SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

BIT SINDRI

BIT, SINDRI, DHANBAD
828123
www.bitsindri.ac.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

August 2020

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

BIT Sindri, a Technical Educational institute was established in the for-state Bihar as "College of Mechanical and Electrical Engineering" in the year 1949 as at Patna. On November 17, 1950 the institute was shifted to Sindri, near Dhanbad and renamed as "Bihar Institute of Technology" affiliated to "Ranchi University". BIT Sindri was established with a Principal, three Professors and sixty Students in a simple ceremony with a cup of tea on the dining table. The institute grew and flourished rapidly during the early days under the dynamic leadership of Prof. D.L. Deshpande, Director of Institute during 1950-61, who is regarded as the architect of the institute.

BIT Sindri, erstwhile known as Bihar Institute of Technology, Sindri and affiliated to Ranchi University, became the affiliated engineering college of Vinoba Bhave University, Hazaribag after the bifurcation of state.

The institute is located at a distance of 28 KM from Dhanbad railway station linked by rail as well as road. It has a sprawling campus of about 400 Acres of land near the eastern bank of river Damodar. There are 25 hostels in the campus, separate hostels for boys and girls, catering the residential requirements of around 3000 undergraduates, postgraduates and researchers. The institute is fully residential for students as well as teaching and non-teaching staff.

The institute is controlled administratively by the Department of Science and Technology, Govt. of Jharkhand, Ranchi and academically it was affiliated to Vinoba Bhave University, Hazaribagh for conducting examinations and awarding degrees, which has now been changed to Jharkhand University of Technology, Ranchi from the batch 2018-22 onwards. All courses are approved by All India Council of Technical Education and most of the undergraduate programs are accredited by the National Board of Accreditation, New Delhi.

Vision

To provide valuable human resources for the industry and society through excellence in technical education and research for the sustainable development.

The process for awareness of the Vision and Mission

Through Signboards, Institute Website, Student Dairies and Induction Program, the Vision, Mission and PEOs were explained to all faculty members, staff and students from their initial stage to the Department. The course plan of the faculty member was set based on the Vision, Mission and PEOs. These Vision, Mission and PEOs were explained and discussed with the students in the Class Room.

Mission

1. To offer state-of-the-art Undergraduate, Post graduate and Doctoral programs.

2. To generate the new knowledge by quality research.

3. To understand collaborative projects with industries and society.

4. To develop human intellectual capacity with its full potential.

5. To solve the problems of society through innovation in technology.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

Facilities & Technical Support

- Data Centre equipped with blade servers and are networked to more than 700 PCs
- In-campus SBI branch and Post office.
- Canteen and in-campus Xerox facility.
- Alumni guest house & Alumni interaction cell.
- 27+3 Nos of Hostels (3+1 Girls Hostels)
- Power backup facility along with double supply from Jharkhand board and ISCO/Sail Chasnala for hostels, departments and administrative building.
- All hostels have separate mess facilities with Ward boys for their help.
- Doctor Facility, New Health Centre (Under construction) along with Govt. PHC Centre
- 24 hrs Ambulance facility.
- Video Conferencing facility.
- Central Library and departmental library.
- Separate building / floors for all the department.
- Separate volleyball and badminton for hostels apart from central Sports Grounds
- Bus facility
- Internet access to all hostel (Under installation again).
- In-campus Gym facility.

Salient features of BIT

- Lowest tuition fee (7,700/- annually)
- 100 % Fee waiver for girl students
- 75 % fee waiver for SC/ST students.
- Group Insurance is provided by the institute
- Sponsorship for industrial projects for conduction of B. Tech./M. Tech. thesis.
- State and Central Govt. Scholarships for SC, ST, OBC and minority students.
- Development of skills through additional courses and trainings.
- Full Financial support for additional training for CCNA, Oracle certification etc.
- Training through newly established 14 nos. SIEMENS lab
- Spoken tutorial, IIT Bombay
- Conference and discussion room.

Institutional Weakness

1. Faculty need to take up more Research Projects/Publications/Patents.
2. The College needs to conduct more Seminars/Conferences/Workshops.

Institutional Opportunity

1. Introduction of new job oriented courses.
2. Consultancy and Collaborations with Small and Medium Industries of the neighbourhood.
3. Start PG courses in remaining departments. MBA courses.

Institutional Challenge

Institutional Challenge
1. To develop the College as a Centre with Potential for Excellence.
2. To expand Alumni Association.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Process used to identify extent of compliance of the University curriculum.

At Present BIT Sindri is affiliated by Jharkhand Technical University for new batch 2018 onwards and Previous batches were affiliated by Vinoba Bhave University (VBU). BIT Sindri follows the syllabus developed and implemented by the parent university.

1. University syllabus is considered and Course Outcomes (COs) are framed.

2. COs and Curriculum activities (seminars/mini projects/ final year projects etc.) are mapped with the Program Outcomes (POs) and Program Specific Outcomes (PSOs).

3. Survey feedbacks for the POs and PSOs obtained from stakeholders (Student, Alumni, Industry experts etc.) lead us to further identify curricular gaps.

4. Identified gaps in curriculum are discussed in DAC.

5. Recommend to university for modification in curriculum if gaps are found and some additional actions were taken.

A convenient and viable time-table is prepared before the commencement of every academic session. The time-

table is given to the students at the time of Induction Meeting and uploaded on the college website too.

Innovative teaching methods and the use of ICT are given due consideration for effective implementation. Students are encouraged to use library resources and the e-resources of the college. Subject related reference books and e- materials are told to the students. Students have been given home assignments and are encourage to prepare their own study materials which may get checked by the teachers concerned. Attempts have been made to make classroom teaching interactive. Seminars and guest lectures, special/extra classes also prove helpful for better and timely implementation of the curriculum. Internal exams/class tests are also organised to assess the students with regard to their curriculum development.

Content beyond the syllabus for the attainment of POs and PSOs

Department regularly arranges the meeting with the stakeholders to analyse the desired curriculum requirement and get the inputs, suggestions, which are given to the competent authority regarding curriculum gaps and possible addition of new content/add-on courses in the curriculum, to bridge the gap for the attainment of POs and PSOs. Department also organizes lectures, workshops, seminars, laboratory experiments, mini projects, etc. arising from the gaps identified.

Teaching-learning and Evaluation

Every year the College organizes an 'Induction –cum- Orientation Program' for the First Year students. It begins with the Director's address and includes introductory sessions conducted by the Dean of Academics & faculty members.
During the Orientation, the following points were discussed:
1. The First Year courses and its requirements
2. The Academic Calendar of the College
3. The CIA; Passing criteria; Grading pattern; etc.
4. The importance and need of regular class attendance.
5. Communicating vital information and our best practices such as values; men and women for others, vision, mission, goals; challenges, opportunities, culture, brand name, and our outreach programs with an eye on the less fortunate and marginalized. Besides the induction, the faculty takes up the task of classifying the students into slow and advanced learners groups; based on an English Test, after which they are segregated into their respective groups. The students who are weak in English are divided into two categories and with special attention given to the weak students. The students who have scored better are considered as 'advanced learners' and a separate group is formed for learning 'the language'.
Slow Learners:
Remedial Classes in English are conducted for the 'slow learners' after class hours. The faculty devotes time to clarifying doubts of students and help them to enhance their performance. Poor performance,due to frequent absence is dealt by informing and contacting the parents over the phone. Counselling and mentoring sessions are conducted in a congenial manner to help students cope with their psychological problems and achieve their goals successfully. These measures infuse in students a 'feel good' feeling and put them at ease during their life in the College.

Advanced Learners
The 'advanced learners' are identified by the methods explained in the previous paragraphs. Their performance in the continuous internal assessment is studied through various methods such as mid and endterm- semester examinations, minor projects, individual/group presentations, case studies, etc.

Research, Innovations and Extension

IETE Students' Chapter, BIT Sindri is a part of the national organization IETE and was established in BIT Sindri in 2007. It primarily focuses on the development of the technical and managerial skills of its members and that of its fellow students in the college. Being a part of an active and thriving student body, its members strive to keep themselves and their campus mates up-to-date on interesting events and topics. For the wholesome development of an individual, general seminars and meetings are organized to enhance the personality of an individual as well as his communication skills. As part of our technical drives we conduct seminars and workshops every year. Trying to provide the latest technical skills to our participants and members is always our top priority. We also organize the annual Techfest of BIT Sindri– Tech Udbhav to provide students a platform to showcase their technical knowledge and skills.

Infrastructure and Learning Resources

The College ensures adequate availability and optimal utilization of physical infrastructure. Before the commencement of each academic year, the College management undertakes a need-assessment for replacement / up-gradation / addition of the existing infrastructure. Through this exercises, the College assures adequate resources and infrastructure facilities and learning resources.
(a) Learning Resources: This includes resources and infrastructure required for library, computer lab, classroom, events, meetings, workshops.
The College has ten (191) regular classrooms and all the classrooms are large enough, having a seating capacity of ninety plus students. All classrooms are equipped with ICT (computer, LCD projectors, amplifiers, mikes, etc.). Besides having computer in each lecture room, the College has a Computer Lab with forty (950) computers and all the computers are connected with 24x7 internet facility. There is a separate computer server room. The College has two libraries (one main library and a departmental library). The main library has more than 100 seating capacity for reading purpose.

The College has a common faculty room and individual faculty office space with individual computer and internet. The College has separate space for offices such as Principal's office, the College office, account office, dean of finance office, controller of examinations, dean of students' office, etc. The College has office space of different cells such as IQAC, counselling, anti-sexual harassment cell, anti-ragging cell, grievance redressal cell, etc. At the entrance, we have displayed the College layout map, vision, mission, aims, signage, etc. On the College corridors we can find famous quotes and photos of great individuals such as Gandhiji, Dr. Abdul Kalam, etc.

(b) Support facilities: This includes canteen, infirmary, hostels, seminar halls, lounges, play grounds, etc. There are separate common rooms for boys and girls. There is an infirmary with periodic medical doctor presence. There is a canteen in the College campus. At the entrance, there is a spacious lobby with a few seating arrangements. The College has a seminar room for common gatherings, seminars, etc. The College has spacious play grounds for football, volleyball, cricket, shuttle badminton.
(c) Utilities: This includes safe drinking water, washroom /restrooms, Air Conditioners, Power Generators, etc.

