



SELF STUDY REPORT

FOR

2nd CYCLE OF ACCREDITATION

REGENT EDUCATION AND RESEARCH FOUNDATION GROUP OF INSTITUTIONS

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

700121

www.rerf.in

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

Regent Education and Research Foundation Group of Institutions (RERFGI) was established in 2009 by Regent Education and Research Foundation Trust. This institution dedicated to provide top-quality technical education with the motto of caring students for their future goals and aspirations. Initially the Institute started with 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.

Over the course of the past fourteen years, the institute has experienced significant growth, expanding its initial intake of 360 students to 420 for undergraduate courses with the successful addition of one UG course viz Mechanical Engineering and two Diploma/Polytechnic courses viz. Electrical Engineering (DEE) and Civil Engineering (DCE) with an intake of 120 students. Additionally, two postgraduate courses- Master in Computer Application (MCA), Master in Business Administration (MBA) have been introduced, allowing for a total intake of 120 students in those PG programs. All the courses are approved by AICTE, Govt. of India and affiliated to Maulana Abul Kalam Azad University of Technology (MAKAUT), previously known as West Bengal University of Technology (WBUT), Govt. of West Bengal. Strategically located in the industrial hub of Barrackpore, the institute enjoys convenient connectivity via road, railway, and close proximity to Kolkata International Airport, Howrah, Sealdah, and Kolkata railway stations, which serve as gateways to the city of joy. With a strong emphasis on eco-friendliness and pollution-free surroundings, the entire campus is designated as smoke-free and plastic-free.

Various Committee(s)/Club(s) such as the NSS (National Service Scheme), Internal Complaint Committee (earlier Women's Cell), SC/ST Committee, Minority Committee, Yoga,Self Defence for women etc. organize awareness and sensitization programs on diverse social issues. The Institution's Innovation Council (IIC) of RERFGI plays a crucial role to systematically foster the culture of innovation and start-up ecosystem. IIC Cell provides a platform for students to explore their entrepreneurial aspirations, organizes workshops/seminars. It plays a vital role in shaping future entrepreneurs and contributing to the growth and development of the economy through a pathbreaking platform, called 'Startupshala'.

Vision

'Uttishthata Jagrata Prapya Varan Nibodhata' (Arise, Awake and Stop not till the goal is reached): Holistic development of the stakeholders.

Led by the essence of Katha Upanishad and Swami Vivekananda "Uttishthata Jagrata Prapya Varan Nibodhata," i.e. "Arise, Awake and Stop not till the goal is reached", RERF Group of Institutions' vision is to attain quality education by keeping pace with changing technologies and bringing out professionals with a sense of social responsibility, competent of making significant contributions to both personal and national abundance.

Mission

To actualize the Vision of Regent Education and Research Foundation, the college has presented its Mission statement, which explicitly declares its unwavering dedication.

- To foster a favorable learning atmosphere through continuous enhancement.
- To facilitate a cutting-edge learning process, where education is contextualized in the changes, necessities, and trials of the real world.
- To spark the intellects of the students to explore their individuality, adapt, and acknowledge diversity
- To equip the learners with a mature mind and heart, proficient in critical thinking, innovation, and experimentation, which empower them to become leaders
- To support students in building meaningful careers by enhancing their employability aptitudes and to nurture among the students the passion for exploration, creativity, and enterprise.
- To enable the students and faculties with the means of knowledge creation and promote their self-sufficiency
- To promise a dedication to establish a connection with nature, fellow beings, and their own deeper selves
- To promote students and staffs as an accountable tech-members of society with social, moral and ethical consideration.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Effective Management, Academics, Administration that adhere to the tenets of decentralization and collaboration with all involved parties.
- Wi-fi enabled campus with 24x7 CCTV surveillance
- Modern ICT enabled and smart classrooms
- Well-equipped Learning Resource center with large collection of updated books, journals, newspapers, and e-journals.
- Zero fee charged on all books. Free book bank facilities for all the students throughout the life.
- Fully furnished state-of-the-art laboratories for both undergraduate and postgraduate students.
- Prioritize students' involvement in diverse co-curricular and extra-curricular activities. A dynamic NSS unit actively contributing to Corporate Social Responsibility (CSR) and Educational Social Responsibility (ESR).
- Recognition Program for top achievers in sports, and other extra-curricular activities.
- Dynamic Alumni Association focuses on entrepreneurship.
- Offering ADD-ON courses based on industry demand in collaboration with vibrant departmental associations.
- Competent and Experienced faculties – A good no. of the teaching staff possess more than 10 years of teaching experience. Additionally, faculty members include experts from reputed industries and research organizations
- Availability of purified(RO) drinking water
- Consistent incorporation of meditation and Yoga practices
- Ensures a secure campus environment, free from external influences
- Maintains Green and an environmentally sustainable and plastic-free campus.
- An active Career guidance and placement cell, offering training for improved employability and campus placement opportunities.
- Established Memorandums of Understanding (MOUs) with industries to facilitate hands-on training for

the students.

- Tuition fee waivers for economically backward meritorious students.
- Scholarships to the meritorious students (5-6 Crore approx. per year in the past two consecutive years).

