

SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

REGENT EDUCATION AND RESEARCH FOUNDATION GROUP OF INSTITUTIONS

**BARA KANTHALIA P.O.- SEWLI TELINI PARA P.S.-TITAGARH NORTH 24
PARGANAS WEST BENGAL KOLKATA-700121**

700121

www.rerf.in

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NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Regent Education and Research Foundation Group of Institutions (RERF) was established in 2009. This great institution dedicated to provide top-quality technical education with the motto of caring students for their future goals and aspirations. The Institute started with the approval of five B.Tech courses viz. Computer Science and Engineering (CSE), Electronics and Communication Engineering (ECE), Electrical Engineering (EE) , Electrical and Electronics Engineering(EEE) and Civil Engineering . During its glorious journey, the Institute has strived towards excellence with the successful addition of one UG course viz Mechanical Engineering (ME) two more Diploma courses viz. Electrical Engineering (DEE) and Civil Engineering (DCE) and two PG courses viz. Master in Computer Application (MCA), Master in Business Administration (MBA). All the courses are approved by AICTE, Govt. of India and affiliated to the West Bengal University of Technology (WBUT), Govt. of West Bengal. The Institute is located at the industrial hub of Barrackpore, well connected by road and railway and in near proximity to Kolkata International Airport and to Howrah, Sealdah and Kolkata railway stations, which are the gateway to enter the city of joy. The Institute is surrounded by a lush green environment. The landscape and garden are beautifully maintained to refresh the mind of the students and teachers. The entire campus is smoking free & plastic free to ensure an eco-friendly and pollution free environment. The college has an enrollment of 1000 plus students pursuing various degree engineering courses.

Vision

Nurture students to attain the highest level of academic knowledge, applied learning and performance skills to ensure rewarding personal lives and careers while contributing to the community and economic progress in our diverse and changing democratic society.

Mission

Create strong and effective institutions that provide a healthy learning environment through incentives that cause a high standard of student accomplishment as measured by a well-founded, reliable accountability structure.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. Equal emphasis on co-curricular and value added programs on Emerging Technology
2. High focus on building entrepreneurship development and employability skills
3. Encouragement of faculty for research, advancement of qualification through liberal incentive

policies

4. Strong Intellectual Capital base
5. Strong student feedback system
6. Quality of work life leading to High faculty retention
7. High and consistent academic achievements of students –University
8. Strong Industrial linkage by having active MoU's with the Industry
9. State of Art computing facilities / lab infrastructure / Internet Connectivity
10. Active Hobby clubs of students in each department to encourage Innovation & to gain practical hands on experience
11. Strong student mentoring/counselling system
12. Technology Business Incubator

Institutional Weakness

1. Limited space for further expansion of facilities
2. International Collaboration
3. Patent registration
4. Flexibility in academic curricula
5. Domicile Issue in the admission process
6. Location of the Campus

Institutional Opportunity

1. Faculty – student exchange programme with foreign universities
2. Collaboration with Institutes of repute & foreign universities for student-faculty exchange program
3. To increase Institute's visibility at National & International level
4. Focus on International Research collaboration

5. Student Internship programme at foreign university
6. To get the status of Autonomous Institute
7. Developing skill centre for vocational/ Advanced Skill/Research Centre in creation of more Centre's of Excellence (CoE)

Institutional Challenge

1. To make 100% students employable for reputed Industry
2. Major Gap in curricula as per Industry standards and not able to modify it as per market needs
3. Keeping pace with technological advancement
4. To motivate faculty for New Product Development/Research/R&D/Innovation
5. To attract eminent researchers & academicians in Campus

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

The institute offers B.Tech Degree courses in seven disciplines i.e. Computer Science & Engineering, Electronics & Communication Engineering, Electrical & Electronics Engineering, Electrical Engineering, Mechanical Engineering and Civil Engineering in addition to MCA, MBA degree courses to meet the varied aspirations of the students. All undergraduate eligible and MBA, MCA programmes are recognized by AICTE . The process of curriculum design, development, feedback/updates and academic flexibilities are governed by rules and regulations of affiliating university, MAKAUT. The Institute's involvement on such issues do take place with the university on need basis

Teaching-learning and Evaluation

Student intake catering diverse needs and demography of population of W.B. is governed by MAKAUT defined processes. Teaching learning and evaluation system is strictly followed as per the MAKAUT guidelines. Nonetheless, the institute is able to maintain high standards of conducive academic environment, processes and procedures, quality of faculty members and technical infrastructure for effective learning and self development.

Research, Innovations and Extension

The institute believes that quality teaching by its classroom performers comes out from their in-depth

knowledge base and quality of research outcomes. Accordingly all out support is provided to faculty members to pursue higher studies, research and consultancy. Research work of exceptional standard publications/ innovations etc are also rewarded financially. In addition the aspect of education with emphasis on community service to underprivileged /socially disadvantaged demography of the population, with an eye on rural mass has been also an important component of institute's values of imparting education. Fairly good amount of efforts are pursued to fulfill its corporate social responsibilities to populous of nearby villages through the platform of NSS and local student bodies.

Infrastructure and Learning Resources

The academic building are well equipped with adequate audio visual aid lecture theatres/ class rooms, laboratories, central computing facility, computer and language labs, central library, seminar/conference halls etc. to facilitate conduct of courses in a befitting manner. The campus ICT infrastructure includes fully networked LAN based computing systems

Student Support and Progression

The institute continuously aspires for providing excellent mechanism in support and progression of students in holistic manner. The degree of support may be perceived from the past records for student academic performances, percentage of placement, dropout rate, student success % in all India competitive examinations and enrollment in higher studies, recognition of the institute as a piece of academic excellence by various regulatory bodies

Governance, Leadership and Management

This part includes details of Institutional Vision and Leadership, Strategy Development and Deployment, Faculty Empowerment Strategies, Financial Management and Resource Mobilization, Internal Quality Assurance System (IQAS)

Institutional Values and Best Practices

The academia and administrative bodies of the institute are quite proactive and vibrant in devising innovative and sustainable best practices in teaching, learning and evaluation to achieve academic excellence and higher heights of professionalism in higher technical education

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	Regent Education and Research Foundation Group of Institutions
Address	BARA KANTHALIA P.O.- SEWLI TELINI PARA P.S.-TITAGARH NORTH 24 PARGANAS WEST BENGAL KOLKATA-700121
City	Barrackpore
State	West Bengal
Pin	700121
Website	www.rerf.in

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal	Mahuya Das	033-30085432	8599961175	033-3008544 2	registrar@regent.a c.in
Associate Professor	Sudhindu Bikash Mandal	033-30085434	7980062052	-	sudhindu.mandal@ gmail.com

Status of the Institution	
Institution Status	Private

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

Date of establishment of the college	30-06-2009
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University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	Maulana Abul Kalam Azad University of Technology	View Document

Details of UGC recognition

Under Section	Date
2f of UGC	
12B of UGC	

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	10-04-2017	12	

Details of autonomy

Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?	No
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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	BARA KANTHALIA P.O.- SEWLI TELINI PARA P.S.-TITAGARH NORTH 24 PARGANAS WEST BENGAL KOLKATA-700121	Urban	3	27871

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Higher Secondary	English	120	27
UG	BTech,Computer Science Engineering	48	Higher Secondary	English	60	52
UG	BTech,Electrical And Electronics Engineering	48	Higher Secondary	English	60	24
UG	BTech,Electrical Engineering	48	Higher Secondary	English	60	26
UG	BTech,Electronics And Communication Engineering	48	Higher Secondary	English	60	25
UG	BTech,Mechanical Engineering	48	Higher Secondary	English	60	22
PG	MBA,Masters In Business Administration	24	Graduation	English	60	22
PG	MCA,Masters In Computer Application	36	Graduation	English	60	12

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	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			
Sanctioned by the Management/Society or Other Authorized Bodies	8				8				194			
Recruited	2	1	0	3	5	1	0	6	150	37	0	187
Yet to Recruit	5				2				7			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				61
Recruited	52	9	0	61
Yet to Recruit				0

Technical Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				0
Recruited	0	0	0	0
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				32
Recruited	28	4	0	32
Yet to Recruit				0

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	1	0	3	1	0	0	0	0	7
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	2	0	0	129	30	0	161

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt.	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	21	7	0	28