Student Support and Progression

The College has an active Student Council and student representatives are part of many committees of the College. Keeping in mind holistic development of students, the College has selected student representatives to various committees such as Anti-Ragging, Grievance Redressal Cell, Anti-Sexual Harassment Cell, etc. Involvement of student representatives in these committees help them to exhibit and grow in leadership and it enhances their integral development.

The Class Representative (CR) system is fundamental to student representation as leaders and it is part of the College way of proceeding. The CRs are selected by students from their respective classes. The College gives equal representation to boys and girls in each class, irrespective of the size of the class. The CRs bring to the notice of the Management matters regarding the class and the Management attends to everything possible without much delay.

The Management encourages regular meetings and ensures efficiency and effectiveness in putting forward the interests and views of the students. CR Meetings are conducted at regular intervals, minimum one meeting in every semester. The CRs play an active role to assess teaching, learning and support services provided to students in the College. Dean of Students Affairs interacts with CRs at regular intervals and monitors the functioning and effectiveness of the body.

The CRs and Dean of Students Affairs in consultation with the Principal has selected one of them as the coordinator of the Students' Council and another as the Secretary. The College assures that among these two one of them, either the coordinator or Secretary is a girl. The CRs play a very vital role in organizing extra-curricular events of inter-house competitions and conferences. Functional Committees provide platforms to CRs to exhibit leadership. These platforms enhance various skills such as communication, team management, time-management, HR management, etc. Above all these activities build confidence in each student. Dean of Students Affairs monitors the effectiveness and outcome of various Functional Group activities.

Governance, Leadership and Management

To formulate the Vision, Mission and PEOs inputs from various groups which includes departmental faculty members, students, industry experts, faculty members from other institute, alumni and parents are considered by Departmental Advisory Committee (DAC). These groups are considered as Stakeholder whose inputs in the form of review and feedback has been considered by the DAC to improve the assessment expectations of the Vision, Mission and PEOs.The human resource of the college works effectively as a team and in tune with the vision and mission ofthe institution. The college administration, together with the teaching and non-teaching staff forms an effective leadership and ensures the implementation of the perspective plans. Committees are constituted in case of any upcoming big event like National Seminars, the coming of Dignitaries and the organisation of College Sports Meets. Apart from this teachers are being made the In-charges to look after the Vocational Courses and they are also given the chance of either Coordinators or Conveners of different platforms. Teachersare also asked to look after the management of College Library, Reading Room, Virtual Library, CollegeWebsite, ICT facilities, Internet, LAN and MIS facilities, Common Rooms and Examination Cell. Apartfrom Departmental Heads, the College has introduced the concept of Faculty Incharges of Humanities,Social Science, Commerce and Science, who look after the smooth functioning and academic activities of their faculties concerned.

Institutional Values and Best Practices

- Lowest tuition fee (7,700/- annually)
- 100 % Fee waiver for girl students
- 75 % fee waiver for SC/ST students.
- Group Insurance is provided by the institute
- Sponsorship for industrial projects for conduction of B. Tech./M. Tech. thesis.
- State and Central Govt. Scholarships for SC, ST, OBC and minority students.
- Development of skills through additional courses and trainings.
- Full Financial support for additional training for CCNA, Oracle certification etc.
- Training through newly established 14 nos. SIEMENS lab

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BIT SINDRI
Address	BIT, SINDRI, DHANBAD
City	DHANBAD
State	Jharkhand
Pin	828123
Website	www.bitsindri.ac.in

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Director	D.k Singh	0326-2350495	9956428510	0326-2350729	naac@bitsindri.ac.in
IQAC / CIQA coordinator	Pankaj Rai	0326-2350496	9430103417	0326-2350888	prai@bitsindri.ac.in

Status of the Institution	
Institution Status	Government

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	09-03-1949

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
Jharkhand	Vinoba Bhave University	[View Document](#)

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	14-05-2018	[View Document](#)
12B of UGC	14-05-2018	[View Document](#)

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
AICTE	[View Document](#)	30-04-2020	12	

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

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

Location and Area of Campus				
Campus Type	**Address**	**Location***	**Campus Area in Acres**	**Built up Area in sq.mts.**
Main campus area	BIT, SINDRI, DHANBAD	Semi-urban	450	32000

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BTech,Information Technology	48	Intermediate	English	50	46
UG	BTech,Computer Science And Engineering	48	Intermediate	English	50	45
UG	BTech,Mining Engineering	48	Intermediate	English	65	58
UG	BTech,Electronics And Communication Engineering	48	Intermediate	English	65	61
UG	BTech,Civil Engineering	48	Intermediate	English	120	114
UG	BTech,Chemical Engineering	48	Intermediate	English	107	99
UG	BTech,Metallurgical Engineering	48	Intermediate	English	65	63
UG	BTech,Production Engineering	48	Intermediate	English	60	54
UG	BTech,Electrical Engineering	48	Intermediate	English	115	113
UG	BTech,Mechanical Engineering	48	Intermediate	English	125	120

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PG	Mtech,Civil Engineering	24	B.Tech	English	25	18
PG	Mtech,Civil Engineering	24	B.Tech	English	25	18
PG	Mtech,Chemical Engineering	24	B.Tech	English	25	3
PG	Mtech,Metallurgical Engineering	24	B.Tech	English	25	1
PG	Mtech,Metallurgical Engineering	24	B.Tech	English	25	0
PG	Mtech,Electrical Engineering	24	B.Tech	English	25	11
PG	Mtech,Electrical Engineering	24	B.Tech	English	25	9
PG	Mtech,Mechanical Engineering	24	B.Tech	English	25	20
PG	Mtech,Mechanical Engineering	24	B.Tech	English	25	15
PG	Mtech,Mechanical Engineering	24	B.Tech	English	25	15

Position Details of Faculty & Staff in the College

Teaching Faculty											
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36				72				148
Recruited	13	0	0	13	17	1	0	18	94	18	0	112
Yet to Recruit				23				54				36
Sanctioned by the Management/Society or Other Authorized Bodies				0				0				0
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit				0				0				0

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				301
Recruited	202	19	0	221
Yet to Recruit				80
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Technical Staff				
	Male	**Female**	**Others**	**Total**
Sanctioned by the UGC /University State Government				282
Recruited	49	4	0	53
Yet to Recruit				229
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	13	0	0	8	0	0	16	0	0	37
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	9	1	0	23	3	0	36

Temporary Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	16	6	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	49	8	0	57

Part Time Teachers									
Highest Qualificatio n	**Professor**			**Associate Professor**			**Assistant Professor**		
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	1	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	8	0	2	0	10

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
PG	Male	0	0	0	0	0
	Female	0	0	0	0	0
	Others	0	0	0	0	0
UG	Male	622	6	0	0	628
	Female	145	0	0	0	145
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	55	59	51	49
	Female	12	10	9	8
	Others	0	0	0	0
ST	Male	129	145	128	127
	Female	38	28	37	32
	Others	0	0	0	0
OBC	Male	77	75	70	75
	Female	13	10	10	10
	Others	0	0	0	0
General	Male	264	253	244	142
	Female	62	56	53	52
	Others	0	0	0	0
Others	Male	103	54	47	45
	Female	20	10	5	5
	Others	0	0	0	0
Total		773	700	654	545

Extended Profile

1 Program

1.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
800	800	800	800	800

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	20	20

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
3134	3075	3156	3240	3124

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
463	463	463	463	463

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
3044	3000	2848	2940	2884

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
185	163	131	125	128

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
256	256	256	256	256

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 61

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
534.802866	522.966166	373.813666	387.209902	409.362025

4.3

Number of Computers

Response: 900

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

Process used to identify extent of compliance of the University curriculum.

At Present BIT Sindri is affiliated by Jharkhand Technical University for new batch 2018 onwards and Previous batches were affiliated by Vinoba Bhave University (VBU). BIT Sindri follows the syllabus developed and implemented by the parent university.

1. University syllabus is considered and Course Outcomes (COs) are framed.

2. COs and Curriculum activities (seminars/mini projects/ final year projects etc.) are mapped with the Program Outcomes (POs) and Program Specific Outcomes (PSOs).

3. Survey feedbacks for the POs and PSOs obtained from stakeholders (Student, Alumni, Industry experts etc.) lead us to further identify curricular gaps.

4. Identified gaps in curriculum are discussed in DAC.

5. Recommend to university for modification in curriculum if gaps are found and some additional actions were taken.

A convenient and viable time-table is prepared before the commencement of every academic session. The time-table is given to the students at the time of Induction Meeting and uploaded on the college website too.

Innovative teaching methods and the use of ICT are given due consideration for effective implementation. Students are encouraged to use library resources and the e-resources of the college. Subject related reference books and e- materials are told to the students. Students have been given home assignments and are encourage to prepare their own study materials which may get checked by the teachers concerned. Attempts have been made to make classroom teaching interactive. Seminars and guest lectures, special/extra classes also prove helpful for better and timely implementation of the curriculum. Internal

exams/class tests are also organised to assess the students with regard to their curriculum development. Surveys and field visits are undertaken if there is a requirement in the curriculum. Students are also encouraged for group studies and collaborative periodical departmental reviews are ensured to gauge the quantum of syllabus covered. The Academic and Activity Calendar also prove instrumental in better curriculum planning and implementation.

Content beyond the syllabus for the attainment of POs and PSOs

Department regularly arranges the meeting with the stakeholders to analyse the desired curriculum requirement and get the inputs, suggestions, which are given to the competent authority regarding curriculum gaps and possible addition of new content/add-on courses in the curriculum, to bridge the gap for the attainment of POs and PSOs. Department also organizes lectures, workshops, seminars, laboratory experiments, mini projects, etc. arising from the gaps identified.

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

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

Response:

A convenient and viable academic calendar is prepared before the commencement of every academic session. The academic calendar is given to the institutional administration units, academic departments and uploaded on the college website to maintain clear vision of the academic session..