Institutional Weakness

- The college is associated with Maulana Abul Kalam Azad University of Technology (MAKAUT) and is obliged to abide by the curriculum set by the mentioned University, thus precluding any room for flexibility in curriculum design and delivery.
- The College currently offers two post-graduate courses, and it should prioritize expanding its post-graduate offerings and can cater to a broader range of academic interests and provide more advanced educational opportunities to students pursuing higher studies.
- Need to improve placements in core companies
- There is a limited number of industries and R&D organizations in close proximity to the institution.
- Fostering academic partnerships with international universities is highly desirable.
- A number of approved seats (1st-year admissions) remain vacant due to limited candidates for the state-level entrance examination. Nevertheless, all these vacant seats have been filled through lateral entry mode.

Institutional Opportunity

- The scheme 'Earn while you learn' has the potential for extension and expansion, particularly by collaborating with start-up companies founded by the institution's alumni. This allows students to gain practical experience and earn an income while pursuing their studies, fostering a valuable connection between the alumni's entrepreneurial ventures and the current student body.
- The alumni can play a vital role in guiding and mentoring current students, sharing their experiences, and providing valuable insights into various career paths and the college can harness the expertise and experiences of its alumni to enhance the overall educational experience and professional development of its students, creating a supportive and well-connected educational ecosystem.
- Establishing itself as a prominent center for startups (i.e. a start-up hub) driven by engineering graduates.
- Strive to achieve “Education for all” which aims to ensure that individuals from all walks of life have equal opportunities to receive a decent education without being hindered by financial barriers. By supporting and achieving this goal, societies can empower their citizens, foster social mobility, and promote overall development and prosperity.
- Fostering collaborations and formalizing partnerships through Memorandums of Understanding (MOUs) with esteemed industries, government organizations, and agencies is a strategic approach to enhance industry-institute interaction.
- Establish faculty exchange initiatives with different national and international institutes
- Augment the count of doctoral studies (PhDs)
- Enhance the quality and frequency of publications in peer-reviewed journals.
- Introducing additional certificate programs to meet the surging demand for skilled professionals.
- Involve industry personnel from diverse domains for enhanced academic engagement.
- Identify appropriate funding opportunities in research organizations, government agencies, and central government bodies and sponsored research projects
- Emphasize the utilization of alternative and renewable energy (non-conventional) sources.

- Strengthening and expanding various community service initiatives, the institution is actively contributing to the overall progress and welfare of society. These efforts can be enlarged with a wide range of activities, such as volunteering programs, social outreach projects, environmental conservation initiatives, health awareness campaigns, and educational support for underprivileged communities with the aims to foster a positive impact on society and instill a sense of responsibility and empathy among its students, faculty, and staff.

Institutional Challenge

- The employment prospects for graduates in the core areas such as Civil Engineering, Mechanical Engineering etc. have experienced a downturn and as a result the waning interest among students in core disciplines are on the rise.
- Now a days non-local students are not giving preference for admission in Kolkata and West Bengal
- A considerable number of students prefer to pursue admissions outside West Bengal
- The distance between Kolkata, the main city and the college, along with the associated transportation expenses, has a substantial influence on the enrollment of students.
- Keeping pace with the ongoing global advancements in curriculum design, pedagogy and research, characterized by rapid technological progress, the need to promptly adjust and adapt is increasingly challenging due to the limitations imposed by the academic curriculum dictated by MAKAUT, the affiliating institution.
- There is a diminishing presence of dedicated and quality Ph.D faculty members with genuine enthusiasm for teaching.
- The number of international job placements for students.
- The funding generation for research projects becomes difficult owing to the structure of self-financing colleges.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

Regent Education and Research Foundation Group of Institutions, being an affiliated college of the esteemed Maulana Abul Kalam Azad University of Technology (MAKAUT), adheres to the syllabus designed and prescribed by the University. Effective curriculum delivery is ensured through a systematic process that encompasses the followings:

- Regent Education and Research Foundation Group of Institutions (RERFGI) plans its academic sessions, crafting timely academic calendars and timetables while carefully distributing courses.
- The faculties carefully analyzes the learning goals, course objectives (COs) and programme Objective (POs) set for the students. Faculties then design teaching strategy that aligns with the identified objectives.
- In a digital age, the preparation of online learning materials has gained significance. Faculties share e-books, video tutorials, online quizzes, and web-based platforms like MOOCS, SAWAYAM, NPTEL etc. to complement traditional learning resources.
- Institute follows proper Mentor-Mentee system which plays a pivotal role in supporting the academic, personal, and professional growth of students. The primary purpose of the mentor-mentee system is to facilitate learning and support for the mentee as they navigate their journey towards personal and

professional development.