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
Diploma	Male	103	0	0	0	103
	Female	7	0	0	0	7
	Others	0	0	0	0	0
UG	Male	132	33	0	0	165
	Female	11	0	0	0	11
	Others	0	0	0	0	0
PG	Male	28	0	0	0	28
	Female	6	0	0	0	6
	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	23	39	18	0
	Female	2	2	4	0
	Others	0	0	0	0
ST	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	23	28	42	0
	Female	1	5	1	0
	Others	0	0	0	0
General	Male	201	234	160	143
	Female	21	42	40	27
	Others	0	0	0	0
Others	Male	49	44	56	27
	Female	0	6	5	1
	Others	0	0	0	0
Total		320	400	326	198

3. Extended Profile

3.1 Programme

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

Response : 10

Number of self-financed Programmes offered by college

Response : 10

Number of new programmes introduced in the college during the last five years

Response : 3

3.2 Student

Number of students year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
400	326	198	314	341

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

2016-17	2015-16	2014-15	2013-14	2012-13
198	198	234	198	198

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

2016-17	2015-16	2014-15	2013-14	2012-13
349	292	267	294	296

Total number of outgoing / final year students

Response : 1201

3.3 Academic

Number of teachers year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
176	166	153	109	76

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

2016-17	2015-16	2014-15	2013-14	2012-13
141	166	153	109	76

Number of sanctioned posts year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
210	210	210	112	112

Total experience of full-time teachers**Response : 1232****Number of teachers recognized as guides during the last five years****Response : 1****Number of full time teachers worked in the institution during the last 5 years****Response : 76****3.4 Institution****Total number of classrooms and seminar halls****Response : 40****Total Expenditure excluding salary year wise during the last five years (INR in Lakhs)**

2016-17	2015-16	2014-15	2013-14	2012-13
508.12203	281.55046	449.58388	449.58388	310.89985

Number of computers

Response : 456

Unit cost of education including the salary component(INR in Lakhs)

Response : 1.94427

Unit cost of education excluding the salary component(INR in Lakhs)

Response : 1.26646

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4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

- As our Institute is affiliated by Maulana Abul Kalam Azad University of Technology, we follow the modeled syllabus throughout the courses. We follow the academic calendar provided by the University
- Before the commencement of classes

-Step I- Receipt of programme wise curriculum/ syllabus & Academic Calendar for the session from University.

- Step II- Study of the syllabus for the semester by Dept. of HOD/ team of senior faculty level for identification of introduction of new subject/ changes if any in the existing one. Formulation of institute's Academic Calendar for the semester by Dean Academics and notification to all.

- Step III- Competency/ experienced based allotment of subject to various faculty members of the dept. Formulation of Faculty wise weekly teaching load including theory lectures/ tutorials/ lab classes/ problem solving sessions if any as per received syllabus of the subject. Handing over of weekly teaching load to time table faculty in charge for preparation of class time table.

- Step IV- Unit/ topic wise reference of teaching material from books / e- learning database and compilation of subject course file including: Topic wise personal notes/ photocopy of relevant pages from book, Formulated tutorial sheets/ Assignment sheets, Past question papers of university and sessional examination, Soft copy of relevant videos/ animations/ PPT slides, Model question bank, Schedule of lecture plan, Any other relevant material.

-Step V- issue of a copy of curriculum/syllabus for the semester including evaluation scheme to each student of the class. Notification of class time table to faculty & student through display or notice boards.

- During the Course of semester once classes have commenced for the semester

- Step VI- Regular conduct of lectures/tutorials/ lab classes duly monitored by HOD/ Dean/ Director on regular basis. Conduct of monthly review meeting by HOD with faculty members regarding progress on syllabus coverage, feedback to faculty if any, for shortfall, deficiency in teaching / problem conveyed by students through informal feedback to HOD etc.

- Step VII- Conducts of two sessional/ class test/ pre semester after the interval of six –eight weeks. Evaluation of answer sheets/ distribution of evaluated answer sheets to students/ uploading of marks in Automated Marks System. Uploading of marks allotted for attendance, teacher's assessment and

compilation of subject wise sessional marks. Conduct of student feedback for the each teaching faculty on the predefined parameters.

- After End of teaching session/ conduct of pre semester

-Step VIII- Conduct of end semester university examination. Compilation of sessional marks concerned department and submission to office of registrar. General review of student performance in internal sessional by Director/ Dean/ HOD. Dispatch of sessional marks to university. Review of Faculty wise student feedback and conduct of counseling/ mentoring of individual by HOD for any shortfall and improvements.

- Step IX- Declaration of university results. Compilation of analysis of program wise/year wise performance of the batch by office of registrar. Analysis and review of 'Results' by Director/ Dean/ HODs and corrective measures decided for implementation in next semester.

File Description	Document
Any additional information	View Document

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	2	0	0

File Description	Document
Details of the certificate/Diploma programs	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of participation of teachers in various bodies	View Document

1.2 Academic Flexibility

1.2.1 Percentage of new courses introduced of the total number of courses across all programs offered during the last five years	
Response: 30	
1.2.1.1 How many new courses are introduced within the last five years	
Response: 3	
File Description	Document
Details of the new courses introduced	View Document

1.2.2 Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented	
Response: 100	
1.2.2.1 Number of programs in which CBCS/ Elective course system implemented.	
Response: 8	
File Description	Document
Name of the programs in which CBCS is implemented	View Document

1.2.3 Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years				
Response: 16.08				
1.2.3.1 Number of students enrolled in subject related Certificate or Diploma or Add-on programs year wise during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
118	105	37	0	0

File Description	Document
Details of the students enrolled in Subjects related to certificate/Diploma/Add-on programs	View Document

1.3 Curriculum Enrichment

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

Response:

The efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental education, Human Rights, ICT etc are as follows

- Our institution has a Women's Grievance Cell to handle the sensitive issues regarding the Women's right and security. The Cell was formed through a selection among all senior lady faculties of each department. The cell also has our local councilor as a special member and advisor.
- Workshop on Intellectual Property Right Conducted by MBA department
- Workshop on Sex Eductaion
- Seminar on Green house effect
- Seminar on Global wraming
- Seminar on Conservation of sustainable energy
- Workshop on Climate Change
- ICT – Computer fundamentals are already taught as a part of the curriculum along with this separate computer centres are available for students to enhance their skills and additional training on MS office
- Regular classes on Values and Ethics in profession are conducted as a part of the curriculum. Speakers are invited to speak on different social issues

Employable and life skills :

Different Workshops are organized in the Institute on Lifestyle and Yoga by Swamiji from Ramkrishna Math, Workshop on Stress Management by qualified professionals.

Better career options :

Separate training and placement cell is existing in the campus. They organize different seminar and workshop along with the industry institute partnership cell (IIPC) for describing different career path of the student.

Community orientation :

NSS camps are organized for the students every year. Social issues and plantation of trees are given importance during the camps. Blood donation camp is organized by NSS frequently. The students come forward and donate blood for the benefit of the public. The students organize different campaign to keep the city clean and hygienic.

File Description	Document
Any Additional Information	View Document

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

Response: 73

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

Response: 73

File Description	Document
Details of the value-added courses imparting transferable and life skills	View Document

1.3.3 Percentage of students undertaking field projects / internships

Response: 410.5

1.3.3.1 Number of students undertaking field projects or internships

Response: 1642

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System

1.4.1 Structured feedback on curriculum obtained from 1) Students 2) Teachers 3) Employers 4) Alumni 5) Parents For design and review of syllabus semester wise/ year wise

A.Any 4 of the above

B.Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: B.Any 3 of the above

1.4.2 Feedback processes of the institution may be classified as follows:

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

B. Feedback collected, analysed and action has been taken

C. Feedback collected and analysed

D. Feedback collected

Response: A. Feedback collected, analysed and action taken and feedback available on website

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Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

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

Response: 19.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
80	64	38	60	68

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

2.1.2 Average Enrollment percentage (Average of last five years)

Response: 46.93

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

2016-17	2015-16	2014-15	2013-14	2012-13
400	326	198	314	341

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

2016-17	2015-16	2014-15	2013-14	2012-13
660	660	780	660	660

File Description	Document
Institutional data in prescribed format	View Document

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

Response: 14.14

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

2016-17	2015-16	2014-15	2013-14	2012-13
75	65	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)

2.2 Catering to Student Diversity

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

As students' needs and abilities are different due to divergence in background, abilities and interests, different learning and teaching strategies are therefore adopted to cater for these differences. Teachers thus take learner diversity into consideration and take appropriate action to help different learners to learn.