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

1.1.3 Teachers of the Institution participate in following activities related to curriculum development and assessment of the affiliating University and/are represented on the following academic bodies during the last five years

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 20

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
List of Add on /Certificate programs	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

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

1.3 Curriculum Enrichment

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

Response:

As part of the curriculum, the College conducts a course on 'Environmental Study' for the first/second year students. In the process, the faculty members make students aware of, not only about, the basic interactions amongst the various components of the environment and their application in various fields of study and business, but also legal compliance that needs to be mandatorily approved and complied by the various businesses and organisations. This helps in understanding the opportunities that are emerging in the field of 'waste management' including E-Waste, jobs in various government institutions and NGOs at state, national and global levels. The College brings about awareness among the students about the environment and sustainability by organizing various activities such as tree plantation, by inviting experts to give inspirational talks, celebration of cultural festivals, etc.

Regarding gender sensitivity, at the time of orientation (Freshers) the faculty members give pep talks on gender issues and the need for respect towards each one. The College Anti-Ragging Cell is very active and ensures no untoward incidents occur in the campus, irrespective of gender and seniority. The College has displayed on the Notice Board the list of members comprising the Anti-Raging Cell. To keep abreast with today's need for fast and accurate information, the College provides access to fast internet to students in the computer laboratory. The College seriously takes the students' enquires and complaints and makes it a point to take appropriate action, after studying the issue carefully. The class room participation of girls and boys is proactively ensured.

The College level participation of girls is proactively ensured by:-
1. Equal representation of girls in all the Houses
2. Equal representation of girls in all the activity groups.
3. Conducting the morning assembly along with the boys.
4. All girls' groups conduct morning assembly every week on certain days.
5. The composition of the fund raising group always has fifty percent or more of girls in number.

The College is committed to impart human values as part of its mission. The faculty members make every available opportunity to inculcate this value among the students. The College Grievance Redressal Cell looks into issues related to any grievance. The College has organized blood donation camps and communicated the importance of blood donation. Regarding professional ethics, the College has as part of its curriculum, a course on 'Ethics'. The contents and mode of delivery ensures that the students understand the importance and need of 'professional ethics' in our everyday life. Above all, the College has stressed, as part of its norms, the necessity of ethics in one's life. The College has clearly pointed out that plagiarism in assignments/examinations is a punishable offence. Similarly, copying in any form or use of unethical means in the exam is punishable and the

College is committed to enforce these practices.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	[View Document](#)

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

Response: 6.38

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

Response: 200

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	[View Document](#)

1.4 Feedback System

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

Response: E. None of the above

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

1.Feedback collected, analysed and action taken and feedback available on website

2.Feedback collected, analysed and action has been taken
3.Feedback collected and analysed
4.Feedback collected
5. Feedback not collected

Response: E. Feedback not collected

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 88.28

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

2018-19	2017-18	2016-17	2015-16	2014-15
810	919	928	763	751

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

2018-19	2017-18	2016-17	2015-16	2014-15
945	945	945	945	945

File Description	Document
Institutional data in prescribed format	[View Document]

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

Response: 85.75

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

2018-19	2017-18	2016-17	2015-16	2014-15
400	419	451	360	355

File Description	Document
Average percentage of seats filled against seats reserved	[View Document]

2.2 Catering to Student Diversity

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

Response:

Every year the College organizes an 'Induction –cum- Orientation Program' for the First Year students. It begins with the Director's address and includes introductory sessions conducted by the Dean of Academics & faculty members.

During the Orientation, the following points were discussed:

1. The First Year courses and its requirements
2. The Academic Calendar of the College
3. The CIA; Passing criteria; Grading pattern; etc.
4. The importance and need of regular class attendance.
5. Communicating vital information and our best practices such as values; men and women for others, vision, mission, goals; challenges, opportunities, culture, brand name, and our outreach programs with an eye on the less fortunate and marginalized. Besides the induction, the faculty takes up the task of classifying the students into slow and advanced learners groups; based on an English Test, after which they are segregated into their respective groups. The students who are weak in English are divided into two categories and with special attention given to the weak students. The students who have scored better are considered as 'advanced learners' and a separate group is formed for learning 'the language'.

Slow Learners:

Remedial Classes in English are conducted for the 'slow learners' after class hours. The faculty devotes time to clarifying doubts of students and help them to enhance their performance. Poor performance,due to frequent absence is dealt by informing and contacting the parents over the phone. Counselling and mentoring sessions are conducted in a congenial manner to help students cope with their psychological problems and achieve their goals successfully. These measures infuse in students a 'feel good' feeling and put them at ease during their life in the College.

Advanced Learners

The 'advanced learners' are identified by the methods explained in the previous paragraphs. Their performance in the continuous internal assessment is studied through various methods such as mid and endterm- semester examinations, minor projects, individual/group presentations, case studies, etc.

Strategies for the Learners

Active class participation, performance in the classroom, involvement in various activities, academic clubs, seminars, workshops, etc. spearhead the overall growth and development of students. The students are given inputs on reference skills, research methodology and research design. They are intellectually stimulated with various advanced projects, internship in organizations, challenging assignment and tasks for their advancement. They are encouraged to present research articles and contribute positively in the publishing of the College magazine. The election of the Class representatives through a democratic procedure provides proactive leadership through which the classroom dynamics are positively influenced. The office makes it a point to collect information of students who are economically weak, or belonging to the socially disadvantaged sections. The practice of mentoring, in which each teacher is assigned a batch of students with whom they regularly interact, helps the group of students to learn and perform better. Corrective measures are initiated and monitored by the Heads of the Departments and the same is used for further strategic planning.

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

Response: 17:1

2.3 Teaching- Learning Process

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

Response:

The College has adopted a student-centric approach to imparting knowledge. The College emphasizes on completing the syllabus on time in which the active participation of students is a must. The focus is on the students who are the College backbone. The methods are experiential learning, participative learning, industry visits, participation in competitions, problem-solving techniques, minor projects, presentations, etc.

Experiential learning: The College focuses on imparting knowledge through critical thinking. This critical thinking could strengthen age-old beliefs and practices. It gives scope for creative thinking among students. The College encourages faculty to adopt new ways of imparting knowledge. The student-centric learning atmosphere of the College makes them not to accept everything blindly, but to question the age-old practices without throwing the baby along with the bathwater. The College invites expertise from different fields to give lectures and conduct seminars.

Participative learning: Based on the course content and the subject matter, the faculty divide students, in a class, into smaller groups and provide opportunities to discuss/share personal opinions, views, and experiences. Conducting sessions such as group discussions, seminars, quizzes, poster presentations, etc. make learning more participative, interactive, and collaborative. Students are also encouraged to participate in various competitions which are organized through the University.

Industry visits: The College arranges industry visits for students. These visits give students direct experience of the theoretical knowledge that they receive in the classrooms. Their personal interaction with experts from industries makes the theoretical knowledge gained more real and candid. Students come to know opportunities for careers and it assists students in making more informed decisions. The experts in the field clarify the doubts of students if they have any. Industry visits also helps the faculty to guide students in career development and options to choose from.

Paper writing: The College encourages students to write essays, stories, poems, experiences, etc. in the College magazine. This method gives them an opportunity to think creatively and articulate systematically and logically.

NSS camps, inter-college competitions and group activities: These activities are arranged to motivate students and to deepen their knowledge. Students' participation in debates, theme-oriented skits and competitions foster creative thinking. In addition, learning–centred teaching methods such as group work, project work, field visit, case study, debates etc. supplement classroom teaching.

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

Response:

Use of Various instructional methods and pedagogical initiatives:
• **Lecture method and Interactive learning:**
The faculty use chalk and board and audio-visual aids in teaching. Students are also encouraged to actually interact during the lecture hour by getting the doubts clarified on the spot. Faculty using models, charts for interactive teaching
• **Project-based learning:**
During the period of study in the 6th to 8th semester, many real-time projects are given to the students and they are guided by both faculty and Industry/Research personnel.
• **Computer-assisted learning:**
The College has required a number of computers, printers, LCD projectors, application software and system software. These are effectively used for teaching. The students are also encouraged to develop software for the solution of the assignments and tutorials. Many final year projects are completed through the use of the software.
• **SMART class Room**
Faculties are using SMART classrooms for interactive sessions. The projector is used for demonstration and video (NPTEL) classes.

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

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

Response: 63:1

2.3.3.1 Number of mentors

Response: 50

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	[View Document](#)
mentor/mentee ratio	[View Document](#)

2.4 Teacher Profile and Quality

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

Response: 57.19

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	

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

Response: 33.96

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

2018-19	2017-18	2016-17	2015-16	2014-15
74	74	36	36	36

File Description	Document
List of number of full time teachers with Ph. D. / D.M. / M.Ch. / D.N.B Superspeciality / D.Sc. / D.Litt. and number of full time teachers for 5 years (Data Template)	
Any additional information	

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

Response: 10.27

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

Response: 1900

File Description	Document
List of Teachers including their PAN, designation, dept and experience details(Data Template)	

2.5 Evaluation Process and Reforms

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

Response:

- Exam

70 marks for University Exam and 30 marks(10 marks for class test and 20 marks for mid sem)

- Assignments

No separate marks are there for an assignment but the faculties may give assignments

- Projects

Last year students have projects with 2 credits for a project I and 8 credits for project II

- Tutorials

Faculties take regular classes, along with that they do the doubt clearing of the students when they are free or in recession. At the end of the classes they take some extra classes for course coverage or semester question discussion, but the timing is decided by the students when they are free but there is no fixed time in the time table for this.

- Labs

Most of the theory classes are having their respective labs and some labs without theory classes are there like Advance programming lab.

- Presentations

Students deliver their project performances through ppt presentation, also it is vital part during the evaluation of project.

- Viva-Voce

End semester students appear viva-voce for the different subjects

Indirect assessment

- Alumni survey

Alumni's feedbacks are collected in the paper, through the mail, etc.

- Employer survey

Employers feedbacks are collected

- Course end survey

At the end of the course, students' feedbacks are collected.

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

Response:

The College has been trying to impart quality education through transferring relevant knowledge and skills so that the learners are able to apply the knowledge and skills in various similar situations. The objective of these exercises is to help the students get used to the habit of regular study, academic rigor and its value.