- Seminars and workshops, guest lectures, industrial visit and training program are organised on regular basis to the holistic development of students.
- Following the curriculum of Maulana Abul Kalam Azad University of Technology (MAKAUT), RERFGI evaluate students through Continuous Evaluation (CA), Continuous Internal Evaluation (CIA) and Semester Examination. Other than this periodic assignment is given to the students.
- By analysing the performances of students, Slow Learners and Advance Learner are identified. Slow learners receive the targeted support like tutorial / remedial classes and remedial Evening Classes. Advance Learners on the other hand are encourage to participate in various additional training such as preparation for competitive examination.
- Value education like NSS, Yoga, Self-defence, Photography etc. are conducted in RERFGI to instil positive values in the minds of the budding engineers. Top of Form
- To ensure continuous improvement, the college actively seeks feedback from all the stakeholders. The feedback is analysed by the Academic council and reports are prepared. Based on the report, the Academic Council implement various improvement through IQAC and Departmental Advisory Committee.

Teaching-learning and Evaluation

The college adheres to a well-organized and transparent process from admission to examination. The sanctioned intake for different UG and PG courses serves as the determining factor for admitting students, following the government's reservation policy in accordance with the prescribed norms. The admission to various programs is conducted in accordance with the guidelines provided by the Directorate of Technical Education (DTE), Government of West Bengal.

The Teaching-Learning Process holds significant importance as a parameter in Outcome-Based Education (OBE). The teaching fraternity comprises a substantial number of qualified members and a majority of the faculty have embraced both traditional and ICT tools to ensure effective delivery of education. In addition to ICT-based techniques, innovative pedagogies such as flipped classrooms, blended learning, real-world applications, case discussions, role plays, and micro-research projects are also integrated by the teachers. Remedial classes, assignments and special evening classes cater to the needs of slower learners, while advanced learners are encouraged to pursue research and innovative ideas. Financially disadvantaged meritorious students receive support through book bank facilities. The college developed its own studio interface for live digital classes during the pandemic. Lecture videos, practical sessions, and presentations were uploaded on Youtube.

Conferences/seminars, workshops, projects, and panel discussions are organized concurrently to offer experiential learning opportunities, exposure to practical aspects, and insights into the latest advances in research. RERF has implemented the Programme Outcomes (POs), Course Outcomes (COs), Programme Specific Outcomes (PSOs) and attainment of POs and PSOs, as recommended by Maulana Abul Kalam Azad University of Technology (MAKAUT). Co-curricular activities and industrial visits are actively encouraged for student participation.

The college maintains a strong internal assessment mechanism to monitor and assess student progress.

Continuous assessment methods like projects, group discussions, assignments, class tests are utilized. University examination results are discussed in departmental and Academic Council meetings. Grievance Redressal Committee addresses any internal exam-related grievances of students. IQAC collects feedback from both students and other stakeholders to implement continuous improvements. RERF Students' Code of Conduct has been meticulously designed and these processes ensure fair and uniform conduct for all the students of the College.

Research, Innovations and Extension

At the core of RERFGI's innovative ecosystem lies the Research and Development (R&D) cell, orchestrating and aligning research and innovation endeavors with the institute's academic and innovative aspirations. The internal institutional funding support bolsters ambitious research and innovation projects within the foundation.

The R&D cell also fervently advocates for academic progression, motivating faculty members to engage in research activities resulting in scholarly publications and patents. It regularly organizes Faculty Development Programs (FDPs), Short Term Training Programs (STTPs), Technical Workshops, Seminars, and National and International Conferences foster intellectual curiosity, expose participants to cutting-edge trends, and facilitate collaborative learning and networking opportunities.

R&D cell aids students in transforming their projects into practical solutions through mentorship and resources. It introduced an Intellectual Property Rights (IPR) awareness campaign, establishing an IPR Cell in 2021 to educate about patent filing, copyrights, and trademarking, protecting their innovations.

The R&D Cell's scope expanded in 2021 with the introduction of the Robotics Club and the amalgamation of the Entrepreneurship Cell under the Institute Innovation Council (IIC). The Entrepreneurship Cell nurtures start-up ideas, providing guidance on transforming them into viable businesses. IIC, through its pioneering initiative 'Startupshala,' supports faculty and students in research and innovation efforts, fostering innovative thinking and entrepreneurial enthusiasm. The NSS unit monitors students' involvement in social activities, instilling a sense of obligation towards the community, while regular social responsibility initiatives cultivate a strong bond with the community.

During the COVID-19 pandemic, RERFGI extended support through food, shelter, relief camps, and distributing masks and sanitizers. The institution also organized programs for Barrackpore City Police, enhancing communication skills and cyber-security awareness.

RERFGI's commendable efforts have garnered praise and recognition, including acknowledgment for Blood Donation Camps and an interactive session with Ex-Wing Commander Rajesh Sharma. The 'Samajik Uttoran Program' in association with the institute's startup C&C (Career and Courses) garnered acclaim from the Government of West Bengal for providing free online coaching to over 5000 needy and meritorious students.

Regent Education and Research Foundation's innovative ecosystem, commitment to academic advancement, and extensive community engagement exemplify its dedication to holistic development, innovation, and societal welfare.