- **Strategies adopted to facilitate weak students**

1. Remedial classes are organized to clarify doubts, re-explaining of critical topics for improving performance.
2. Provide additional support for students through mentorship program
3. Change classroom organisation e.g. positioning students to enhance participation or maximise access to instruction

- **Strategies adopted to facilitate talented students**

For first year students, advanced learners are identified based on the 12th marks and marks obtained from the bridge courses. For II, III and IV Year students, advanced learners

are identified based on the performance in internal assessment and university exams.

Specific strategies for the advanced Learners:

1. Provision of additional reference books, review articles and report, CDs and internet facilities are provided.
2. Language laboratory facility is provided to self learners during beyond working hours.
3. Additional experiments are also conducted after the completion of the regular lab classes to these students.

The advanced learners of various departments are encouraged to take part in symposia, workshops and seminars to gain knowledge in advanced topics.

1. The students are encouraged to do projects and mini projects in advanced topics under the guidance of faculty members.
2. Resource persons from industries and academic institutions are invited to give guest lectures on advanced topics for the benefit of the students.
3. The faculty members teach contents beyond syllabus, after the completion of syllabus
4. They are advised to undertake GATE, CAT, GMAT, TOEFL, GRE exams and are guided for higher studies.
5. learners are motivated and advised to do research activities and are encouraged to attend civil service examinations such as IAS, IPS, IES of UPSC also.

File Description	Document
Any additional information	View Document

2.2.2 Student - Full time teacher ratio

Response: 2.84

File Description	Document
Institutional data in prescribed format	View Document

2.2.3 Percentage of differently abled students (Divyangjan) on rolls

Response: 0.25

2.2.3.1 Number of differently abled students on rolls

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

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 pedagogy followed is such that it supports a learning highly student centric. The role of faculty is to teach the topics of recommended syllabus of a subject using chalk & talk method using black board

as well as visual aid. Thereafter the process used by faculty is to make sure that learning is the sole responsibility of the student using the support process & system like unit test, periodical class test,

assignments, participation in discussion in lecture/ tutorial classes, quizzes, seminars, viva-voice, project presentation etc. The support structure and systems available for teachers to develop skills like interactive, collaborative and independent training among students are:

Interactive learning:

- Stress on regular self study beyond classroom hours and participation in interaction with teachers during normal lecture/ tutorial classes/ lab class/seminar/ project presentation, Guest Lectures etc
- He/ she is made to learn the topics being covered on regular basis and remain updated for better participation in any of occasions during the semester.

Collaborative Learning:

- Though the process of carrying out experiments in lab class in a group of 2/3 students, seminar and related activities like project demonstration/presentation/ industrial visits etc, he/ she is made to learn and develop skills of collaborative learning.

Independent Learning:

- Though the process of sincere participation of a student with the aim of performing well, he/she is compelled to appear in various evaluator tools like quizzes, unit test, periodic class test, university exams, mock interviews, viva-voice etc and develop independent learning skills. Further teachers motivate students to appear and do well in competitive exams like GATE, GRE, CAT, GMAT etc.

independently through their own

File Description	Document
Any additional information	View Document

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

Response: 92.2

2.3.2.1 Number of teachers using ICT

Response: 130

File Description	Document
List of teachers (using ICT for teaching)	View Document

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

Response: 2.72

2.3.3.1 Number of mentors

Response: 147

File Description	Document
Year wise list of number of students, full time teachers and students to mentor ratio	View Document

2.3.4 Innovation and creativity in teaching-learning

Response:

(i) Application of Modern Analytical Techniques, which are not covered in the course curriculum are also carried out in the 4th year project work in order to generate research aptitude of the student and to produce instinct in depth interest to the mind of the students to go for higher studies.

(ii) Students who are interested in Research and Development work are continuously motivated and encouraged to present their Project/Research work in different National/International Seminar/Conference/Workshop and Publish their work in National/International Journal and Seminar/Conference Proceedings.

(iii) Students are rewarded for their outstanding performance in project, research and other relevant fields.

(iv) Faculty members are engaged with their research work in association with potential students and they always try to share their innovative concepts with the students.

(v) The faculties always try to engage themselves to train the students in different areas of Multidisciplinary Engineering & Technological fields.

File Description	Document
Any additional information	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: 76.85

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document

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

Response: 3.44

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	6	6	3	2

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

2.4.3 Teaching experience of full time teachers in number of years

Response: 8.74

File Description	Document
List of Teachers including their PAN, designation,dept and experience details	View Document

2.4.4 Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years**Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

[View Document](#)**2.4.5 Average percentage of full time teachers from other States against sanctioned posts during the last five years****Response:** 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description**Document**

List of full time teachers from other state and state from which qualifying degree was obtained

[View Document](#)**2.5 Evaluation Process and Reforms****2.5.1 Reforms in Continuous Internal Evaluation(CIE) system at the institutional level****Response:**

One week orientation program is conducted for newly admitted students. During this program, detail briefing taken by Dean(Acad.) regarding university rules/ regulations including evaluation process. Similarly, HR department conducts one week induction program for new joinees in the month of july/ aug. i.e, before the start of the session and appraise them various evaluation guidelines. In addition, following program are also in vogue:

- At the beginning of the academic year printed booklets of MAKAUT(formerly known as WBUT) ordinance/ rules & regulations is distributed to each new admitted student.
- Such regulations are also available on university website.
- University Circulars pertaining to student's interest are also displayed on the notice board as well as website.
- Any changes in evaluation methods are discussed in the Director meeting and the decision taken is conveyed to other faculty members by the HOD in the respective department meetings.

File Description	Document
Any additional information	View Document

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

Response:

The Examination Cell of the Institute is a separate section which deals with the examination process. There is a separate accounting section and an exclusive computer section with ERP software to handle registration, results and marksheet.

The following efforts were made in the office of the Examination Cell for smooth conduct of the examination and related processes.

Preparing Academic calendar with the schedule of Internal assessment test and end semester examinations for both theory and laboratory courses. Preparation of Schedules for two internal centralized assessment tests and publication of result.

Disbursal of necessary materials to the external /internal examiners through the Administrative office of the college.

Preparing :

- 1.The attendance sheet
2. Invigilator schedule
3. Physical arrangements and related matters

The Schedule of Examinations and Academic calendar and other information related to the conduct of examinations are published in the college website.

Weightages assigned for the overall development of students:

- **Behavioral aspects:** There exists a year wise mentorship scheme in every department. A faculty member as mentor always gives the necessary advice so that the overall attitude of students can build up. This will obviously help during their campus placement and working environment in the

outside world as well.

- **Independent learning:** This is certainly a governing parameter regarding the ability of the student. The course curriculum is designed well to develop this parameter. Moreover special emphasis is given by the concerned subject teacher by providing interactive session, group discussions, personality development etc. for the continuous improvement of the communication skill.

File Description	Document
Any additional information	View Document

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

Response:

In the case of grievance with evaluation, an application from student is forwarded by the Head of the Department to the OIC Examination Cell. The OIC makes arrangements for the grievance redressal.

Internal Assessment:

All grievances regarding evaluation, including the internal assessment marks awarded for the students, are redressed by the examination cell and the various Heads of Departments. If there is any clarification the student can approach the concerned faculty. If a grievance cannot be addressed by the course faculty, the student has the option to take it up with the Head of the Department to get an explanation for the marks or weightage given.

End Semester Examination:

If the grievance is against the End semester examination results, the institution assists the students by helping them to apply for **revaluation or Rechecking** to the office of the Controller of Examination of the affiliated University through administrative office of the college. The administrative staffs under instructions from Principal forward applications for revaluation to the office of the Controller of Examinations and follow it up regularly to ensure the speedy redressal of grievances. Within 10 days of the announcement of the results, students can apply for re-evaluation.

File Description	Document
Any additional information	View Document

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

Response:

The Board of Governors of RERF Group of Institution has enacted CIE for the minimum number of class days per semester and academic year. All RERF program must ensure that every course offered for academic credit adheres to the standard minimum requirements of instructional time for the semester and academic year as per the MAKAUT regulation.