Transparency in the Evaluation System:
1.In the annual system, the College maintained a well-planned academic calendar and the same was communicated to students in the beginning of the session, each year.
2.As mentioned, in the yearly system, the College conducted three written examinations. The students who failed to appear for the examinations with permission, on the announced dates, were given another opportunity to write the examination(s).

3.Regarding transparency of the examination dates of the yearly as well as the semester system is taken care of by sharing the topics as well as the dates well in advance. In case the ambiguity has larger implications, the matter is resolved jointly by the Principal and faculty. The decision taken is communicated to students by the Principal through the notice board and/or in the morning assembly.

4.Regarding transparency in the evaluation, the faculty informs students what is expected from students in the examinations as well from the presentations. The questions are shown weight-age with marks. Similarly in the presentation, the students are told in advance about the duration of the PPT presentations and various components that could be looked in the presentations. For example, quality of the slides, presentation style, ability to communicate, contents/matter, etc.

Robustness in terms of frequency
In order to make the assessment robust, the College follows different types of assessments. The assessments are conducted regularly as per the academic calendar and faculty's lecture schedules. Regular faculty meetings help to share the findings and outcomes of the respective faculty. The meetings incorporate brainstorming and 'T' group methods to arrive at the best fit solution which is implemented seamlessly. This process is a continually adaptive learning assessment mode by the Institute.

Robustness in terms of Variety
The faculty shows the answer sheet to the examinees and invites their feedback, disagreements, and differences. The faculty, if required, suggests a more appropriate answer wherever it is needed. The marks distribution and its probable interpretations both answer wise as well as class-wise is shared by the

respective faculty. Curative measures are also suggested.

2.6 Student Performance and Learning Outcomes

2.6.1 Programme and course outcomes for all Programmes offered by the institution are stated and displayed on website and communicated to teachers and students.

Response:

The College which is affiliated to the Jharkhand University of Technology follows the Programme Outcomes (POs) and Programme Specific Outcomes (PSOs) defined by the University. The College while keeping in mind the POs and PSOs prepares Course Outcomes (Cos) and communicates them to students as part of the course introduction either through handouts or through PPT and in some cases through both at the beginning of each course. The College also displays the COs on the website. Since the COs are many and cannot be described in 500 words,

File Description	Document
Upload COs for all Programmes (exemplars from Glossary)	[View Document](#)

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

Response:

Attainment of Course Outcomes

CO Assessment Rubrics: Course Outcome is assessed in view of the performance of students in internal assessment and in university examination of a course. Internal assessment contributes 20% and university assessment contributes 80% to the aggregate attainment of a CO.

CO Assessment tools:
The different assessment tools used to assess CO's and the recurrence with which the assessment methods are done and recorded in Table.
CO Assessment Tools which is shown in the additional information uploaded in the below templates.

Assessment Process

The performance of a student in each semester shall be evaluated subject wise with a maximum of 100 marks for theory course and 50 marks for laboratory and other courses. The project work shall be evaluated in two parts. Project part I which is embedded in 7th semester is of 50marks and Project part II which is incorporated in 8th semester is of 200 marks.

Theory course:

As per the university norms, evaluation of theory course is done through internal and external evaluations for 30 marks and 70 marks respectively.

Laboratory/Sessional
Laboratory sessions play a key role in the development of technical skills among the students. It also helps in developing students to work as an individual as well as in a team, as a batch includes 5-6 students. It is customary process of performing an experiment per week and to submit the complete practical work in journal/record form to the corresponding lab in-charge. Students are provided with lab manual at the start of semester. Before the commencement of the lab sessions a complete demonstration is delivered by the corresponding faculty covering the design aspects and theoretical calculations as required. The students' performance is evaluated as per the internal evaluation and external viva voce examination. The internal evaluation constitutes to 60% of the total marks and the external evaluation constitutes to 40% of the total marks. Grading is done based on the students' performance as shown in Table. Grade B is taken as the cut-off level for CO attainment and a similar process like that of theory course is adopted to calculate the CO attainment level.

Project
Project in the curriculum is divided into two parts. Project part I is incorporated in 7th semester and Project part II essentially an extension of Project part I is incorporated in 8th semester. Based on the student's academic performance and field of interest, project batches (4-5 students per batch) are formed. The internal evaluation constitutes to 60% of the total marks and the external evaluation constitutes to 40% of the total marks. Grading is done based on the students' performance as shown in Table Grade B is taken as the cut-off level for CO attainment and a similar process like that of theory course is adopted to calculate the CO attainment level.

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

2.6.3 Average pass percentage of Students during last five years

Response: 84.7

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

2018-19	2017-18	2016-17	2015-16	2014-15
690	685	669	653	634

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

2018-19	2017-18	2016-17	2015-16	2014-15
751	786	803	801	796

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	<u>View Document</u>

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.04

File Description	Document
Upload database of all currently enrolled students (Data Template)	<u>View Document</u>

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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 216.67

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

2018-19	2017-18	2016-17	2015-16	2014-15
184.85	0	31.82	0	0

File Description	Document
List of endowments / projects with details of grants	[View Document](#)

3.1.2 Percentage of teachers recognized as research guides (latest completed academic year)

Response: 0

3.1.2.1 **Number of teachers recognized as research guides**

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

Response: 20

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

2018-19	2017-18	2016-17	2015-16	2014-15
9	0	1	0	0

3.1.3.2 **Number of departments offering academic programes**

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	10	10

File Description	Document
List of research projects and funding details	[View Document]

3.2 Innovation Ecosystem

3.2.1 Institution has created an ecosystem for innovations and has initiatives for creation and transfer of knowledge

Response:

IETE Students' Chapter, BIT Sindri is a part of the national organization IETE and was established in BIT Sindri in 2007. It primarily focuses on the development of the technical and managerial skills of its members and that of its fellow students in the college. Being a part of an active and thriving student body, its members strive to keep themselves and their campus mates up-to-date on interesting events and topics. For the wholesome development of an individual, general seminars and meetings are organized to enhance the personality of an individual as well as his communication skills. As part of our technical drives we conduct seminars and workshops every year. Trying to provide the latest technical skills to our participants and members is always our top priority. We also organize the annual Techfest of BIT Sindri– Tech Udbhav to provide students a platform to showcase their technical knowledge and skills.

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

Response: 6

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

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	0	0	0

File Description	Document
List of workshops/seminars during last 5 years	[View Document]

3.3 Research Publications and Awards

3.3.1 Number of Ph.Ds registered per eligible teacher during the last five years

Response: 0

3.3.1.1 **How many Ph.Ds registered per eligible teacher within last five years**

3.3.1.2 **Number of teachers recognized as guides during the last five years**

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

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

Response: 4.42

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

2018-19	2017-18	2016-17	2015-16	2014-15
137	110	169	147	84

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

3.3.3 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: 2.53

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

2018-19	2017-18	2016-17	2015-16	2014-15
105	89	75	54	47

File Description	Document
List books and chapters edited volumes/ books published	

3.4 Extension Activities

3.4.1 Extension activities are carried out in the neighborhood community, sensitizing students to social issues, for their holistic development, and impact thereof during the last five years.

Response:

International & National Relation and Collaboration

The institute is in a constant pursuit for international and national collaboration, over the academic years Memorandum of Understanding (MOU) has been signed with following Universities, Research Organization and Industries:

Sr. No	Name of Organization	Date of MOU
1	Tata Steel Ltd, Jamshedpur	23.02.2017
2	CIMFR, Dhanbad (A unit of CSIR)	23.06.2017
3	IIT (ISM) Dhanbad	26.072017
4	Steel Authority of India Ltd, Ranchi	04.08.2017
5	CTIF Global Capsul (CGC), Denmark	19.11.2017
6	Tata Institute of Social Science, Mumbai	09.12.2017
7	Perfectice Eduventure Pvt. Ltd.	14.01.2018
8	Central Glass & Ceramic Research Institute(CGCRI), Kolkata	04.032019
9	Atal Bihari Vajpayee Innovation Lab (Jharkhand Innovation Laboratory)	23.06.2019

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

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 year	[View Document](#)

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)

Response: 5

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	0	0

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

3.4.4 Average percentage of students participating in extension activities at 3.4.3. above during last five years

Response: 0.48

3.4.4.1 **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
50	25	0	0	0

File Description	Document
Average percentage of students participating in extension activities with Govt or NGO etc	

3.5 Collaboration

3.5.1 Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year

Response: 5

3.5.1.1 **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

File Description	Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	

3.5.2 Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years

Response: 3

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	0	0	0

File Description	Document
e-Copies of the MoUs with institution/ industry/corporate houses	View Document
Details of functional MoUs with institutions of national, international importance, other universities etc during the last five years	View Document
Any additional information	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

The College ensures adequate availability and optimal utilization of physical infrastructure. Before the commencement of each academic year, the College management undertakes a need-assessment for replacement / up-gradation / addition of the existing infrastructure. Through this exercises, the College assures adequate resources and infrastructure facilities and learning resources.
(a) Learning Resources: This includes resources and infrastructure required for library, computer lab, classroom, events, meetings, workshops, etc.
The College has ten (191) regular classrooms and all the classrooms are large enough, having a seating capacity of ninety plus students. All classrooms are equipped with ICT (computer, LCD projectors, amplifiers, mikes, etc.). Besides having computer in each lecture room, the College has a Computer Lab with forty (950) computers and all the computers are connected with 24x7 internet facility. There is a separate computer server room. The College has two libraries (one main library and a departmental library). The main library has more than 100 seating capacity for reading purpose.

The College has a common faculty room and individual faculty office space with individual computer and internet. The College has separate space for offices such as Principal's office, the College office, account office, dean of finance office, controller of examinations, dean of students' office, etc. The College has office space of different cells such as IQAC, counselling, anti-sexual harassment cell, anti-ragging cell, grievance redressal cell, etc. At the entrance, we have displayed the College layout map, vision, mission, aims, signage, etc. On the College corridors we can find famous quotes and photos of great individuals such as Gandhiji, Dr. Abdul Kalam, etc.

(b) Support facilities: This includes canteen, infirmary, hostels, seminar halls, lounges, play grounds, etc. There are separate common rooms for boys and girls. There is an infirmary with periodic medical doctor presence. There is a canteen in the College campus. At the entrance, there is a spacious lobby with a few seating arrangements. The College has a seminar room for common gatherings, seminars, etc. The College has spacious play grounds for football, volleyball, cricket, shuttle badminton, etc.

