback & parent feedback. At the end of the semester, the same is confirmed by closing the loop. At the end of the completion of the programme, the programme attainment level is also determined.

### **Evidence of Success:**

As a part of the implementation of the OBE, programme delivery, and assessment have been changed. Any teaching-learning method is as effective as the faculty member using it. In other words, a teacher should not only focus on what to teach but also on how to teach it. All teachers are familiar with the OBE approach.

Three programs of the institute i.e. Pharmacy, ECE & IT are accredited by the National Board of

Accreditation (NBA) in the last 4 years. The pharmacy program of the institute has been accredited two times by the NBA, which itself indicates success in the implementation of the OBE at the Institute.

### **Problems Encountered and Resources Required:**

The problems faced by the Institute in the OBE implementation are as under:

1. Student engagement for outcome-oriented learning in the classroom is a challenging task.
2. Collecting the data for indirect assessment methods, like Student Exit Surveys, Parent surveys, Alumni surveys and Employer Surveys is time-consuming.

### **Best Practice - 2: Faculty Development & Research Promotion**

#### **Objectives of the Practice:**

When faculties are motivated, energized, and capable, they can enhance the learning of the student and support their personal development. They are responsible for shaping the careers of the students. The underlying principles of faculty development are to motivate, energize and update faculty.

#### **The objectives of faculty development and research promotion are:**

- Bring out awareness among the faculty about the global trends in technical education
- Adapt to new technology in the teaching-learning process
- Inculcate research skills and aptitude among faculty
- Transform a teacher into a competent facilitator

#### **The Context**

The teacher is a continuous learner. The teacher has to continuously keep updating his knowledge to teach his students the current aspects and the updated concepts. To enrich his knowledge base teacher has to regularly attend FDPs, seminars, workshops, and conferences.

Notably, academic research aims at creating new outcomes, ideas, and arguments by engaging teachers in experiments concerning the realities associated with the process of teaching. Alternatively, since the research process is about a specific inquiry involving asking questions and developing answers through critical thinking and thoughtful reflection, it plays a pivotal role in keeping the teacher up-to-date.

#### **The Practice:**

Faculty Development Programs (FDPs), seminars, workshops, etc. are regularly organized on the campus to enhance and upgrade the knowledge of faculty members. It is mandatory for every faculty member to attend one faculty development program in a year in his area of expertise. Eminent persons from world-class institutes/industries have been delivering lectures on topics related to research, management, interpersonal communication, values, ethics and various engineering disciplines etc. Such practices have

a profound impact on quality enhancement and the overall development of faculty as well as students.

To enthuse and motivate faculty to spend quality time in a concerted manner, the institution feels it necessary to incentivize all such R&D efforts as most of the time and effort spent in research extends way beyond the confines of the operating hours of the institute. So the institution has introduced a research policy to incentivize R&D efforts.

### **Evidence of Success:**

In the past three years, the number of faculty development programs organized by the institute and the number of faculty members who have attended the faculty development program has significantly increased.

Session	2022-23	2021-22	2020-21
No of FDP organized	5	5	4

Session	2022-23	2021-22	2020-21
No of Faculty attended FDP	147	108	106

The number of SCI/Scopus publication & patent publication has also significantly increased. The Data is mentioned in the below table:

Session	2022-23	2021-22	2020-21
No of SCI Publication	28	18	-

Session	2022-23	2021-22	2020-21
No of Scopus publication	57	13	-

Session	2022-23	2021-22	2020-21
No of Patent Published/Granted	43(Published) 5(Granted)	27(Published) 2(Granted)	32

### **Problems Encountered and Resources Required:**

Though the practice has a lot of merits, there are certain challenges:

1. To motivate all the faculty members for research is a challenging task.
2. It is challenging to spare time between the academic activities for FDP and research.

File Description	Document
Any other relevant information	<a href="#">View Document</a>

## 7.3 Institutional Distinctiveness

### 7.3.1

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

**Response:**

#### **Academic performance of students supported by excellent infrastructure facilities**

Small but consistent steps towards your goals will eventually lead to bigger success which you always dreamed of achieving has been well brought out by the journey of Raj Kumar Goel Institute of Technology, which since its inception in 2000 with 180 students has now reached above 3000 Students. Raj Kumar Goel Institute of Technology is moving efficiently towards its vision to continually develop excellent professionals capable of providing sustainable solutions to challenging problems in their fields and prove responsible global citizens. The institute has gained a distinct image as an outstanding educational colossal among technical institutions of Uttar Pradesh, due to its inclination towards innovative and skill-based education.