- Number of instructional days, contact hours per week to be followed as directed by MAKAUT.
- Additional teaching hours for the extra content shall be arranged after normal contact hours.
- Dates of two unit tests are fixed before the start of Semester

We will produce the Academic Calender at the time of visit.

2.6 Student Performance and Learning Outcomes

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

Response:

The general program outcome of all the courses as follows:

1. **ENGINEERING KNOWLEDGE:** Apply the knowledge of mathematics, science, engineering fundamentals, and an engineering specialization to the solution of complex engineering problems.
2. **PROBLEM ANALYSIS:** Identify, formulate, research literature, and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences, and engineering sciences.
3. **DESIGN/DEVELOPMENT OF SOLUTIONS:** Design solutions for complex engineering problems and design system components or processes that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
4. **CONDUCT INVESTIGATIONS OF COMPLEX PROBLEMS:** Use research-based knowledge and research methods including design of experiments, analysis and interpretation of data, and synthesis of the information to provide valid conclusions.
5. **MODERN TOOL USAGE:** Create, select, and apply appropriate techniques, resources, and modern engineering and IT tools including prediction and modelling to complex engineering activities with an understanding of the limitations.

6. **THE ENGINEER AND SOCIETY:** Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the professional engineering practice.

7. **ENVIRONMENT AND SUSTAINABILITY:** Understand the impact of the professional engineering solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.

8. **ETHICS:** Apply ethical principles and commit to professional ethics and responsibilities and norms of the engineering practice.

9. **INDIVIDUAL AND TEAM WORK:** Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.

10. **COMMUNICATION:** Communicate effectively on complex engineering activities with the engineering community and with society at large, such as, being able to comprehend and write effective reports and design documentation, make effective presentations, give and receive clear instructions.

11. **PROJECT MANAGEMENT AND FINANCE:** Demonstrate knowledge and understanding of the engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

12. **LIFE-LONG LEARNING:** Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.

Coursewise outcome is published in our website as well.

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

Response:

Graduates attributes specified by the college and the attainment of these by the students

Engineering Knowledge: Apply knowledge of mathematics, science, engineering fundamentals and an engineering specialization to the solution of complex engineering problems.

Problem Analysis: Identify, formulate, research literature and analyze complex engineering problems reaching substantiated conclusions using first principles of mathematics, natural sciences and engineering sciences.

Design/ Development of Solutions: Design solutions for complex engineering problems and design system components or processes that meet specified needs with appropriate consideration for public health and safety, cultural, societal and environmental considerations.

Conduct investigations of complex problems using research-based knowledge and research methods

including design of experiments, analysis and interpretation of data and synthesis of information to provide valid conclusions.

Modern Tool Usage: Create, select and apply appropriate techniques, resources and modern engineering and IT tools including prediction and modeling to complex engineering activities with an understanding of the limitations.

The Engineer and Society: Apply reasoning informed by contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to professional engineering practice.

Environment and Sustainability: Understand the impact of professional engineering solutions in societal and environmental contexts and demonstrate knowledge of and need for sustainable development.

Ethics: Apply ethical principles and commit to professional ethics and responsibilities and norms of engineering practice.

Individual and Team Work: Function effectively as an individual, and as a member or leader in diverse teams and in multi disciplinary settings.

Communication: Communicate effectively on complex engineering activities with the engineering community and with society at large, such as being able to comprehend and write effective reports and design documentation, make effective presentations and give and receive clear instructions.

Life-long Learning: Recognize the need for and have the preparation and ability to engage in independent and life- long learning in the broadest context of technological change.

Project Management and Finance: Demonstrate knowledge and understanding of engineering and management principles and apply these to one's own work, as a member and leader in a team, to manage projects and in multidisciplinary environments.

File Description	Document
Any additional information	View Document

2.6.3 Average pass percentage of Students

Response: 98.73

2.6.3.1 Total number of final year students who passed the university examination

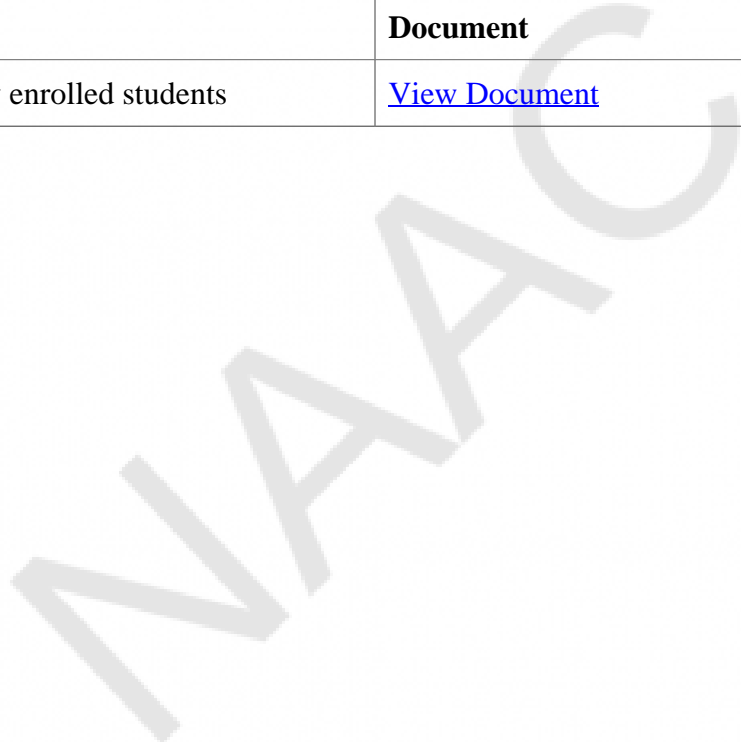
Response: 310

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

Response: 314	
File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process	
Response:	
File Description	Document
Database of all currently enrolled students	View Document



Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

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

Response: 19.6

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

2016-17	2015-16	2014-15	2013-14	2012-13
10.5	5.1	4	0	0

File Description	Document
List of project and grant details	View Document

3.1.2 Percentage of teachers recognised as research guides at present

Response: 0.71

3.1.2.1 Number of teachers recognised as research guides

Response: 1

File Description	Document
Institutional data in prescribed format	View Document

3.1.3 Average number of research projects per teacher funded by government and non government agencies during the last five years

Response: 0.26

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

Response: 4

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 including incubation centre and other initiatives for creation and transfer of knowledge

Response:

- The institute provides conducive environment for research-and-technology-driven innovations. The five key constituents of the ecosystem for innovations are
 - Technology
 - Research
 - Innovation
 - Industry
- Each one of the above acts as a feeder to the next and creates a ripple effect on building innovative products.

Activities Envisaged

- 1.To provide common facilities to incubate viz. office support, equipment support and technology support.
- 2.To give Training, counsel, guide and mentor for setting up of the enterprise
- 3.To support and promote rural entrepreneurship in the region through training, demonstration and dissemination of technologies and opportunities to the grass root people.
- 4.To assist for setting up of technology exhibition, awareness camps and product development plans.
- 5.To provide support in documentation, publication and patenting of innovations.
- 6.To facilitate and provide the tools for technology development and implementation in the labs.
- 7.Incubation centre conducts entrepreneurship programs such as workshops, Seminars on entrepreneurship development.
- 8.To provide training by experts for marketing the products developed.
- 9.To provide information about the financial Institutions for establishment and running of the industry.

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

Response: 8

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	1	1

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

3.3 Research Publications and Awards

3.3.1 The institution has a stated Code of Ethics to check malpractices and plagiarism in Research	
Response: No	
File Description	Document
Institutional data in prescribed format	View Document

3.3.2 The institution provides incentives to teachers who receive state, national and international recognition/awards	
Response: No	
File Description	Document
List of Awardees and Award details	View Document

3.3.3 Number of Ph.D.s awarded per teacher during the last five years	
Response: 0	
3.3.3.1 How many Ph.Ds awarded within 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	View Document

3.3.4 Number of research papers per teacher in the Journals notified on UGC website during the last five years				
Response: 0.03				
3.3.4.1 Number of research papers in the Journals notified on UGC website during the last five years				
2016-17	2015-16	2014-15	2013-14	2012-13
3	1	0	0	0

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

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

Response: 0.02

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	0	0	0

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

3.4 Extension Activities

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

Response:

To impart and sensitize students to social issues and holistic development and to move social responsibility from theoretical foundation to practical, we have a committee Physical Directors as coordinators, 3 faculty members and 5 student coordinators. This committee acts as a unique and strong mentoring process through which many social activities are observed:

- It organizes a seminar on Anti-ragging every year.
- We are organizing different activities in different villages nearby Barrackpore City. This organizes career guidance programmes in the village to create awareness among school going students for choosing their career oriented courses after finishing the school education.
- Developing leadership qualities among the students and unemployed youth through Health awareness camp, Blood Donation Camps and literary programs.
- It Organizes awareness programmes on Road safety by distributing pamphlets of wearing helmet, seatbelts, drink and drive, minor driving, following safety rules etc.,
- Create awareness on Anemia by printing and distributing relevant pamphlets among the public.