(c) Utilities: This includes safe drinking water, washroom /restrooms, Air Conditioners, Power Generators, etc. The College provides purified and chilled drinking water facilities for boys, girls, and staff. The College has separate washrooms for boys and girls in each floor. In each floor there are 6 urinals & 3 toilets, 2 wash basins for girls. The College has separate washrooms for faculty (men and women). These wash rooms are kept clean and tidy everyday with water and phenol.
The College gives importance along with academic excellence a clean, well maintained, tidy and spacious structure and environment. There is one dustbin in each classroom and two dustbins on the corridors in each floor. To a great extent, the students cooperate with the management.

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

Response:

The College has adequate facilities for sports and games, both indoor and outdoor. To encourage personality development, team spirit and leadership qualities among students, the College encourages students to participate in various sports and games at different levels. Every year the College organizes, under the leadership of sports director, Annual Sports Day in the month of January. Many students, depending on their interest and talent, take part in various events. Besides the annual sports day celebration, the College students take part almost every day in various games such as basketball, volleyball, football, badminton, etc. The College has one volleyball court, one football and cricket ground, one badminton court and two basketball courts.

On the Annual Sports Day the following outdoor events are organized: 100m race, 200m race, 400m race and 800m race; javelin throw; discuss throw; shot put throw; long jump and high jump; tug-of-war; cricket; basketball; volleyball; shuttle badminton; Kabaddi, etc. The College also has indoor games facilities which include Chess, Carom, Chinese-checker, etc.

The College encourages, besides sports and game, co-curricular and extracurricular activities. The multipurpose seminar hall of the College is used for various cultural activities such as Inter-house Competitions (music, art, essay writing, dance, speech, skit, debate, etc.), Freshers' Day, Annual Social Gatherings, Workshops, Seminars, Alumni Meet, Career Guidance, Yoga, etc. for students to improve their social and cultural talents. Students also organize various cultural activities in the College such as various Festivals, Foundation Day, Independence Day, Republic Day, Mahatma Gandhi Jayanti, Teacher's Day, Youth festival, etc. and students actively participate in them.

The NSS team organizes at regular intervals blood donations camps, social awareness camps, 'gram swachhata abhiyan camp', one act plays (nukkad natak), etc. to develop students' skills and leadership talents and to make them more and more aware of issues that would enable them become better citizens of our great nation. The College besides encouraging students' participation in extracurricular activities also makes them understand and aware of the importance of these extracurricular activities.

The College organizes, every year, Independence Day, Republic Day celebrations with events such as March Past, Speech, Music, Prayer Dance, Classical Dance, Group Dance, One Act play, Patriotic Group Songs, College Day Events, etc. Apart from these extracurricular activities, the College organizes also debate, elocution, quiz, etc. by different committees. Students from all streams participate in these activities.

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

Response: 3.28

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 2

File Description	Document
Upload Number of classrooms and seminar halls with ICT enabled facilities (Data Template)	
Upload any additional information	

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Upload Details of budget allocation, excluding salary during the last five years (Data Template)	

4.2 Library as a Learning Resource

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

Response:

The College has a central library and a departmental library. The reading room is well furnished to accommodate about fifty students at a time and it provides a conducive environment for study. Exclusive reference section is available in the library. An accession register is maintained for students and staff. New arrivals of books and journals are displayed on separate stands and racks. CCTV camera is installed in the library for surveillance. The library has two PCs with internet, a printer with photocopy cum scanner, a bar code scanner and a bar code printer. All the books of the central library are updated in the through (Libsys)Library Management Software. The issue and return of books are managed through software database.

4.2.2 The institution has subscription for the following e-resources

  1. e-journals
  2. e-ShodhSindhu
  3. Shodhganga Membership

4. e-books
5. Databases
6. Remote access to e-resources

Response: A. Any 4 or more of the above

File Description	Document
Upload any additional information	[View Document](#)
Details of subscriptions like e-journals, e-ShodhSindhu, Shodhganga Membership , Remote access to library resources, Web interface etc (Data Template)	[View Document](#)

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	[View Document](#)
Any additional information	[View Document](#)

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

Response: 0.03

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

Response: 1

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

The College updates its IT system as per need, requirement and situation. Today we live in a world of technology revolution and gone are the outdated 19th century paper and typewriter system. The staff and students have become more techno-savvy and find uncomfortable with outdated equipments and technologies. Therefore, keeping in mind the changes and signs of the time, the College provides computer and internet facilities to every student and staff. Each one has his/her own computing facilities.

We have upgraded the operating system (OS) from windows XP to windows 8.1 (licensed) We have licensed Microsoft Office 2013

The College has a computer laboratory with 40 high end computers with Windows / Linux. These computers are connected with 24x7 high speed internet facilities.

There is a separate 5KV UPS for network racks and switches.

All the ten classrooms are equipped with LCD projectors and PCs with internet.

The College has also one UBUNTU server for library software.

There are 16 CCTV cameras with 15 days backup facility.

All the computers (PCs and laptops) in the College have latest antivirus software.

The College has a biometric system and all staff makes their attendance through it.

There are six multipurpose (photocopy/scan) printers for office purpose and one photocopy machine for common use.

There is an online payment gateway in the College for students to enrol and make payment.

The College has a registered website (www.bitsindri.ac.in)

College having online payment gateway

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

Response: 3:1

4.3.3 Bandwidth of internet connection in the Institution

Response: E. < 05 MBPS

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

4.4 Maintenance of Campus Infrastructure

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

Response: 0

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)

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	[View Document](#)

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

Response:

The College has a well-established system and procedure for maintaining and utilizing physical, academic and support facilities. The management has introduced a well-placed system to look into the ordinary repair and maintenance. First of all, there is a full-time administrator and supportive staff who look after the ordinary or day-to-day maintenance. In general, as soon as any breakdown or non-functioning of equipment is brought to the notice of the management, the works are attended and completed in 24 hours. For example, recently one of the LCD projectors had to be replaced with a new one and it was done in 24 hours so that classes are not affected. The class representatives are entrusted with the responsibility of informing the management whenever there is a problem of malfunctioning of equipment. As a result, as soon as something goes wrong, the class representatives report the matter to the office and the information is passed on to the administrator. Similarly, the maintenance staff are also informed and entrusted with the responsibility of reporting to the management whenever they observe any damage or realise the need of repair and maintenance. The management has appointed a full-time maintenance staff to look after issues related to internet and computer. All ordinary repairs and maintenance of internet and computer is attended immediately, only major repairs might take more than 24 hours due to lack availability of spare-parts or replacement of it with a new one. If replacement of any part is necessary then a quotation is called for and after proper scrutiny a purchase order is placed. The administrator discusses the details with the Principal who assess the seriousness of the case and makes a decision. There is also an electrician who takes care of the repair and maintenance of electrical and electronic equipment. The College has enough supportive staff and they take care of day-to-day maintenance of physical things. Adequate in-house staff is employed to meticulously maintain cleanliness and infrastructure of the campus so as to provide a congenial learning environment. The supportive staffs clean classrooms, staffrooms, seminar hall and laboratories, etc. Wash rooms and rest rooms are cleaned everyday with phenol and water and are well maintained. The College has a beautiful and spacious flush green cover and it is well maintained by full time gardeners. Almost all the electronic items such as CCTV cameras, photocopy machine, water purifiers, air conditioners, etc. are ensured through annual maintenance contracts (AMC). The AMC people attend to the repair and maintenance in 24 hours. The College has sufficient and well maintained parking area for faculty and students. Pest control of library books and records is done every year by the maintenance department. The maintenance team looks after regular maintenance of civil works such as furniture repairs, masonry, painting, carpentry, plumbing and house-keeping. The administrator does proper inspection and

verification of stock regularly at the end of the academic year.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 14.52

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

2018-19	2017-18	2016-17	2015-16	2014-15
457	486	507	422	410

File Description	Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	[View Document](#)

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

Response: 0

5.1.2.1 **Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	[View Document](#)

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

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

Response: E. None of the above

File Description	Document
Details of capability building and skills enhancement initiatives (Data Template)	View Document

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

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

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

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

Response: A. All of the above

File Description	Document
Upload any additional information	<u>View Document</u>
Minutes of the meetings of student redressal committee, prevention of sexual harassment committee and Anti Ragging committee	<u>View Document</u>
Details of student grievances including sexual harassment and ragging cases	<u>View Document</u>

5.2 Student Progression

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

Response: 0.31

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

2018-19	2017-18	2016-17	2015-16	2014-15
47	0	0	0	0

File Description	Document
Details of student placement during the last five years (Data Template)	<u>View Document</u>

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

Response: 0.13

5.2.2.1 **Number of outgoing student progression to higher education during last five years**

Response: 4

File Description	Document
Details of student progression to higher education (Data Template)	<u>View Document</u>

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

File Description	Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	[View Document](#)

5.3 Student Participation and Activities

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

Response: 1

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

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	

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

Response:

The College has an active Student Council and student representatives are part of many committees of the College. Keeping in mind holistic development of students, the College has selected student representatives to various committees such as Anti-Ragging, Grievance Redressal Cell, Anti-Sexual Harassment Cell, etc. Involvement of student representatives in these committees help them to exhibit and grow in leadership and it enhances their integral development.

The Class Representative (CR) system is fundamental to student representation as leaders and it is part of the College way of proceeding. The CRs are selected by students from their respective classes. The College gives equal representation to boys and girls in each class, irrespective of the size of the class. The CRs bring to the notice of the Management matters regarding the class and the Management attends to everything possible without much delay.

The Management encourages regular meetings and ensures efficiency and effectiveness in putting forward the interests and views of the students. CR Meetings are conducted at regular intervals, minimum one meeting in every semester. The CRs play an active role to assess teaching, learning and support services provided to students in the College. Dean of Students Affairs interacts with CRs at regular intervals and monitors the functioning and effectiveness of the body.