Infrastructure and Learning Resources

Regent Education & Research Foundation Group of Institutions (RERFGI), spanning 5.53 acres with an 18139 square meter built-up area, is situated in Kolkata's Barrackpore neighborhood, just 4.9 kilometers from Barrackpore Railway Station. Our facilities are designed to adhere to AICTE and MAKAUT standards, including state-of-the-art classrooms, ICT-enabled areas, well-equipped labs, and advanced computational tools to support effective teaching and learning.

Physical Facilities: RERFGI's physical amenities encompass ICT-based classrooms, engineering drawing rooms, workshops, reading room, central and digital libraries, and departmental libraries. The campus also houses a modern language lab, well-equipped labs, Wi-Fi, security services, ATM, CCTV surveillance, power generator, medical facilities, and transportation services, among others.

Computational Resources: The IT framework is strategically distributed throughout academic buildings, ensuring reliable, high-speed networks with exceptional bandwidth exceeding 500Mbps.

Sports Facilities: There is a well-maintained sports field, surrounded by lush greenery and hosts various sports, including cricket and football. The college actively organizes inter- and intra-college tournaments along with indoor games.

Extracurricular Activities: RERFGI organizes diverse cultural events, including Tech FEST, Farewell, Freshers' Welcome, and photography competitions, enhancing students' overall development. The college also hosts celebrations for occasions like Independence Day and Gandhi Jayanti.

Health and Hygiene Measures: The college's proactive approach includes periodic awareness campaigns, RO water facilities, sanitary napkin vending machines, and an FSSAI Certified Canteen, promoting students' well-being.

RERFGI's commitment to aiding students' academic aspirations is underscored by its provision of free books, addressing financial barriers and allowing students to focus on their education. The library, equipped with reprographics and cutting-edge technologies like IFW EduTech and ERP, provides extensive resources, including a comprehensive collection of physical books and digital resources.

The library operates beyond regular hours, fostering accessibility. The institution also subscribes to magazines like Yojna and Kurukshetra, aiding students preparing for competitive exams.

Managed by skilled experts, the college's IT infrastructure provides hardware provisions, software solutions, and network support for academic and administrative tasks. With a strong Wi-Fi network, students and faculty have consistent access to the internet, enabling effective communication and learning. The college's IT services encompass computers, Wi-Fi coverage, integration into the Campus Network, and UPS installations.

Student Support and Progression

Over the years, the Regent Education and Research Foundation Group of Institutions has proactively embarked on initiatives to enrich students' learning experiences and nurture their overall growth. Here's a synopsis of the institution's pursuits in key domains:

Scholarships and Freeships: RERFGI has been pivotal in extending financial aid to students through scholarships and freeships. This support is facilitated via collaborations with own funding, governmental and non-governmental entities. These endeavors have distinctly influenced students' academic journeys, furthering their educational ambitions.

Soft Skills, Language and Communication Skills: RERFGI emphasizes interpersonal communication, teamwork, and leadership. Audio-visual classes and constant monitoring amplify proficiency in written and spoken communication.

Life Skills: Life skills like yoga, physical fitness, health, and hygiene training are also given for holistic well-being of the students.

ICT/Computing Skills: Engineering and management students must equip with vital computer and information technology related competencies. Here the same has been incorporated with a commanding zeal.

Grievance Redressal/ Anti-ragging: RERFGI's approach to grievance redressal is guided by a commitment to adherence to established guidelines. To facilitate the reporting process, RERFGI offers various channels through which stakeholders can submit their grievances, including online and offline platforms. Dedicated and experienced faculty and staff members handle grievances sensitively and effectively. Anti ragging Committee and Squad are entrusted with creating awareness about the harmful effects of ragging and ensuring strict compliance with anti-ragging regulations.

Placement and Higher Education Progression:

The institution's initiatives have yielded praiseworthy results concerning student placements and progression to advanced education. This underscores the quality of education and readiness provided by the institution:

Students' Examination Achievements:

The institution takes pride in students' accomplishments in diverse state, national, and international examinations. These achievements span various disciplines, adding to the institution's reputation for academic excellence.

Participation in Sports and Cultural Programs:

Institution students enthusiastically engage in a myriad of sports and cultural events, bolstering holistic growth and showcasing their talents.

Alumni Association's Contribution: The institution benefits from an enrolled Alumni Association that assumes a pivotal role in its advancement. Through networking, mentoring and assorted services, the Alumni Association significantly contributes to the institution's progress and expansion.

Governance, Leadership and Management

Regent Education and Research Foundation Group of Institutions (RERFGI) demonstrates congruence between its governance and leadership and the institution's vision. This alignment is reflected in practical aspects like implementing the National Education Policy (NEP), steady institutional growth, decentralization, active governance involvement, and the crafting of short-term and long-term Institutional Perspective Plans.

RERFGI employs a collaborative and transparent governance model encompassing Management, Administrative, Academic, and Structural domains. The Management Board, including the Board of Governors, Academic Council, and Principal, crafts policies. Administrative governance is maintained by the Principal, Registrar, Department Heads, and IQAC for seamless administration. Student, faculty, and academic council inputs guide decision-making. Academic governance involves the Academic Council and Departmental Advisory Committee, overseeing curriculum. Structural governance ensures meticulous documentation, accounting, and stakeholder services.