The above activities make the students aware of the social responsibility; social environment etc., which in

turn transforms them into responsible citizens with moral values.

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Number of awards for extension activities in last 5 years	View Document

3.4.3 Number of extension and outreach programs conducted in collaboration with industry, community and Non-Government Organisations through NSS/NCC/Red cross/YRC etc., during the last five years

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
8	8	2	1	1

File Description	Document
Number of extension and outreach programs conducted with industry,community etc for the last five years	View Document

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

Response: 62.53

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

2016-17	2015-16	2014-15	2013-14	2012-13
250	171	123	225	218

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

3.5 Collaboration

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Number of Collaborative activities for research, faculty etc.	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Details of functional MoUs with institutions of national, international importance, other universities etc. during the last five years	View Document



Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

As per the AICTE and MAKAUT norms, all the physical facilities are established to have a very good teaching and learning system.

The Institute has policy for creation and enhancement of infrastructure depending on the requirements of any change in the curriculum, student admission and introduction of any additional courses. The budget for this requirement is prepared in consultation with HOD, Principal and Management and subsequently submit to the Board of Governors (BOG) for approval. Once it is approved, the same is implemented with the help of professional in the concern area.

With regular curricula, the Institute gives major emphasis on co-curricular and extra-curricular activities.

Institute have well furnished

- Class rooms : 35
- Technology enabled learning spaces : Computer Center with internet

browsing-01

Engineering Drawing Room- 01

Workshop – 01

- Reading Room : Central library, Digital Library &
- Department libraries in all departments
- Seminar hall : 05
- Tutorial rooms : 08
- Well facilitated laboratories : 30
- State of the art Language Lab : 01
- Auditoriam : 01
- WiFi Connectivity across campus
- Specialized facilities and equipment for teaching, learning and research: Major equipments are available in the departmental laboratories.

File Description	Document
Any additional information	View Document

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

Response:

Sports

Sports grounds- Available and well maintained Ground with full of green grass, most suitable for playing foot ball, cricket and other outdoor games. Ground is protected by boundary wall and surrounded with trees and flowers.

Facility: Foot ball poles, cricket pitch, provision for stage, watering, volley ball net. Joursy is provided at the time of tournament. The Institute has a qualified & experienced sports instructor.

Events : Annual sports is conducted every year such as Inter College Football Competetion being organized by affiliating University.

Outdoor & Indoor games : -

Foot Ball, Cricket, Vollyball and Badminton tournaments, Chess and Carrom tournaments

- **Gymnasium 01**
- **Auditorium 01**

NSS: All 1st year Students participate in NSS activities every year compulsorily.

Activities under this include social welfare, visit to old age home, plantation of trees, providing basic education to the poor local children, donation of old cloths to Missionaries of Charity, donation to R.K Mission /Bharat Sevashram Sangha every year.

Cultural activities

Activities under this include Independence Day Celebration, Gandhi Jayanti,

Vivekananda Jayanti – Youth week celebrations, Tech FEST, farewell to final

year students, Freshers welcome, Teacher’s Day Celebration, Wall magazine,

re-union programmes.

Public speaking

Activities under this include Training in leadership skills, Intra Group Quiz and

Debate, departmental / institutional seminar/conference/workshop.

Communication skills development

The students are provided training on soft skill development by internal and external (National) experts.

Yoga: Yoga faculty available for students, faculty and other staffs

Health and hygiene: ECO awareness camp. Aids awareness Camp. Eye examination camp.

Dental Checkup Camps, Blood donation Camps, Aquaguard facility available for drinking water.

File Description	Document
Any additional information	View Document

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

Response: 62.5

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 25

File Description	Document
Number of classrooms and seminar halls with ICT enabled facilities	View Document

4.1.4 Average percentage of budget allocation, excluding salary for infrastructure augmentation during the last five years.

Response: 38.61

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

2016-17	2015-16	2014-15	2013-14	2012-13
200.69783	108.62659	177.09796	174.63083	114.26411

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document

4.2 Library as a Learning Resource

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

Response:

IFWedutech provides total flexibility towards ERP management. IFWedutech comes with all kinds option what particular a library management system requires. It has been tested and trusted.

The following job is done through IFWedutech ERP System:

- Keep record of different categories like; Books, Journals, Newspapers, Magazines, etc.
- Classify the books subject wise.
- Easy way to enter new books.
- Keep record of complete information of a book like; Book name, Author name, Publisher's name, Date/ Year of publication, Cost of the book, Book purchasing date/ Bill no.
- Easy way to make a check-out.
- Easy way to make a check-in.
- Automatic fine calculation for late returns.
- Different criteria for searching a book.
- Different kind of reports like; total no. of books, no. of issued books, no. of journals, etc.
- Easy way to know how many books are issued to a particular student.
- Easy way to know the status of a book.
- Event calendar for librarian to remember their dates.
- My Notes section for librarian to write any note.
- Online access for registered user to see the status of their books.

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

Response:

The college has a central library and two departmental libraries. The library has a good collection of books. In addition to this, according to the scheme of state government allotment is granted for purchase of books for the students of SC, ST category and the students belonging to BPL category. As this college is situated

in economically backward area, many students are can not afford to buy books. They completely depend on the college library for their studies. The books purchased under state government scheme for students of ST, SC and BPL categories are given to this students for complete academic year and this is of great help to these students.

4.2.3 Does the institution have the following:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: C. Any 2 of the above

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

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

Response: 12.29

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

2016-17	2015-16	2014-15	2013-14	2012-13
6.37745	9.98398	6.83899	13.00682	25.23957

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

4.2.5 Availability of remote access to e-resources of the library**Response:** Yes

File Description	Document
Details of remote access to e-resources of the library	View Document

4.2.6 Percentage per day usage of library by teachers and students**Response:** 27.73**4.2.6.1 Average number of teachers and students using library per day over last one year**

Response: 150

File Description	Document
Details of library usage by teachers and students	View Document

4.3 IT Infrastructure**4.3.1 Institution frequently updates its IT facilities including Wi-Fi****Response:**

These are periodically maintained by employed Technicians of RERF Group of Institution. The following list is currently available:

Total No. of Computer Systems: 456

Total No. of Laptops: 10

Total No. of Servers: 01

Total no. of Printers: 06

Total No. of Scanners: 06

- **Stand alone facility:** All the computers are autonomous and therefore stand alone. However, all the machines are connected with LAN.
- **LAN facility:** The college is having a well connected Campus LAN which is a hybrid LAN in terms of wireless and wired connectivity. The total campus is Wi-Fi and are internally connected with wired LAN.
- **Wifi facility :** The campus is equipped with wi-fi facility

- **Licensed software:** All the necessary software as per the requirement of the University syllabus are licensed versions except some which are open source. A list of licensed software is given below:
 1. Microsoft Campus Agreement License for Windows 7
 2. Windows Server edition; MS Exchange Server
 3. MSOffice 7;
 4. Visual Studio Pro including Visual Basic
 5. Borland Turbo C++ suite 5.2 Academic version
 6. Enterprise Red Hat Linux 5.0
 7. Oracle 10G under Windows 7
 8. PSIM 9.0

4.3.2 Student - Computer ratio

Response: 0.88

File Description	Document
Student - Computer ratio	View Document

4.3.3 Available bandwidth of internet connection in the Institution (Lease line)

<5 MBPS

5-20 MBPS

20-35 MBPS

35-50 MBPS

Response: 5-20 MBPS

File Description	Document
Details of available bandwidth of internet connection in the Institution	View Document

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

Response: No

File Description	Document
Facilities for e-content development such as Media Centre, Recording facility,LCS	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 19.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
100.34892	54.31330	88.54898	87.31541	57.13206

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic facilities	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:

Physical facilities

The physical facilities including Laboratories, Classrooms and Computers etc. are made available for the students those who are admitted in the college. The students seek admission to desired courses including a laboratory curriculum they are charged for the laboratory expenses at the time of the admission as suggested by the statutory body in addition to that a non-salary grants are allocated for the maintenance of the laboratories and the classrooms which a part of the teaching and the learning processes.