The CRs and Dean of Students Affairs in consultation with the Principal has selected one of them as the coordinator of the Students' Council and another as the Secretary. The College assures that among these two one of them, either the coordinator or Secretary is a girl. The CRs play a very vital role in organizing extra-curricular events of inter-house competitions and conferences. Functional Committees provide platforms to CRs to exhibit leadership. These platforms enhance various skills such as communication, team management, time-management, HR management, etc. Above all these activities build confidence in each student. Dean of Students Affairs monitors the effectiveness and outcome of various Functional Group activities.

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

Response: 2

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution**

participated year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

File Description	Document
Number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions (Data Template)	[View Document](#)

5.4 Alumni Engagement

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

Response:

The College has established 'Alumni Association' on 5th May 2017 in the College. The Co-ordinator of the 'Alumni Association' is BITSAA. The 'Alumni Association' is a recent one and is not yet a registered body, but in the process. The Coordinator traced former BIT students who are working in different parts of the state and country and invited them join the 'Alumni Association'. It seems the former students are egger to join the Association and rejuvenate the memories of their life in the College.

The College has alumni networking page and a separate link on the website where the Alumni can register and connect to share their ideas, expectations, challenges, experiences, etc. The management is very happy to share the web link with all the members and remain connected. This coming together of former BIT students could contribute in many ways toward the development of the College. The College considers the Alumni as its backbone in many respects. They could help the College and society in many ways.

The success stories of the Alumni bring happiness and joy to the management and it might affect the College in the long run.

The Alumni could become the flag bearers of the developments of the College.

The Alumni could help the institution by influencing industry heads and other agencies in getting placement and developmental projects.

The Alumni members could be included in various decision-making bodies and their suggestions might help the management in bringing necessary changes.
Successful Alumni members are selected as guests of honour in the College annual day.

The Alumni could share their experiences and missed opportunities in the College with present students.

Another area will be sharing the challenges they experience in the organizations with faculty, management and current students.

This sharing could help both the management and faculty to make necessary changes in the academic curriculum and strategy for future.

They could extend a helping hand to the College management in educating the poor and the needy students of BIT in the form off scholarship.

They could create an 'Alumni Fund' to help the College financially toward building infrastructure, endowment, employee welfare, etc.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

To formulate the Vision, Mission and PEOs inputs from various groups which includes departmental faculty members, students, industry experts, faculty members from other institute, alumni and parents are considered by Departmental Advisory Committee (DAC). These groups are considered as Stakeholder whose inputs in the form of review and feedback has been considered by the DAC to improve the assessment expectations of the Vision, Mission and PEOs.The human resource of the college works effectively as a team and in tune with the vision and mission ofthe institution. The college administration, together with the teaching and non-teaching staff forms an effective leadership and ensures the implementation of the perspective plans. Committees are constituted in case of any upcoming big event like National Seminars, the coming of Dignitaries and the organisation of College Sports Meets. Apart from this teachers are being made the In-charges to look after the Vocational Courses and they are also given the chance of either Coordinators or Conveners of different platforms. Teachersare also asked to look after the management of College Library, Reading Room, Virtual Library, CollegeWebsite, ICT facilities, Internet, LAN and MIS facilities, Common Rooms and Examination Cell. Apartfrom Departmental Heads, the College has introduced the concept of Faculty Incharges of Humanities,Social Science, Commerce and Science, who look after the smooth functioning and academic activities of their faculties concerned.

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

Response:

Teachers, Non-Teaching Staff and Students are given the responsibility to organise, manage and look after different events and programmes and assigned different posts and memberships.

Success of UG and PG degree holders from our department both in industries and in academia indicate the consistency of the PEO with the mission of the department. The provisions of the PEOs are consistent with missions because the objectives can be fulfilled only through continuous and sustainable development of the following:

- Physical infrastructure: Well-furnished classrooms/tutorial, laboratories, seminar rooms and student's facilities.
- Academic infrastructure: Appointment of qualified faculty, faculty development programmers and opportunities, laboratory equipment and modernization, curriculum development.
- Budget allocation and utilization.
- Departmental database.

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The Training & Placement cell has been active not only in arranging campus recruitment drives, but also offering awareness and training for the students. Members of faculty handling different courses interact with students in clearing their entire concept oriented and test-based mechanics of the respective courses. The teachers after first of formative evaluation guide the students as far as student specific gray areas are concerned.

We have the provision of Steel Chair Scholarship for the 05 Metallurgical Engineering students and besides that our students are benefitted by the number of scholarships offered by the following:

1. State Govt.
2. Railway
3. Tata Steel
4. North America Alumni Association
5. SAIL etc.

These act as the motivational factor for the students and they apply their special efforts to be in the race of beneficiaries.

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

Response:

This is the apex governing body for the Institute duly constituted by the Secretary, Deptt. of Higher Technical Education and Skill Development Deptt., Govt. of Jharkhand vide its letter No. 374, Dated 03.5.2017 (Annexure). It consists of fourteen members.

Academic Section

This is the highest decision making body for academic affairs at BIT Sindri. This is headed by Director of the Institute and the Registrar / Prof. in Charge Academics.

- The Main function of this section is to formulate rules and regulations for the academic affairs of the Institute, like curricula revision, unfair means cases, formation of academic calendar, moderation of results, counseling and admission through JCECE.
- This section also takes care of PG & Research activities, including PG admission, registration, regulation, Ph.D. registration etc

Administrative bodies/ Centers:

The institute has following important committees with various duties and responsibilities in order to create directional way in education as well as others like research, extra-curricular, placements and environment. The members of these committees meet once or twice per semester as per requirement and necessities.

File Description	Document
Link to Organogram of the Institution webpage	View Document

6.2.3 Implementation of e-governance in areas of operation

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

Response: D. 1 of the above

File Description	Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document

6.3 Faculty Empowerment Strategies

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

Response:

- **Appraisal regarding appointment of regular and Contractual faculties through NPIU & State Govt.**
- **Teacher performance evaluation through feedback, performance, research projects, adminstrative units, etc.**

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	<u>View Document</u>

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

Response: 0.6

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

File Description	Document
Details of professional development / administrative training Programmes organized by the University for teaching and non teaching staff	<u>View Document</u>

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Details of teachers attending professional development programmes during the last five years	<u>View Document</u>

15-03-2021 05:28:16

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

Response:

1. Work performance monitiring through feedback.

2. Promotion based on performance.

3. Idetifying suitable positon.

4. Transfer within 3 years to another section.

5. Continous learning.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. Audit performs semesterwise.

2. Internal audit by finance depatment.

3. Validation of amout regularly.

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

Response: 0

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

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Any additional information	View Document

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

Response:

The College has a proper strategy and method of resource mobilisation policy and procedure in place. In general, as our age old practice is, the trust Secretary or the director writes proposal letter(s) to different funding agencies and/or individuals (alumni) within and outside the country. The letter will contain who we are, what we do, the vision and mission of the College, who are the beneficiaries, how the fund/grant is going to help the beneficiaries, how important the fund is to the College in a given situation and time, etc.

6.5 Internal Quality Assurance System

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

Response:

The Internal Quality Assurance Cell (IQAC) of the College has introduced a number of initiatives to improve quality assurance strategies and processes. The Cell has been trying its best to develop a systemfor conscious, consistent and catalytic action to improve the academic and administrative performance.The Cell promotes measures for quality enhancement of the College through internalization of the culture of quality and best practices.

The IQAC has introduced a number of initiatives and strategies to assure progress and improvement in the quality of teaching and learning. The existing policies of the Cell focuses mainly on academic such as the process of teaching-learning, academic performances, evaluation system, faculty recruitment and training, etc. to improve academic performance and standard. For example, IQAC has helped to strengthen research culture among faculty and students, curriculum enrichment, creativity in classrooms, up gradation and digitalisation of library, etc.

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

quality initiatives   )

Response:

IQAC takes continuous review of teaching learning process in the Institute. It mainly comprises of Director, Dean, and Heads of the departments. Before commencement of the term, academic calendar is prepared and all the teachers ensure that the activities are conducted as per schedule. The cell monitors class wise, faculty wise and subject wise instruction delivery. The main objectives of IQAC is to monitor teaching learning process, structures & methodologies of operations and learning outcomes at periodic intervals, and academic audit of all the departments. The Programme Structure, Course Syllabus, Course Session Plan, Time-table, Master Academic Planning Worksheet are made available to the students before the commencement of the semester. Daily monitoring of conduct of the classes is done by the faculty in each department. Regular meetings of course faculty are held with HoI to review the course delivery and student learning progress. Feedback from students is also taken through CR meetings and corrective measures are taken accordingly to improve the teachinglearning processes. The analysis reports generated from this data are shared with HoI, Dean to review the teaching-learning processes.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload details of Quality assurance initiatives of the institution	[View Document](#)

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

- Lowest tuition fee (7,700/- annually)
- 100 % Fee waiver for girl students
- 75 % fee waiver for SC/ST students.
- Group Insurance is provided by the institute
- Sponsorship for industrial projects for conduction of B. Tech./M. Tech. thesis.
- State and Central Govt. Scholarships for SC, ST, OBC and minority students.
- Development of skills through additional courses and trainings.
- Full Financial support for additional training for CCNA, Oracle certification etc.
- Training through newly established 14 nos. SIEMENS lab
- Spoken tutorial, IIT Bombay
- Conference and discussion room.

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

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

Response: D. 1 of the above

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

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

Response:

The College maintained and environment friendly. The College takes continuous and sustainable measures for waste management. Waste Segregation was incoorated at each hostel campus areas. The waste segregation was colleted local muncipality.

7.1.4 Water conservation facilities available in the Institution:

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

Response: C. 2 of the above

7.1.5 Green campus initiatives include:

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

Response: C. 2 of the above

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

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

Response: E. None of the above

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: D.1 of the above

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

Response:

- Data Centre equipped with blade servers and are networked to more than 700 PCs
- In-campus SBI branch and Post office.
- Canteen and in-campus Xerox facility.
- Alumni guest house & Alumni interaction cell.
- 27+3 Nos of Hostels (3+1 Girls Hostels)
- Power backup facility along with double supply from Jharkhand board and ISCO/Sail Chasnala for hostels, departments and administrative building.
- All hostels have separate mess facilities with Ward boys for their help.
- Doctor Facility, New Health Centre (Under construction) along with Govt. PHC Centre
- 24 hrs Ambulance facility.
- Video Conferencing facility.
- Central Library and departmental library.
- Separate building / floors for all the department.
- Separate volleyball and badminton for hostels apart from central Sports Grounds
- Bus facility
- Internet access to all hostel (Under installation again).
- In-campus Gym facility.