Decentralized governance thrives through various committees, adhering to a bottom-up approach. Feedback from students and parents reaches the Department Advisory Committee, addressing concerns. The Library Committee enhances academic resources, while the Academic Council oversees plan execution. RERFGI's Research and Development Cell fosters innovation. IQAC enhances academic and administrative performance based on Academic Council insights. The Governing Body finalizes policies and budgets. Participatory Institutional Perspective Plans, involving teachers, staff, students, parents, and industry experts, promote entrepreneurial ideas and research. RERFGI adopts a robust performance appraisal system, benefiting teaching and non-teaching staff. Measures such as leave types, Provident Fund, wellness officers, insurance, and health checkups support employee welfare. The multi-level appraisal includes self-evaluation, student feedback, and peer review, fostering growth. Notably, the Best Teacher Award motivates faculty.

The institution efficiently manages resources through audits, both internal and external. The internal auditor ensures strong internal controls, while the external auditor examines annual financial statements, ensuring transparency.

The IQAC significantly institutionalizes quality assurance. Through exams, technology integration, student feedback, industry ties, and research encouragement, IQAC enhances academia and operations.

Institutional Values and Best Practices

Gender equality is a crucial human right, demonstrating how societal structures impact opportunities for various groups. The institute maintains high ethical standards and a zero-tolerance stance against gender discrimination and harassment. The Internal Complaints Committee (ICC) ensures compliance with relevant guidelines. Encounters with female professionals foster gender awareness. Workshops on topics like women's rights, health, and self-defense are held. Sanitary napkin vending machines promote hygiene. Women's presence is evident in administrative roles and various activities. ICC and NSS Committee organize events promoting women's empowerment, celebrating national occasions and special days. The institute fosters an inclusive environment by celebrating Republic Day, organizing Swachh Bharat Abhiyan, and implementing various government scholarship schemes. There's a dress code for social harmony. Sensitization on constitutional obligations, values, rights, duties, and responsibilities occurs through curricular and extracurricular activities. National Constitution Day is observed. A code of conduct is followed, and Values and Ethics in Profession are

taught. NSS cell conducts programs on fundamental duties and rights, Swachh Bharat Abhiyan, and International Yoga Day. ICC and IIC cells organize various awareness programs and commemorations.

Institutional best practices encompass a dedicated Scholarship Cell and a Government Service Preparation initiative. The Scholarship Cell bridges students with financial aid. Scholarships are provided to rural and economically disadvantaged students, prioritizing girl child education. Collaboration with 'Scholarshipforme.com' enhances opportunities. The Government Service Preparation Cell readies students for competitive exams, enhancing employability. It diversifies career options and fosters personal growth. The process includes identifying exams, forming a specialized cell, providing study material, expert faculty, classes, mock tests, and skills development. Newspaper reading and personality enhancement are integral. Regular updates and career counselling keep students informed. RERFGI alumni's diverse roles showcase success.

'Startupshala' initiatives involve creating an ecosystem for entrepreneurship. Focus areas include Electronics, Education, Manufacturing, Environment Management, Rural Development, and Assistance for Differently Abled Persons. Startupshala facilitates business development, networking, infrastructure, and mentorship. Successful ventures like 'Career and Courses' offer innovative education, 'SchoolDekho' aids school selection, and 'ScholarshipForMe.com' assists underprivileged students. These initiatives impact society socially and economically, contributing to employment and distinction for the institution.

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. - MOHANPUR, NORTH 24 PARGANAS, BARRACKPORE, 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	Samik Chakraborty	033-30085432	9477122412	033-30085442	principalrerf@regent.ac.in
IQAC / CIQA coordinator	Subhankar Ghosh	033-30085434	8918313743	033-30085442	registrar@regent.ac.in

Status of the Institution	
Institution Status	Private and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details

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

Details of UGC recognition

Under Section	Date	View Document
2f of UGC		
12B of UGC		

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
AICTE	View Document	15-05-2023	12	Current EOA
AICTE	View Document	15-05-2023	12	Current EOA

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. - MOHANPUR, NORTH 24 PARGANAS, BARRACKPORE, WEST BENGAL, KOLKATA - 700121	Urban	5.53	15760

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/ Course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BTech,Civil Engineering	48	Higher Secondary	English	120	19
UG	BTech,Computer Science Engineering	48	Higher Secondary	English	60	53
UG	BTech,Electrical And Electronics Engineering	48	Higher Secondary	English	60	4
UG	BTech,Electrical Engineering	48	Higher Secondary	English	60	18
UG	BTech,Electronics And Communication Engineering	48	Higher Secondary	English	60	9
UG	BTech,Mechanical Engineering	48	Higher Secondary	English	60	14
PG	MBA,Master s In Business Administration	24	Graduation	English	60	53
PG	MCA,Master s In Computer Application	24	Graduation	English	60	43

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				21				71			
Recruited	2	2	0	4	9	5	0	14	39	32	0	71
Yet to Recruit	4				7				0			

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						60
Recruited	47		13		0	60
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				15
Recruited	12	3	0	15
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/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	2	2	0	9	5	0	3	1	0	22
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	47	31	0	78
UG	0	0	0	0	0	0	0	0	0	0