The classrooms boards and furniture facilities are utilized regularly by the students but sometime it is also made available for the other governmental and the non-governmental organizations for conducting the exams like scholarships etc. if not in use for the said period.

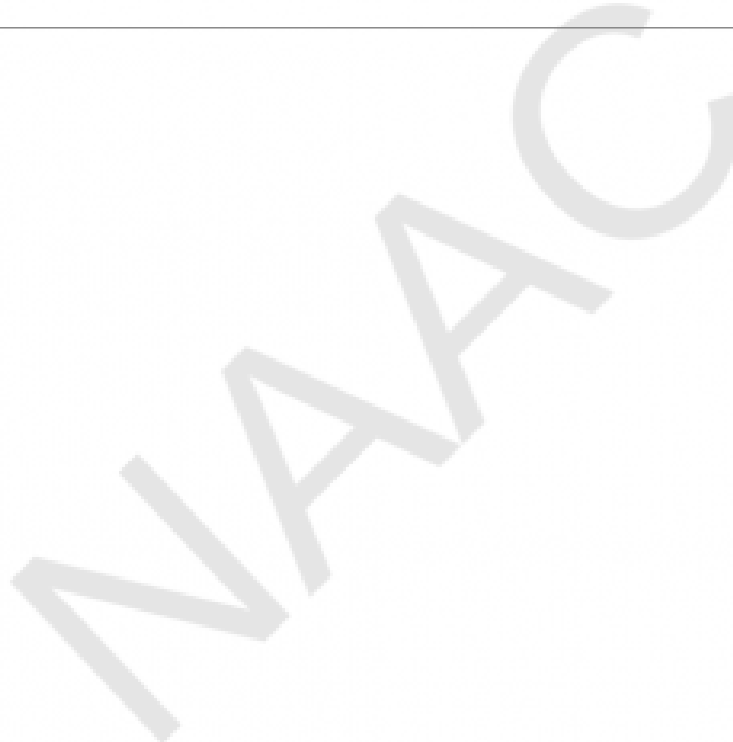
The maintenance and the cleaning of the classrooms and the laboratories are done with the efforts of the non-teaching staff and in major cases the college goes for the maintenance contract to local experts.

The college garden is maintained by the gardener appointed by the institute.

The college has adequate number of the computers with internet connections and the utility software's distributed in different locales like office, laboratories, library, departments etc.

Academic and Support Facilities

The academic support facilities like library, the sports and the other platforms supporting overall development o the students like NSS or Competitive examination cell etc. is open not only to the college students but also to all the stakeholder in the surrounding with prior permission of the authority. Accession to library is permitted at the cost of the deposits as caution money. A provision of the budget for the library maintenance is made by the college management.



Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 27.38

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

2016-17	2015-16	2014-15	2013-14	2012-13
153	121	56	86	20

File Description

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

Document

[View Document](#)

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

Response: 10.57

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

2016-17	2015-16	2014-15	2013-14	2012-13
40	40	30	30	20

File Description

Number of students benefited by scholarships and freeships besides government schemes in last 5 years

Document

[View Document](#)

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling

3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

A. 7 or more of the above

B. Any 6 of the above

C. Any 5 of the above

D. Any 4 of the above

Response: A. 7 or more of the above

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

Response: 54.75

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

2016-17	2015-16	2014-15	2013-14	2012-13
220	230	103	150	165

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

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

Response: 100

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

2016-17	2015-16	2014-15	2013-14	2012-13
400	326	198	314	341

File Description	Document
Details of the students benefitted by VET	View Document

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

Response: Yes

File Description	Document
Details of student grievances including sexual harassment and ragging cases	View Document

5.2 Student Progression

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

Response: 57.24

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

2016-17	2015-16	2014-15	2013-14	2012-13
163	183	206	142	152

File Description	Document
Details of student placement during the last five years	View Document

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

Response: 24.93

5.2.2.1 Number of outgoing students progressing to higher education

Response: 87

File Description	Document
Details of student progression to higher education	View Document

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

Response: 42

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

2016-17	2015-16	2014-15	2013-14	2012-13
3	6	0	0	1

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

2016-17	2015-16	2014-15	2013-14	2012-13
5	12	2	5	1

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

5.3 Student Participation and Activities

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

Response: 2

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

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

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

Response:

No. We have Class Representatives (CR) in each class, which is based on selection and not by election. The selection is done by the teachers of individual department. But we have various academic and administrative bodies that have student representatives on them.

The institute has the following bodies / committees in which student representatives are involved

- **Academic:**

1. CR Committee
2. Innovative Project Committee
3. Seminar / Conference Committee
4. Wall Magazine Committee
5. News letter Committee
6. Quiz Debate Committee

- **Administrative**

1. AntiRragging committee
2. Antiragging squad
3. Cultural Committee
4. Fest Committee
5. Canteen Committee

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

Response: 3.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
4	3	3	3	3

File Description	Document
Number of sports and cultural activities / competitions organised per year	View Document

5.4 Alumni Engagement

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

Response:

RERF Alumni association is not registered under the Govt. regulation, but we are trying to do it in near future. Following are the activity which we would like to consider in our association:

Department is planning to create a platform of alumni and student, where interaction takes place between them regarding job market scenario, nature of questions pose during interviews and how to prepare for interviews etc., on a regular basis.

Hiring a professional psychologist to assist students to overcome stage fear, exam anxiety etc.,

5.4.2 Alumni contribution during the last five years

<1 Lakh

1 Lakh - 3 Lakhs

3 Lakhs - 4 Lakhs

4 Lakhs - 5 Lakhs

Response: <1 Lakh

File Description	Document
Alumni association audited statements	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description**Document**

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

[View Document](#)

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The vision and Mission of RERF Group of Institution

Vision

- Igniting youths and empowering society.
- To facilitate, train and educate students at both U.G and P.G levels to produce a pool of young professionals of outstanding ability.
- New educational initiatives of national significance to enrich National dream of empowerment of young generation.

Mission

- To meet the demands for skilled manpower in the field of engineering, technology and management globally.
- To inculcate and inspire students in higher studies and research.
- To impart high quality education by providing the ambience needed for developing requisite skill for excellence in education and industry.

File Description	Document
Any additional information	View Document

6.1.2 The institution practices decentralization and participative management

Response:

The Management gives sufficient freedom to the Principal, who is the academic head of the institution to function in order to fulfil the vision and mission of the institution. The college delegates authority and provides operational autonomy to the departments to work towards decentralized governance system. The policies largely aim at reducing central management size, reorganizing delivery, expanding private initiatives, and creating new partnerships. Academic responsibilities are fairly divided among all the staff members. Committees are appointed for the various academic and co-curricular activities to be conducted in the course of the academic year. The list of committees is displayed at the beginning of the year on the staff notice-board. This ensures transparency in policy execution. The responsibilities are communicated to the faculty members through regular staff meetings. The Principal of the college holds regular meetings with

the teaching and non teaching staff . In this meetings, various issues are taken up for discussion before arriving at a final decision. The Heads of Departments monitor the functioning of the various departments. The participative decision-making ensures total participation of all the people concerned. The office administration of the College is headed by the Registrar under whom there are Office Superintendents, Head Clerks, Senior Clerks, Junior Clerks and other Class III and Class IV Staff. The Registrar in consultation with the Principal coordinates the day to

Page 170 of 194

day activities With the increasing impact of globalization, the challenges faced by the nations of the world are substantial; hence, the importance of localization through decentralization has intensified. At the same time, decentralization is seen as a means of improving the efficiency of education systems and the quality of educational services.

File Description	Document
Any additional information	View Document

6.2 Strategy Development and Deployment

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

Response:

Yes, the institute has perspective plan for development. The institution takes effort in finding the key performance indicators from various perspectives for performance assessment and development.