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

Response:

1. Regular workload monitiring.

2. Records are submitted weekly by teachers and are processed and circulated monthly by the Faculty-in-charges.

3. The mechanism of daily reports also facilitates intradepartment monitoring of attendance, syllabus coverage and assists in making departmental plans.

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

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

Response: D. 1 of the above

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

Response:

Independence Day, Republic Day are observed on the campus with the traditional hosting of the National Flag and conventional cultural programmes signifying and promoting national unity, the various forums of the college also observe other significant occasion of national importance.

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:

A well-designed curriculum, numerous technical workshops and conferences and a disciplined student community distinguishes BIT as a centre for quality education.

In the changing times of globalization and technological transformation, addressing the challenges of a better world is the need of the hour. As an academic institute, we understand the responsibilities of ensuring the reach of value-based education to each & every of its students and to nurture their juvenile minds to fit in today's world through their talent and knowledge.

Our faculties are renowned scholars and research practitioners who are actively involved in academic excellence and innovative research ideas. Our students have managed to be a part of the reputed government, public and private units in their own capacities. To enhance industry-related education model, we have taken firm steps to organise industrial tours and training programmes to help our students develop these skills and visions. In addition, we have also started conducting induction programmes, as per the rules of AICTE, for the first year students to make them aware of the institutional setup and policies and improve their learning process.

To channelize the abundant potential of the pupils, we have numerous institute level clubs in wide areas ranging from technology, art, music, dance, meditation, sports, environment etc. thus enhancing their managerial skills and mould them into team players.

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:

We are proud to be preparing the dynamic leaders, people who can make a difference and a pool of intellectuals who can contribute to the workforce of tomorrow. Endowed with a magnificent campus, excellent management, well qualified faculties and good academic ambience, the college continues to strive to be a top-ranking engineering college in the country.

In the changing times of globalization and technological transformation, addressing the challenges of a better world is the need of the hour. As an academic institute, we understand the responsibilities of ensuring the reach of value-based education to each & every of its students and to nurture their juvenile minds to fit in today's world through their talent and knowledge.

Salient features of BIT

- Lowest tuition fee (7,700/- annually)
- 100 % Fee waiver for girl students
- 75 % fee waiver for SC/ST students.
- Group Insurance is provided by the institute
- Sponsorship for industrial projects for conduction of B. Tech./M. Tech. thesis.
- State and Central Govt. Scholarships for SC, ST, OBC and minority students.
- Development of skills through additional courses and trainings.
- Full Financial support for additional training for CCNA, Oracle certification etc.
- Training through newly established 14 nos. SIEMENS lab
- Spoken tutorial, IIT Bombay
- Conference and discussion room.

5. CONCLUSION

Additional Information :

Birsa Institute of Technology Sindri (BIT Sindri), formerly Bihar Institute of Technology Sindri, is a public engineering institution in Sindri, Jharkhand, India. Established in 1949, BIT Sindri is one of the oldest engineering and technological institute in India.

BIT Sindri was established in 1949 as College of Mechanical and Electrical Engineering, Sindri with camp at Patna and affiliated to Patna University. It was shifted to its permanent campus at Sindri in Dhanbad District a year later, where it was renamed as Bihar Institute of Technology, Sindri. After reorganisation of Patna University and establishment of Ranchi University in 1960, it was affiliated to Ranchi University. BIT Sindri was later affiliated to Vinoba Bhave University after establishment of Vinoba Bhave University at Hazaribagh in September 1992. Currently, it is affiliated to Jharkhand University of Technology. With the partition of Bihar in 2000, BIT Sindri was named Birsa Institute of Technology, but later decided to be referred only as BIT Sindri because of historical importance of its name

The Institute continued to be affiliated with Vinoba Bhave University till 2017. 2018 onwards, the Institute is affiliated to Jharkhand University of Technology (JUT), Ranchi, the foundations of which were laid down by the former Hon'ble President of India, Shri Pranab Mukherjee. All courses are approved by the All India Council of Technical Education. The Institute currently conducts graduate and postgraduate courses in ten disciplines of engineering which are supported by three departments of natural sciences, one department each of earth sciences and humanities.

- Engineering Disciplines:

o Mechanical Engineering

o Electrical Engineering

o Production Engineering

o Civil Engineering

o Metallurgical Engineering

o Computer Science and Engineering

o Electronics and Communication Engineering

o Information Technology

o Chemical Engineering

o Mining Engineering

- Natural Sciences:

o   Physics

o   Chemistry

o   Mathematics

•   Earth Sciences

o   Geology and Geoscience

•   Humanities

Currently, postgraduate students are admitted to the Department of Mechanical Engineering and Department of Electrical Engineering only. Admission to undergraduate courses were earlier based on ranks in Jharkhand Engineering Entrance Competitive Exam (JEECE), conducted by Jharkhand Combined Entrance Competitive Examination (JCECE) Board.

Concluding Remarks :

The College expects academic rigour, research and development from both students and faculty. The College invites eminent academicians for delivering lectures to promote research culture. Reporting fictitious data in assignments, copying in tests, etc. are violations of code of ethics. The Institution supports poor students through state government scholarships, financial support through the Institute and remedial classes. The College provides equal representation to boys and girls while choosing Class Representatives and it is part of the College modus operandi.

The College has learning resources such as library, computer lab, internet, classrooms with ICT, common faculty room, various offices, canteen, infirmary, hostels, seminar hall, play ground, common rooms, purified drinking water, separate washrooms for boys and girls, rams in the ground floor, etc. Alumni members are an integral part of the College. On the whole, the Institution provides and promotes an academic environment through transformational education that ensures and fosters holistic development, academic excellence and human values of its students.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification
1.2.1	**Percentage of Programmes in which Choice Based Credit System (CBCS)/ elective course system has been implemented** 1.2.1.1. **Number of Programmes in which CBCS / Elective course system implemented.** Answer before DVV Verification : 20 Answer after DVV Verification: 20 Remark : Observation accepted, edited accordingly.
1.2.2	**Number of Add on /Certificate programs offered during the last five years** 1.2.2.1. **How many Add on /Certificate programs are added within the last 5 years.** Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>15</td><td>2</td><td>2</td><td>2</td><td>2</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>0</td><td>0</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : HEI provide same documents in metric id 6.3.3 DVV required documents not provide by HEI.
1.2.3	**Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years** 1.2.3.1. **Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years** Answer before DVV Verification: <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>550</td><td>550</td><td>550</td><td>550</td><td>550</td></tr></table> Answer After DVV Verification : <table><tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr><tr><td>00</td><td>00</td><td>0</td><td>0</td><td>0</td></tr></table> Remark : HEI input edited according to provided documents. DVV edit input with ref. to metric id 1.2.2, DVV not consider workshop certificate. HEI not provide documents relevant to metric.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	50	50	50	50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : DVV required documents not provide by HEI. HEI provide same documents in metric id 3.1.1.

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

1.3.3.1. **Number of students undertaking project work/field work / internships**
Answer before DVV Verification : 200
Answer after DVV Verification: 200

Remark : Observation accepted, edited accordingly.

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

1) Students

2)Teachers

3)Employers

4)Alumni

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: E. None of the above
Remark : DVV required feedback based on curriculum.

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

Options:

1. **Feedback collected, analysed and action taken and feedback available on website**

2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

Answer before DVV Verification : B. Feedback collected, analysed and action has been taken

Answer After DVV Verification: E. Feedback not collected

Remark : DVV edit input with ref. to metric id 1.4.1

2.1.1	**Average Enrolment percentage (Average of last five years)**
	2.1.1.1. **Number of students admitted year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
829	786	803	801	796

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
810	919	928	763	751

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
945	945	945	945	945

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
945	945	945	945	945

Remark : HEI input edited according to provided documents.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
391	357	424	383	382

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
400	419	451	360	355

Remark : HEI input edited according to provided documents.

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

2.3.3.1. Number of mentors
Answer before DVV Verification : 50
Answer after DVV Verification: 50

Remark : Observation accepted, edited accordingly.

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
185	163	131	125	128

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
74	74	36	36	36

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

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

2018-19	2017-18	2016-17	2015-16	2014-15
21	0	1	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
184.85	0	31.82	0	0

Remark : HEI input edited according to provided documents.

3.1.2	**Percentage of teachers recognized as research guides (latest completed academic year)**

3.1.2.1. **Number of teachers recognized as research guides**
Answer before DVV Verification : 72
Answer after DVV Verification: 0

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

3.1.3.1. **Number of departments having Research projects funded by government and non-government agencies during the last five years**
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	1	0	0	0

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
9	0	1	0	0

3.1.3.2. **Number of departments offering academic programes**
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	10	10

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	10	10	10	10

Remark : HEI input edited with ref. to metric id 3.1.1

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

3.2.2.1. **Total number of workshops/seminars conducted on Research Methodology, Intellectual Property Rights (IPR) and entrepreneurship year-wise during last five years**
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	3	3	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
5	1	0	0	0

Remark : Observation accepted. Documents are provided reluctantly as no date mentioned.

3.3.1	**Number of Ph.Ds registered per eligible teacher during the last five years** 3.3.1.1. **How many Ph.Ds registered per eligible teacher within last five years** Answer before DVV Verification : 36 Answer after DVV Verification: 0 3.3.1.2. **Number of teachers recognized as guides during the last five years** Answer before DVV Verification : 72 Answer after DVV Verification: 0

3.3.2	**Number of research papers per teachers in the Journals notified on UGC website during the last five years**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
50	60	50	50	50

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
137	110	169	147	84

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

3.3.3.1. **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:

2018-19	2017-18	2016-17	2015-16	2014-15
20	20	20	20	20

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
105	89	75	54	47

3.4.2	**Number of awards and recognitions received for extension activities from government/**

government recognised bodies during the last five years

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

3.4.3	**Number of extension and outreach programs conducted by the institution through NSS/NCC/Red cross/YRC etc., during the last five years (including Government initiated programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. and those organised in collaboration with industry, community and NGOs)**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
5	5	5	5	5

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	2	0	0	0

Remark : Observation accepted. Provided documents are not proper.