One area distinctive to its priority and thrust is the overall good academics which is supported by excellent infrastructure and facilities. The result of students graduating during the academic year 2021-22 has been exceptionally good. The average result of the final year is 93% for the last four years, out of which 91% passed with 1st division including 42.18% with honors.

In addition to overall good results, the college has a remarkable achievement in terms of the number of students in university merit lists. The names and ranks of the university merit list holders are given in the below table.

Year	Name of the Student	Course	Branch	Rank in University Merit List
2021-22	BHARAT SHARMA	B. Tech	Civil Engineering	6th
2021-22	DIKSHA MISHRA	MBA	MBA	9th
2020-21	KAMINI	M.Pharma	PHARMACEUTICS	1st (Gold Medalist)
2020-21	TAVISHI	B. Tech	Information Technology	1st (Gold Medalist)
2020-21	ANMOL KUKREJA	B. Tech	Electronics & Communication Engineering	2nd (Silver Medalist)
2020-21	AKANSHA MITTAL	B. Tech	Computer Science Engineering	3rd (Bronze Medalist)
2020-21	YADAV AMRITA	B. Tech	Electrical	4th

	SARAN		Electronics Engineering	
2020-21	KRATI GUPTA	B. Tech	Electronics & Communication Engineering	4th
2019-20	SURAJ GUPTA	B. Tech	Civil Engineering	10th
2019-20	MOHAMMAD AMAN	B. Tech	Mechanical Engineering	5th

Many efforts have been made over the past few years to change the Teaching-learning environment into activity-based learning. For this transformation institute has created many facilities, some of the facilities are listed below:

### **Modernized Class Rooms:**

Classrooms are equipped with multimedia projectors, white- boards, microphone and speaker facility. The entire classrooms in the first year are well equipped with Smart boards. These Audio Visual aids are installed to accelerate the learning process. All the classrooms are air-conditioned to provide a comfortable learning environment to the students.

**Well-equipped Laboratories:** All the laboratories are well-equipped with modern equipment. The institute continuously upgrades the computers in the computer-based laboratories. All the computer laboratories are equipped with the latest configuration computers.

**Library:** A well-stocked library with internet facility, e-learning sources, journals, and periodicals has enabled the students to achieve extensive academic growth. Timings of the library vary as per the requirements. A personal reading room is also attached to the library which is open 24x7.

### **Co-curricular & extra-curricular activities:**

Critical Thinking and Problem-Solving Skills of the students also get enhanced when they participate in a variety of technical and non-technical events. To kindle this passion among the students so that they may develop their overall personality, they are prompted to actively participate in the Tatva(tech fest) and Varchasva (sports fest) of the institute. Apart from these fests, student participation in events conducted by other institutions of repute is also promoted and appropriate financial/administrative assistance is provided to all the participants.

**Nasscom Center of Excellence IOT and AI:** The Institute has established Nasscom Center of Excellence on IOT and AI. The main focus of the institute towards setting up this centre is to encourage students to equip themselves with next-generation technologies with the help of different industries. It also helps in promoting industry-oriented teaching and learning. By availing these facilities students can be effectively trained to meet industry expectations as highly skilled technical manpower. Students can achieve self-sustainability through innovation and entrepreneurship by using all these facilities provided by the Center of excellence.

**Online Coding Platform:** The institution has provided an online coding platform namely Code-Tantra to its students. This is a major tool to enhance the project based learning of the students. Through this platform students can practice wide range of programming courses. Topic wise evaluation can also be done using this platform. This platform can also be used for different software labs as labs can be created

on the platform.

: The implementation of the rewards and punishment theory on students leaves an indelible mark on them and it is operational at all levels of functioning to improve the academic performance of the students. The institution has a predefined policy of honouring the accolades garnered by its students. Annually, all the branch toppers and university rank holders are felicitated with a cash award to inspire them to put in their best efforts and inculcate among all the students a healthy spirit of competition towards gaining that recognition. Similarly, in the case of indiscipline, proper punishment is awarded to the students.