- 1.It addresses the various issues from the stake holder perspective and takes steps to fulfill the requirements of its students, their parents, employer community etc. The institution has an active placement cell addressing the campus placements and it organizes for parents meet to convey their wards performance and to take their inputs as well. It takes feedback from the employer community in order to plan for extra coaching and imparting the necessary skills.
- 2.It also takes effort for improving the internal development of the institution by inculcating harmonious work culture. It streamlines various processes like evaluating methodologies of teaching learning process, research progress, infrastructure facilities etc.
- 3.Learning and growth scope of the institution is also well explored from various dimensions. Every year, the educational development perspective shows steady progress by applying for new UG and PG affiliating programs from MAKAUT, Government of West Bengal.
4. There is also a perspective plan to provide a eco friendly campus
5. The plan include the provision for faculty development
6. The plan also includes the provision for the development of infrastructure for research activities and motivating the faculties towards Research, Consultancy, Patents, etc.

File Description	Document
Any additional information	View Document

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

Response:

1. ORGANOGRAM OF THE INSTITUTION

PRINCIPAL

ACADEMIC STAFF

ADMINISTRATIVE STAFF

TECHNICAL STAFF FACULTY

HEAD HOSTEL SUPRINTENDENT

DATA ENTRY OPERATOR

ASSISTANT PROFESSOR ASSISTANT GRADE -1

LAB TECHNICIAN ASSISTANT GRADE -2

LAB ATTENDANT OFFICE ASSISTANT 2.

2. Recruitment Procedure :- Recruitment of teaching and non teaching staff are done by the government through BoG & Expert panel.

3. Promotion :- There is a promotional procedure determined by the government.

4. Grievance redressal mechanism :- There is a grievance redressal committee which resolves grievances of stake holders of the college.

6.2.3 Implementation of e-governance in areas of operation: 1.Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5.Examination

A. All 5 of the above

B. Any 4 of the above

C. Any 3 of the above

D. Any 2 of the above

Response: B. Any 4 of the above

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

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

Response:

IQAC Meeting Minutes- The IQAC was formed on 01-08-2017 in this college. IQAC meeting was held on 03-08-2017 in the Board room.

Following members were present and attended the meeting-

Dr. M. Das - Principal

Dr. A. K. Shaw - Member

Mr. S. B. Mandal - Member

Mr. Shuvankar Ghosh - Member

Mr. Sourav Adhikary - Member

Mr. Milan Mazumder - Member

Dr. S. Chatterjee - Member

In this meeting, the principal instructed every IQAC member to help other teachers and students to enrich the curriculum. This will enable teachers, students to develop their personality and commitment to learning and capacity- building.

6.3 Faculty Empowerment Strategies

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

Response:

The institution has policy of encouraging professional development of faculty and supporting staff listed below:

- Each faculty member are encouraged to participate in at least one faculty development program for

every two years in Universities

- Technical Teachers Training Institute and Institutes of National Importance in this case necessary sponsorship is provided by the institute
- Members of the faculty are encouraged to be member of professional society. Like ISTE, IEEE (USA), AIMA, AIMS, CSI, IE, IETE, IET (UK), ACM (USA), Springer and other professional bodies. To upgrade the skills of the faculty, the management of the institution encourages its people to register for higher studies.
- The teaching and non teaching staff are provided training program through conduction of regular workshops, seminars and conferences.

File Description	Document
Any additional information	View Document

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

Response: 0

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

2016-17	2015-16	2014-15	2013-14	2012-13
0	0	0	0	0

File Description	Document
Details of teachers provided with financial support to attend conferences,workshops etc. during the last five years	View Document

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: 0.4

6.3.3.1 Total number of professional development / administrative training programs organized by the Institution for teaching and non teaching staff year wise during the last five years

2016-17	2015-16	2014-15	2013-14	2012-13
2	0	0	0	0

File Description	Document
Details of professional development / administrative training programs organized by the Institution for teaching and non teaching staff	View Document

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

Response: 20

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

2016-17	2015-16	2014-15	2013-14	2012-13
141	0	0	0	0

File Description	Document
Details of teachers attending professional development programs during the last five years	View Document

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

Response:

Every year confidential reports are generated for every faculty as a process of performance appraisal. A questionnaire based on Academic Performance Index for self appraisal has been implemented from this year this is based on the suggestions of UGC, earlier another questionnaire was used. There are four categories with a total score of 200 Marks out of which 100 is the minimum score

Details are as below

Category I: Teaching, Learning and Evaluation Related Activities

1. Lectures, Seminars, Tutorials, Practical, Contact Hours undertaken as percentage of lectures allocated
2. Lectures or other teaching duties in excess of the AICTE norms

3. Preparation and imparting of knowledge/instruction as per curriculum: syllabus enrichment by providing additional resources to students
4. Use of participatory and innovative teaching-learning methodologies: updating of subject content, course improvement, etc.

Total score 100, minimum score required 60

Category II : Co-Curricular, Extension, Student Development Related Activities

1. Student related co-curricular, extension and field based activities (such as extension work through NSS and other channels, cultural activities, subject related events, advisement and counseling)
2. Implementation of mentor scheme
3. Contribution to corporate life and management of the department and institution through participation in academic and administrative committees and responsibilities

Total score 40; minimum score required 20

Category III: Research And Academic

Contributions Based on the teacher's self assessment, scores are proposed for research and academic contributions. The minimum score required by teachers from this category is different for different levels of promotion and between university and colleges. The self-assessment score will be based on verifiable criteria and will be finalized by screening/selection committee

Total score 50; minimum score required 25

Category IV: Students's Feedback

Total score 10 minimum score required 06

Once this part is filled, the respective faculty goes through the feedback given by their head of the department and finally signs beneath the second part as an indication of acceptance. The second part is filled by the respective heads of the department which is kept confidential and not revealed to the faculty. In the third part the Principal expresses agreement or disagreement with the overall assessment of the Head of the Department. Next the Faculty are required to sit in an interview panel in the presence of experts drawn from their respective areas who express their opinion on the performance of the incumbent.

As a policy the following relaxation in appearing in the interview is provided

- The incumbent has served the institution for more than five years
- The incumbent has been granted three successive increments
- The incumbent is under extension on attaining 60 years of age

File Description	Document
Any additional information	View Document

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

1. The institution is having qualified practicing chartered accountant as internal and external auditors who are auditing the accounts of the college once in six months. After the audit, the report is sent to the management for review. The auditors are appointed by the MD's office (Headquarter). In addition to this, the institution is having consultants to give opinion on taxation and legal issues.
2. Last audit was done on 18th September, 2013 and as on date there is no adverse remark on the accounts of the institution. The college is filing income tax return every year within the stipulated time.

File Description	Document
Any additional information	View Document

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

Response: 19

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

2016-17	2015-16	2014-15	2013-14	2012-13
10	5	4	0	0

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

Response:

The principal sources of funds for the college are : allotment from the managing trusty, development fees collected from the students and fees collected from the students enrolled in the courses run under self financing scheme.The institution has at it disposal the funds collected from the students and from the students of the self financing cources. These funds are made use of for the various needs that come up from time to time. The college does not get fund from the state government for the maintainance of the college therefore this funds is very useful for the college.

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 IQAC cell of the institution is active and it has taken iniataives to institutionalise the quality assurance and developed strategies to contribute in empowerment of the institution. It has taken initiatives to evolve best practices in the college.

- i. The college has started a programme of one students one plant plantations to increase greenery in the college campus.
- ii. Students take part in the SWACHHA BHARAT program for the cleanliness of the campus surrounding.