3.4.4	**Average percentage of students participating in extension activities at 3.4.3. above during last five years**

    3.4.4.1. **Total number of Students participating in extension activities conducted in collaboration with industry, community and Non- Government Organizations such as Swachh Bharat, AIDs awareness, Gender issue etc. year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
75	75	75	75	75

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
50	25	0	0	0

Remark : Observation accepted, edited accordingly.

| 3.5.1 | **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship per year** |

   3.5.1.1. **Number of Collaborative activities for research, Faculty exchange, Student exchange/ internship year-wise during the last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
300	300	250	250	250

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	1	1	1	1

Remark : Observation accepted as HEI has collaborated with only Tata Steel, CIMFR, edited accordingly.

| 3.5.2 | **Number of functional MoUs with institutions, other universities, industries, corporate houses etc. during the last five years** |

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	7	7	7	7

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	3	0	0	0

Remark : HEI input edited according to provided documents. Most of documents not mentioned date and year of MOU obtained

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

	4.1.3.1. Number of classrooms and seminar halls with ICT facilities Answer before DVV Verification : 191 Answer after DVV Verification: 2 Remark : HEI input edited according to provided documents. DVV consider classrooms and seminar halls with ICT- enabled facilities .
4.1.4	**Average percentage of expenditure, excluding salary for infrastructure augmentation during last five years(INR in Lakhs)** 4.1.4.1. **Expenditure for infrastructure augmentation, excluding salary year-wise during last five years (INR in lakhs)** Answer before DVV Verification: _table A_ Answer After DVV Verification : _table B_ Remark : DVV required documents not provided by HEI.
4.2.2	**The institution has subscription for the following e-resources** 1. **e-journals** 2. **e-ShodhSindhu** 3. **Shodhganga Membership** 4. **e-books** 5. **Databases** 6. **Remote access to e-resources** Answer before DVV Verification : B. Any 3 of the above Answer After DVV Verification: A. Any 4 or more of the above
4.2.3	**Average annual expenditure for purchase of books/e-books and subscription to journals/e-journals during the last five years (INR in Lakhs)** 4.2.3.1. **Annual expenditure of purchase of books/e-books and subscription to journals/e-journals year wise during last five years (INR in Lakhs)** Answer before DVV Verification: _table C_ Answer After DVV Verification :

4.1.4.1 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
291000000	291000000	291000000	291000000	291000000

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

4.2.3.1 Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
700000	700000	700000	700000	700000

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : DVV required documents not provided HEI.

4.2.4	**Percentage per day usage of library by teachers and students (foot falls and login data for online access) during the last completed academic year** 4.2.4.1. Number of teachers and students using library per day over last one year Answer before DVV Verification : 550 Answer after DVV Verification: 1 Remark : DVV not consider documents as a proof of said metric. HEI provided documents are not certified and also date is not mentioned.
4.3.3	**Bandwidth of internet connection in the Institution** Answer before DVV Verification : A. ?50 MBPS Answer After DVV Verification: E. < 05 MBPS
4.4.1	**Average percentage of expenditure incurred on maintenance of infrastructure (physical and academic support facilities) excluding salary component during the last five years(INR in Lakhs)** 4.4.1.1. **Expenditure incurred on maintenance of infrastructure (physical facilities and academic support facilities) excluding salary component year-wise during the last five years (INR in lakhs)** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
500.8371 90	503.5178 81	111.0737 9	885.2650 8	100.0216 71

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0

Remark : HEI provided documents not certified by CA

5.1.1	**Average percentage of students benefited by scholarships and freeships provided by the Government during last five years** 5.1.1.1. **Number of students benefited by scholarships and freeships provided by the Government year-wise during last five years** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15

1160	1160	1160	1160	1160

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
457	486	507	422	410

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

5.1.2.1. Total number of students benefited by scholarships, freeships, etc provided by the institution / non- government agencies year-wise during last five years

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1349	1349	1349	1349	1349

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: E. None of the above

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2340	2340	2340	2340	2340

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : DVV required documents not provide by HEI. In Metric no. 5.1.3 & 5.1.4, Providing MoU is not sufficient to claim for programs to be conducted under this metric. DVV required complete report along with students list benefited for same.

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

5.2.1.1. Number of outgoing students placed year - wise during the last five years.
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1505	1601	1550	1631	1430

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
47	0	0	0	0

Remark : HEI input edited according to provided documents.

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

5.2.2.1. Number of outgoing student progression to higher education during last five years
Answer before DVV Verification : 200
Answer after DVV Verification: 4

Remark : HEI input edited according to provided documents.

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

5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: IIT/JAM/ NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations*, etc.)*) year-wise during last five years
Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
200	200	200	200	200

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
500	500	500	500	500

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	0	0	0

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
20	23	18	19	17

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1	0	0	0	0

Remark : HEI input edited according to provided documents.

5.3.3	**Average number of sports and cultural events/competitions in which students of the Institution participated during last five years (organised by the institution/other institutions)** 5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
24	22	18	17	15

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
2	2	2	2	2

Remark : Observation accepted, Edited as per given document by HEI.

5.4.2	**Alumni contribution during the last five years (INR in lakhs)** Answer before DVV Verification : A. ? 5 Lakhs Answer After DVV Verification: E. <1 Lakhs
6.2.3	**Implementation of e-governance in areas of operation** 1. **Administration** 2. **Finance and Accounts** 3. **Student Admission and Support** 4. **Examination** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : HEI input edited according to provided documents.
6.3.2	**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years** 6.3.2.1. **Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years** Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
185	150	74	70	60

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
00	00	0	0	0

Remark : DVV required E-copy of letter/s indicating financial assistance to teachers which is not provide by HEI.

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

6.3.3.1. **Total number of professional development /administrative training Programmes organized by the institution for teaching and non teaching staff year-wise during the last five years**
Answer before DVV Verification: |

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	10	2	2

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
3	0	0	0	0

Remark : HEI input edited according to provided documents. DVV required documents not provided by HEI. DVV consider only assessment year of data.

6.3.4	**Average percentage of teachers undergoing online/ face-to-face Faculty Development Programmes (FDP)during the last five years (Professional Development Programmes, Orientation / Induction Programmes, Refresher Course, Short Term Course).** 6.3.4.1. **Total number of teachers attending professional development Programmes viz., Orientation / Induction Programme, Refresher Course, Short Term Course year-wise during the last five years** Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
100	100	25	25	25 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0 | Remark : DVV required E-copy of the certificates of the program attended by teachers not provide by HEI.
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6.4.2	**Funds / Grants received from non-government bodies, individuals, philanthropers during the last five years (not covered in Criterion III)** 6.4.2.1. Total Grants received from non-government bodies, individuals, Philanthropers year wise during the last five years (INR in Lakhs) Answer before DVV Verification: 	2018-19	2017-18	2016-17	2015-16	2014-15
1.13	1.1	1	1	1 | Answer After DVV Verification : | 2018-19	2017-18	2016-17	2015-16	2014-15
00	0	0	0	0 | Remark : DVV required Funds / Grants received from non-government bodies and Copy of letter indicating the grants/funds received from respective agency.
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6.5.3	**Quality assurance initiatives of the institution include:**

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

Answer before DVV Verification : A. All of the above

Answer After DVV Verification: B. 3 of the above

Remark : Observation accepted, edited accordingly.

7.1.2	**The Institution has facilities for alternate sources of energy and energy conservation measures**
	1. **Solar energy**
	2. **Biogas plant**
	3. **Wheeling to the Grid**
	4. **Sensor-based energy conservation**
	5. **Use of LED bulbs/ power efficient equipment**
	Answer before DVV Verification : A. 4 or All of the above
	Answer After DVV Verification: D. 1 of the above
	Remark : Observation accepted, edited accordingly by considering solar energy only.
7.1.4	**Water conservation facilities available in the Institution:**
	1. **Rain water harvesting**
	2. **Borewell /Open well recharge**
	3. **Construction of tanks and bunds**
	4. **Waste water recycling**
	5. **Maintenance of water bodies and distribution system in the campus**
	Answer before DVV Verification : A. Any 4 or all of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : Observation accepted, edited accordingly.
7.1.5	**Green campus initiatives include:**
	1. **Restricted entry of automobiles**
	2. **Use of Bicycles/ Battery powered vehicles**
	3. **Pedestrian Friendly pathways**
	4. **Ban on use of Plastic**
	5. **landscaping with trees and plants**
	Answer before DVV Verification : Any 4 or All of the above
	Answer After DVV Verification: C. 2 of the above
	Remark : Observation accepted, edited accordingly.

7.1.6	**Quality audits on environment and energy regularly undertaken by the Institution and any awards received for such green campus initiatives:** 1. **Green audit** 2. **Energy audit** 3. **Environment audit** 4. **Clean and green campus recognitions / awards** 5. **Beyond the campus environmental promotion activities** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: E. None of the above Remark : HEI input edited according to provided documents. DVV required certificate from agency.
7.1.7	**The Institution has disabled-friendly, barrier free environment** 1. **Built environment with ramps/lifts for easy access to classrooms.** 2. **Disabled-friendly washrooms** 3. **Signage including tactile path, lights, display boards and signposts** 4. **Assistive technology and facilities for persons with disabilities (Divyangjan) accessible website, screen-reading software, mechanized equipment** 5. **Provision for enquiry and information : Human assistance, reader, scribe, soft copies of reading material, screen reading** Answer before DVV Verification : A. Any 4 or all of the above Answer After DVV Verification: D.1 of the above Remark : DVV consider only ramp as per provided documents.
7.1.10	**The Institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic programmes in this regard.** 1. **The Code of Conduct is displayed on the website** 2. **There is a committee to monitor adherence to the Code of Conduct** 3. **Institution organizes professional ethics programmes for students, teachers, administrators and other staff** 4. **Annual awareness programmes on Code of Conduct are organized** Answer before DVV Verification : A. All of the above Answer After DVV Verification: D. 1 of the above Remark : HEI input edited according to provided documents. Only awareness programmes on Code of Conduct to be conducted by HEI.

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Total number of classrooms and seminar halls** Answer before DVV Verification : 191 Answer after DVV Verification : 61