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

Part Time Teachers										
Highest Qualification	Professor			Associate Professor			Assistant Professor			Total
	Male	Female	Others	Male	Female	Others	Male	Female	Others	
D.sc/D.Litt/LLD/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	0	0	0	0
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	2	3	0	5
UG	0	0	0	0	0	0	0	0	0	0

Details of Visting/Guest Faculties					
Number of Visiting/Guest Faculty engaged with the college?	Male		Female	Others	Total
		3	2	0	

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	92	8	0	0	100
	Female	16	1	0	0	17
	Others	0	0	0	0	0
PG	Male	62	4	0	0	66
	Female	26	4	0	0	30
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	15	22	19	18
	Female	2	1	4	4
	Others	0	0	0	0
ST	Male	0	0	2	0
	Female	0	0	0	0
	Others	0	0	0	0
OBC	Male	16	22	31	27
	Female	3	4	9	6
	Others	0	0	0	0
General	Male	112	110	106	116
	Female	39	38	28	35
	Others	0	0	0	0
Others	Male	7	9	6	5
	Female	1	0	2	2
	Others	0	1	0	0
Total		195	207	207	213

Institutional preparedness for NEP

1. Multidisciplinary/interdisciplinary:	National Education Policy has been proposed to provide high quality education for developing human resources in our country capable to be expertise in the respective field. To employ NEP in our institute a discussion has been made among all the staff members to work on its principles as a combination of different curriculum with technological innovations in teaching – learning process, encouraging logical decision making and innovation, critical thinking and creativity. The Institute is affiliated to Maulana Abul Kalam Azad University of Technology, West Bengal. The Academic programs are designed by the university include Multidisciplinary or Interdisciplinary courses. Few of them are value based and environment-based subjects like Professional Ethics, Environmental studies, Principles of Management etc. All programs are designed in such a way that the students get maximum knowledge in different subjects offered by other Departments and also from MOOCs through various online platforms. There are also various co-curricular/extra-curricular activities such as Tech fest, Photographic club, annual` Sports, NSS activities etc. for the students. It can be said that the Institute is proactively working towards implementation of the suggestions given in the University following NEP Guidelines.
2. Academic bank of credits (ABC):	The National Academic Depository, a government initiative to provide an online archive for all academic awards under the Digital India Programme. MAKAUT being a state university is an official member of the Board. The Academic Bank of Credits (ABC) scheme has provisions of creating a digital infrastructure that will store the academic credits of the students of various higher education institutions within the country. RERFGI as the affiliating institute will formally register in the ABC portal as soon as the resolution is being approved by the higher academic bodies. A suitable technological support system will be developed for ABC monitoring.
3. Skill development:	Since this College is affiliated to MAKAUT, skill development programs are extended to students when the University offers the courses. Industrial training/Internships are offered to final year students to familiarize with the industry environment. Apart from this, the institute has an online platform to

strengthen the technical, vocational and soft skills of the students. The training cell of this institute also organizes different programs for the students to cope up with the current trends required for the industries. Special night classes have been organized for the enhancement of employability for the weaker students. It is important to empower students with skill-based training as the development of our economy depends upon them. The skill development process helps students think beyond grades. It helps them tap into their capabilities, develop real-life skills and prepare themselves to be successful in the careers of their choice. Different skill development courses like Java, Python, Graphics, Auto cad, Photoshop & SEO are conducted through offline or online mode under various MOOCS courses. Although, they do not always offer academic credits, these courses may offer certification, enhance employment opportunities or further studies. Soft skill and grooming classes have been conducted as a part of skill development program in the institute. The institute follows the curriculum on soft skill development in different semesters with the set up of the Language laboratory. Soft skills play a critical role in the career growth of individuals. The expectations begin with the basic foundation of ethics, integrity and values. Equally non-negotiable criteria are a strong work ethic and a professional and positive attitude. Soft skills encompass a wide terrain of personal and interpersonal attributes. It must be recognized that starting from the apparent; simplest of gestures like everyday exchange of pleasantries to the complex paraphernalia of circumstances that call for effective troubleshooting or conflict management, each situation is different. Teaming, interpersonal and communication skills are also key imperatives from companies also assess skills such as problem solving, troubleshooting as well as listening skills, consisting and predictability. Time management is another skill that helps companies appreciate the self -discipline practiced by employees. Soft skills are intangible. Only a keen observation can bring out the multifaceted personality of a person over time. Education and skill development go hand-in-hand preparing students for the pressures and demands of today's challenging world.