As the students move on to being professionals in the corporate world, they are also coached on additional skills by their departments and they also undergo a Soft Skills and Employability Skills Training program starting from the time they take admission till they get placed.

Relentless efforts of the college in the direction of realization of its vision have fructified in the upsurge of its academic achievements. All such positive progression enables the institution to work harder year after year and carve a special place on the map of the city.

<b>File Description</b>	<b>Document</b>
Appropriate web in the Institutional website	<a href="#">View Document</a>

## 5. CONCLUSION

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### Additional Information :

1. National Employability Award by AMCAT for the Academic year 2023.
2. Received Excellence in Technology Adoption Award by College Duniya.
3. Recipient of Education Icon Award 2023 by Radio City.
4. Three Departments (ECE, IT, B. Pharma) Accredited by **NBA (National Board of Accreditation)**.
5. Ranked by **ARIIA(Atal Ranking of Institutions on Innovation Achievements)** in the “**Band Performer**” category across all engineering colleges in INDIA
6. Rated Highest Star rating for undertaking various activities prescribed by Innovation Cell, MoE, Government of India during 2019-20, 2020-21, 2021-22 and 2022-23.
7. Selected as a Mentor Institution under the Mentor-Mentee Program 2021-22 with Funding Assistance from MIC/AICTE.
8. Rohit Kushwaha, a student of Computer Science & Engineering is the only Indian student who has received funding of USD 7324 from Aspire Institute (Founded at Harvard University) for Entrepreneurship, January 2023.
9. Received a grant of rupees 102 lacs from DST for “**Implementation of Green Technology for Integrated & Sustainable Development and capacity building of a Low-income Village in Uttar Pradesh**”
10. Center of Excellence in IoT and Artificial Intelligence by Nasscom.

### Concluding Remarks :

**Raj Kumar Goel Institute of Technology (RKGIT)** stands as a synonym for quality education in the Delhi-NCR region. RKGIT was established in 2000 by the parent trust of the institute “**Raj Kumar Goel Educational Foundations**” to impart quality education to all sections of society. RKGIT was established in the year 2000 with 4 UG programs and in 23 years, it has grown in leaps and bounds. At present, the Institute offers 12 UG programs & 4 PG programs with a total student count of 3586 (Academic year 2023-24). The Institute provides quality education in Engineering & Technology, Management & pharmacy streams in the NCR region. Many best practices are being followed in the Institute. As a result, the Institute has made a name for itself in the region. Students from all over the country join the institute to pursue education. The management practices transparency and involves everyone in the decision-making process for the upliftment of the institute. The students and faculty maintain excellent rapport resulting in a conducive learning ambience on the campus. The supportive management provides all the facilities that are required to carry out teaching-teaching-learning process, research activities and industry collaboration. The vision of the Institute is “**To continually develop excellent professionals capable of providing sustainable solutions to challenging problems in their fields and prove responsible global citizens**” and all efforts are being made to achieve the vision in the near future.



## 6.ANNEXURE

### 1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.2.1	<p><b>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</b></p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :33</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
1.2.2	<p><b>Percentage of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</b></p> <p>1.2.2.1. Number of students enrolled in Certificate/ Value added courses and also completed online courses of MOOCs, SWAYAM, NPTEL etc. as against the total number of students during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2187</td> <td>2011</td> <td>1843</td> <td>1328</td> <td>1644</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>2182</td> <td>2011</td> <td>1845</td> <td>1331</td> <td>1644</td> </tr> </tbody> </table> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>	2022-23	2021-22	2020-21	2019-20	2018-19	2187	2011	1843	1328	1644	2022-23	2021-22	2020-21	2019-20	2018-19	2182	2011	1845	1331	1644
2022-23	2021-22	2020-21	2019-20	2018-19																	
2187	2011	1843	1328	1644																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
2182	2011	1845	1331	1644																	
1.4.1	<p><b>Institution obtains feedback on the academic performance and ambience of the institution from various stakeholders, such as Students, Teachers, Employers, Alumni etc. and action taken report on the feedback is made available on institutional website</b></p> <p>Answer before DVV Verification : A. Feedback collected, analysed, action taken&amp; communicated to the relevant bodies and feedback hosted on the institutional website</p> <p>Answer After DVV Verification: B. Feedback collected, analysed and action has been taken and communicated to the relevant bodies</p> <p>Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>																				
3.1.1	<p><b>Grants received from Government and non-governmental agencies for research projects / endowments in the institution during the last five years (INR in Lakhs)</b></p>																				