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

Response:

The IQAC has the following functions

- Development and application of quality benchmarks/parameters for the various academic and administrative activities of the HEI;
- Facilitating the creation of a learner-centric environment conducive for quality education and faculty maturation to adopt the required knowledge and technology for participatory teaching and learning process;
- Arrangement for feedback responses from students, parents and other stakeholders on quality-related institutional processes;
- Dissemination of information on the various quality parameters of higher education;
- Organization of inter and intra institutional workshops, seminars on quality related themes and promotion of quality circles;

- Documentation of the various programmes/activities of the HEI, leading to quality improvement;
- Acting as a nodal agency of the HEI for coordinating quality-related activities, including adoption and dissemination of good practices;

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

Response: 1.2

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

2016-17	2015-16	2014-15	2013-14	2012-13
6	0	0	0	0

File Description

Document

Number of quality initiatives by IQAC per year for promoting quality culture

[View Document](#)

6.5.4 Quality assurance initiatives of the institution include:

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

A. Any 4 of the above

B. Any 3 of the above

C. Any 2 of the above

D. Any 1 of the above

Response: D. Any 1 of the above

File Description

Document

Details of Quality assurance initiatives of the institution

[View Document](#)

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

Response:

Incremental improvement in academic area during last five years

1. Result had improved gradually during last five years from 2012-2013 to 2016-2017.
2. Some students of college at UG and PG levels have come in the merit list of university examinations.
3. Botany and Mathematics have been included at PG level in the college programme. Incremental improvement in administrative area during last five years
 - The institution is working more effectively in co-ordination with teaching, non-teaching staff and students.
 - The IQAC has started functioning in co-ordination with staff members and students.
 - Grievances of staff and students are resolved properly and timely.
 - Infrastructural capacity of the institution is improving.
 - Botanical and herbal gardens have been established.
 - Rain water harvesting, different programmes on cleanliness have been launched.
 - Plantations, oxizone, initiatives of saving energy have been taken.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response: 7

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

2016-17	2015-16	2014-15	2013-14	2012-13
2	1	3	1	0

File Description

List of gender equity promotion programs organized by the institution

Document

[View Document](#)

7.1.2

1. Institution shows gender sensitivity in providing facilities such as:

1. Safety and Security
2. Counselling
3. Common Room

Response:

1. Safety and Security

The institution gives highest priority to safety and security of students, staff and infrastructure of the college.

Following steps have been taken by the college to look after safety and security of the college.

- i. The institution has installed CC (Close Circuit) cameras at different places inside the campus to supervise activities going on inside the campus.
- ii. A college committee has been formulated which is active and regularly looks after and supervises safety and security of the college. In this committee, teachers, non-teaching staff and representatives of students are members.
- iii. In staff council meetings safety and security of college is discussed. Opinions are sought by members of staff council regarding safety and security of the college. Their feedback about safety of the college is considered and action is taken in this connection.

iv. In the meetings of IQAC there is a discussion about safety of the college. In this connection, necessary actions are taken.

v. There is a night gurd and a peon appointed for safety of vehicles, motorcycles of the college staff and students of the college.

vi. The institution always remains in contact with the police administration and civil administration of the district, regarding safety measures of our students.

2. Counselling :- There is a functional counselling committee of the college which functions Properly. This committee occasionally sits with students and gives them information about personality development and present job opportunities in the present sceneraio. On occasions, motivational lectures are also conducted for the benefit and well-being of students.

3. Common Room Facilities:- There is a girls' common room available in the college with basic facilities.

7.1.3 Alternate Energy initiatives such as:

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

Response: 0

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

7.1.3.2 Total annual power requirement (in KWH)

Response: 6000

File Description	Document
Details of power requirement of the Institution met by renewable energy sources	View Document

7.1.4 Percentage of annual lighting power requirements met through LED bulbs

Response: 4.17

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

Response: 0.05

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 1.2

File Description	Document
Details of lighting power requirements met through LED bulbs	View Document

7.1.5 Waste Management steps including:

- Solid waste management
- Liquid waste management
- E-waste management

Response:

1. Waste Management steps including:

There is a cleanliness committee in the college which sees matter related to cleanliness and waste disposal.

Solid waste management –

Solid waste is kept in sparate containers. When the container is filled, it is kept in separate pit. The waste is left for decosition and then it is used as compost for tress and plants planted in the campus.

Liquid waste management –

Liquid waste is kept in sparate containers. When the container is filled, it is kept in separate pit. The waste is left for decomposition and then it is used as compost for tress and plants planted in the campus.

E-waste management –

The college has emphasis on paperless office to save carbon emission in printers. The non-working computer spare parts and and other non-working equipments are safely disposed outside. Buy back policy is available. The cartridge of laser printers are refilled outside the college campus

7.1.6 Rain water harvesting structures and utilization in the campus

Response:

Water harvesting

Water harvesting uses include water for gardens, livestock, irrigation, domestic use with proper treatment, indoor heating for houses, etc. The harvested water can also be used as drinking water, longer-term storage, and for other purposes such as groundwater recharge.

- To sustain the ground water availability the Institution has adopted rain water harvesting system.

- All open terraces are fitted with collection pipes which collect rainwater and sent to the ground through designed drains.

File Description	Document
Any additional information	View Document

7.1.7 Green Practices

- **Students, staff using**
 - Bicycles**
 - Public Transport**
 - Pedestrian friendly roads**
- **Plastic-free campus**
- **Paperless office**
- **Green landscaping with trees and plants**

Response:

Students, staff using

- Bicycles – Students are encouraged to come to college bicycles. Maximum number of students used by cycles.
- Public Transport - The institution has urged the local administration to start public transportation system in the college area for the benefit of the college staff and students of the college.
- Pedestrian Friendly Roads Plastic free campus – The college is polythen free. We are trying to make it plastic free also. Paperless office – Though paper have been used, efforts the being made to work perparless work. Green landscaping with trees and plants – Trees and palnts are the identitnes the college. We have developed botanical and herbal garden also.

File Description	Document
Any additional information	View Document

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

Response: 0.31

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

2016-17	2015-16	2014-15	2013-14	2012-13
1.5	1.2	1.1	1.2	1.0

File Description	Document
Details of expenditure on green initiatives and waste management during the last five years	View Document

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

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

A. 7 and more of the above

B. At least 6 of the above

C. At least 4 of the above

D. At least 2 of the above

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Number of Specific initiatives to address locational advantages and disadvantages	View Document

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

Response: 1

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

2016-17	2015-16	2014-15	2013-14	2012-13
1	0	0	0	0

File Description	Document
Details of initiatives taken to engage with local community during the last five years	View Document

7.1.12

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

Response: Yes

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

Response: Yes

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

Response: No

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

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

Response: Yes

7.1.16 The institution functioning is as per professional code of prescribed / suggested by statutory bodies / regulatory authorities for different professions

Response: Yes

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

Response: 2

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

Response:

The Institution has organised following activities relating to national festivals, birth/death anniversaries of the great Indian personalities

1. International Yoga Day Celebration
2. Teachers Day Celebration
3. Mahatma Gandhi Jayanti Celebration
4. Aids Diwas
5. Swami Vivekanada - Youth Day Celebration
6. College Foundation Day Celebration
7. Rabindra Jayanti Celebration
8. International Language Day

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

Response:

The institution maintains transparency in its financial, academic, administrative and auxiliary functions. There is proper system of expenditure audit system. Every expenditure is audited by departmental auditor and CA. total transparency is maintained. There is system of academic audit in the college. There is an academic audit cell in the college which monitors every academic activity of the college. Auxiliary functions are conducted in a transparent way. For this purpose, decisions are taken in staff council meetings.

7.2 Best Practices

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

Response:

1. Code of Conduct- The college has started Code of Conduct as one of its practices. All students are directed to maintain the codes of college to ensure the practices. All teachers, non-teaching staff keep an eye on this.
2. Cleaning of Campus- Swachh Bharat Abhiyan (SBA) (or Swachh Bharat Mission (SBM) or Clean India Mission in English) is a campaign in India that aims to clean up the streets, roads and infrastructure of India's cities, smaller towns, and rural areas. The institution has started a practice of cleaning of campuses on a regular basis and ensure the campuses remain clean and pollution free.

7.3 Institutional Distinctiveness

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

Response:

The purpose of the institution is the total personality development of students. For this purpose, the institution organizes different activities which have enhanced the character and depth of students' personality. For academic performance of students teachers take classes regularly on the basis of syllabus prescribed. On a regular basis class tests, unit tests, quarterly tests, half-yearly tests and pre – final tests are conducted on scheduled time which has improved students' performance in university exams. On occasions, seminars, workshops, quiz-contests, essay contests are conducted. Guest lectures are also conducted. We have started "One Plant One Student" as a green programme in the college. This programme has inculcated an environmental sense and awareness among students. Green audit is in operation in the institution.

5. CONCLUSION

Additional Information :

There are qualified teachers and non-teaching staff in all subjects, but some posts are vacant. Student's enrollment is increasing every year. The institution requires some more infrastructural facilities and faculties for strengthening this institution.

Concluding Remarks :

Though we face so many problems, we are trying to overcome it. The enrollment of students are increasing. So we are developing our infrastructure. The qualified teachers and efficient non-teaching staffs are recruited. The managing trusty has increased their budget for infrastructure development. We are hopeful about that in future we will be able to take the institution in number one position in West Bengal