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
0	23.18	102.28	4.50	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
4.0	12.55	108.90	4.50	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
34	21	32	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
24	13	18	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
26	33	14	21	14

Answer After DVV Verification :

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

27	19	15	15	06
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
38	17	4	9	3

Answer After DVV Verification :

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

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
41	12	4	2	6

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
35	10	3	2	4

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

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

Answer before DVV Verification :  
Answer After DVV Verification :38

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
602.97	604.24	398.75	565.98	964.25

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
566.15	583.65	390.55	529.61	940.63

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

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

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

Answer before DVV Verification : 807

Answer after DVV Verification: 440

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1361.96	1378.63	1244.53	1339.99	1497.50

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
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81.97	65.30	32.29	40.84	56.37
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Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
408	520	502	519	502

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
393	480	502	510	480

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
527	622	755	892	883

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
541	622	755	892	883

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	5	3	0	0

Answer After DVV Verification :

--	--	--	--	--

2022-23	2021-22	2020-21	2019-20	2018-19
16	3	3	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	40	0	23	39

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
5	14	0	10	14

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
93	42	00	21	63

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
18	9	00	11	16

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
153	122	123	0	0

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
56	13	0	0	0

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

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
208	179	165	169	138

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
196	179	158	164	122

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
115	109	108	104	97

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
115	109	108	104	97

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

6.5.2	<p><b>Quality assurance initiatives of the institution include:</b></p> <ol style="list-style-type: none"> <li><b>1. Regular meeting of Internal Quality Assurance Cell (IQAC); quality improvement initiatives identified and implemented</b></li> <li><b>2. Academic and Administrative Audit (AAA) and follow-up action taken</b></li> <li><b>3. Collaborative quality initiatives with other institution(s)</b></li> <li><b>4. Participation in NIRF and other recognized rankings</b></li> <li><b>5. Any other quality audit/accreditation recognized by state, national or international agencies such as NAAC, NBA etc.</b></li> </ol> <p>Answer before DVV Verification : A. Any 4 or more of the above          Answer After DVV Verification: B. Any 3 of the above          Remark : As per the revised data and clarification received from HEI, based on that DVV input is recommended.</p>
7.1.3	<p><b>Quality audits on environment and energy regularly undertaken by the Institution. The institutional environment and energy initiatives are confirmed through the following</b></p> <ol style="list-style-type: none"> <li><b>1. Green audit / Environment audit</b></li> <li><b>2. Energy audit</b></li> <li><b>3. Clean and green campus initiatives</b></li> <li><b>4. Beyond the campus environmental promotion activities</b></li> </ol> <p>Answer before DVV Verification : A. All of the above          Answer After DVV Verification: C. Any 2 of the above          Remark : As per the supporting documents provided by HEI, based on that DVV input is recommended.</p>

## 2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p><b>Number of students year wise during the last five years</b></p> <p>Answer before DVV Verification:</p> <table border="1" data-bbox="196 1512 986 1624"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3071</td> <td>2805</td> <td>2820</td> <td>2966</td> <td>3270</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1" data-bbox="196 1702 986 1814"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>3071</td> <td>2805</td> <td>2818</td> <td>2964</td> <td>3270</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	3071	2805	2820	2966	3270	2022-23	2021-22	2020-21	2019-20	2018-19	3071	2805	2818	2964	3270
2022-23	2021-22	2020-21	2019-20	2018-19																	
3071	2805	2820	2966	3270																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
3071	2805	2818	2964	3270																	
2.1	<p><b>Number of teaching staff / full time teachers during the last five years (Without repeat count):</b>            Answer before DVV Verification : 214            Answer after DVV Verification : 333</p>																				
2.2	<p><b>Number of teaching staff / full time teachers year wise during the last five years</b></p>																				



Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
214	181	166	176	183

Answer After DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
199	181	165	176	182