4. Appropriate integration of Indian Knowledge

All NSS activities carried out in the college campus

<p>system (teaching in Indian Language, culture, using online course):</p>	<p>and its surroundings in local Bengali language in order to support and incorporate the local language. As per directive from AICTE faculties are encouraged to publish books for B.Tech students in local languages. Our faculty members have taken the initiative regarding the matter. In the programs we follow traditional Bengali culture. Since the majority of our students are from rural and suburban area, they are able to express themselves in any language. So we have arranged special classes in the evening which are conducted in Bengali language.</p>
<p>5. Focus on Outcome based education (OBE):</p>	<p>The institution, affiliated to MAKAUT, abides by the rules as and when they are given, and whenever possible, it uses a variety of teaching methods, such as lectures, seminars, tutorials/workshops/practical and project-based learning field work, technology-enhanced learning internships and apprenticeships, and research work. All of the modules are available as outcomes-based education (OBE), which is created with consideration for local and global needs. Every subject's course objectives are clearly stated in the curriculum itself by MAKAUT. With a clear set of Programme Outcomes and Course Outcomes starting from 2018–19, the Institute has introduced outcome-based education. All courses are created with the outcomes of remembering, understanding, applying, analyzing, evaluating, and creating in mind. In addition to domain-specific knowledge, learning outcomes at all levels guarantee social responsibility, morality, and entrepreneurial abilities so that students actively contribute to the country's economic, environmental, and social well-being. The PO philosophy is also in line with the course objectives (COs).</p>
<p>6. Distance education/online education:</p>	<p>The faculties of RERF has already utilized for teaching various online platforms like Google Class rooms, Zoom, WhatsApp, Skype etc., especially in the COVID-19 pandemic situation. Presently, there are no barriers for online education because the entire college campus is Wi-Fi enabled and has LCD Projectors installed in the classrooms. After the pandemic teachers and students have fully utilized the blended form of teaching and learning process. In the pandemic situation the faculties have used Google Classrooms to share learning materials, tutorials videos etc. with the students. The faculty members also upgrade themselves by using different MOOCs</p>

	<p>and other online platforms for teaching and learning through FDP, STTP etc. To prepare the students for their career development, the institution has started online grooming classes in the evening through Career and Courses. We have also organized a number of events, meetings, conferences and seminars using an internet platform. Faculty members and students are encouraged to take MOOCS courses every year. These initiatives can be seen as the new standard which is the New Education Policy also aims to achieve.</p>
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Institutional Initiatives for Electoral Literacy

1. Whether Electoral Literacy Club (ELC) has been set up in the College?	It was established in 2019
2. Whether students' co-ordinator and co-ordinating faculty members are appointed by the College and whether the ELCs are functional? Whether the ELCs are representative in character?	Sl. No. Year Faculty Coordinator Student Coordinator 1. 2019-2020 Ms. Amrita Chakraborty 2. 2020-2021 Ms. Amrita Chakraborty 3. 2021-2022 Ms. Amrita Chakraborty 4. 2022-2023 Ms. Amrita Chakraborty
3. What innovative programmes and initiatives undertaken by the ELCs? These may include voluntary contribution by the students in electoral processes-participation in voter registration of students and communities where they come from, assisting district election administration in conduct of poll, voter awareness campaigns, promotion of ethical voting, enhancing participation of the under privileged sections of society especially transgender, commercial sex workers, disabled persons, senior citizens, etc.	1. Organized Voter awareness camp for disabled persons & senior citizen at various places. 2. Special Guest Lectures conducted for the awareness of in-house students. 3. Voter Registration Programme for the eligible students in the campus. 4. Participation of students in Human Chain making for Electoral Awareness. 5. Conduction of Orientation Training Programme. 6. Voter awareness campaign conducted at various places in North 24 PGS district. 7. Ethical Voting Promotion. 8. Right to vote – Poster Competition for College Students. 9. Participation in Parliamentary Election Duty.
4. Any socially relevant projects/initiatives taken by College in electoral related issues especially research projects, surveys, awareness drives, creating content, publications highlighting their contribution to advancing democratic values and participation in electoral processes, etc.	1. Students actively participated the Government Programs in Electoral process. 2. The institution has arranged facilities in the premises to conduct training programs to the faculty members. 3. Conducted Teachers Constituency voter awareness & registration drive in North 24 PGS district. 4. Organized Graduate Constituency voter awareness & registration drive in North 24 PGS district.
5. Extent of students above 18 years who are yet to be enrolled as voters in the electoral roll and efforts by	1. The students above the age of 18 years are cultured to be the registered voter by way of awareness camps

ELCs as well as efforts by the College to institutionalize mechanisms to register eligible students as voters.

and pledge. 2. The ELC conducts year-wise camps for the same.

Extended Profile

1 Students

1.1

Number of students year wise during the last five years

2022-23	2021-22	2020-21	2019-20	2018-19
1567	1605	1462	1432	1452

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2 Teachers

2.1

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

Response: 140

File Description	Document
Upload Supporting Document	View Document
Institutional data in prescribed format	View Document

2.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
79	106	114	116	97

3 Institution

3.1

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

2022-23	2021-22	2020-21	2019-20	2018-19
123.61319	126.04	95.64	257.14	219.71

File Description	Document
Upload Supporting Document	View Document

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

1.1.1

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

Response:

Regent Education and Research Foundation Group of Institutions is affiliated to Maulana Abul Kalam Azad University of Technology (MAKAUT), West Bengal. The institution not only follows the university curriculum in both letter and spirit, but also engages into path breaking and innovative learning along with future relevant co-curricular activities in order to maintain its mission and vision. This is done through the following:

- The plan of activity and its execution starts with the preparation of Academic calendar. It takes place under the guidance of Academic Council in coordination with Internal Quality Assurance Cell (IQAC) and in assistance with different committees viz. routine committee, examination committee etc.
- Theory and laboratory classes are conducted in hybrid mode. Structured methods are used in the classroom for monitoring and the institution tracks student's development and progress. Periodical assessments, group discussion, paper presentation in conferences, project work/industrial training etc. are conducted in every academic year.
- Mandatory Additional Requirement (MAR) is an integral part of the course curriculum of the University. Technical model making competition, annual sports, blood donation, tree plantation etc. are conducted for MAR activities.
- Institution has earmarked guidelines for identifying both slow and advanced learners. Remedial evening classes are provided for slow learners & advanced learners are encouraged to participate MOOCS and other advanced classes for GATE, WBCS, IBPS etc. As well as students are encouraged to participate in different institutional Add-on certificate program and this will affect to enhance their employability.
- Instead of offering a conventional education, the language laboratory is utilized for developing soft skill of the students. ICT (Information and Communication Technology) enabled classroom and smart classrooms help students for a smoother knowledge gain.
- Most of the students of our institute are from either rural or urban area. They don't have much exposure in communication through English. For this reason, the institute have arranged the newspaper reading and vocabulary building activities with the students through projector and white board at Language lab.
- Departmental Advisory Committee regularly supervises learning objectives and outcomes. COs are established in accordance with Bloom's Taxonomy and are mapped with POs to determine the attainment. Class notes, lecture videos, assignments etc. are shared via Google Classroom and Institute's Learning Management System.
- FDPs/ conferences/seminars/webinars etc. are organized and attended by the faculty members to upgrade their pedagogical skills.

- University provides an academic calendar for all degree programs which includes course commencement dates, Continuous Assessment (CA-1, CA-2, CA-3, CA-4) and details of semester examinations etc. All activities including conduction of Continuous Internal Evaluations (CIEs), department follows the established methodologies and plan their course of action accordingly.
- The tentative dates for all the co-curricular and extra-curricular activities viz. seminars, webinars and other activities of different cells and committees are mentioned in the academic calendar. All activities are carried out in accordance to the event schedule.
- For the purpose of effective monitoring and holistic development, the institution regularly collects, analyzes and takes action on the feedback received from all of its stakeholders like students, faculties, parents, alumni etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.2 Academic Flexibility

1.2.1

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

Response: 267

File Description	Document
List of students and the attendance sheet for the above mentioned programs	View Document
Institutional programme brochure/notice for Certificate/Value added programs with course modules and outcomes	View Document
Institutional data in the prescribed format	View Document
Evidence of course completion, like course completion certificate etc. Apart from the above:	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Other Upload Files

1

[View Document](#)

1.2.2

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

Response: 30.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
930	698	299	48	338

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.3 Curriculum Enrichment**1.3.1**

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

Response:

Our institution integrates various social issues such as moral values, human values, professional ethics, ethical values, gender equality and environmental awareness into our curriculum.

Professional Ethics

The curriculum for first-year students includes an Induction Program that emphasizes values and ethics, yoga, self-confidence, time management, anger management, stress management, personality development, self-improvement etc. The university curriculum for each program specifies that mandatory professional ethics courses are significant components. Indian Constitution, Values & Ethics in Profession and Indian Ethics & Business Ethics are included in the curriculum to help student's development more effectively. In order to help students become familiar with communication dynamics and get through communication barriers, technical communication and Professional Ethics are included in the curriculum. These courses provide students with a free environment where they can share their ideas and acquire moral competence.

Along with the regular curriculum the college celebrates National and International important dates such

as:

- Republic Day
- Women's Day
- Independence Day
- Teacher's Day
- International Yoga Day

These events also help students to develop their moral, ethical and social values. Overall the institute provides continuous efforts so that students possess comprehensive understanding of the social and ethical implications.

Gender & Human Values

Gender discrimination does not occur in our institution because both genders are provided equal opportunity in terms of admission, job, training program, sports activities etc. The institution encourages and supports female staff and students to take part in activities that assist women's empowerment and the development of women's leadership skills. Our institution also integrates gender equality & Human values. Both boys and girls take part in a variety of extracurricular activities, including group talks, technical quizzes, paper presentations and poster competitions etc. Different clubs like photography club, NDLI club, Robotics club etc. related to academic, co-curricular and recreational activities are open for both boys and girls.

The Internal Complaint Committee (ICC) formerly known as Women's cell is an integral part of this institution. Members of these groups advise and raise gender awareness for students and provide safety and security related issues for students, staffs and faculties.

Significant subjects like Indian Constitution, Values & Ethics in Profession, etc. are included as part of the curriculum on Gender equality & human values, according to the university curriculum.

Environment and Sustainability

The curriculum includes subjects like Environmental Sciences, Environmental Engineering & Elementary Biology, and Environment & Ecology with a focus on ecosystems, their balance and long-term sustainability. The courses are designed by the university to increase student's environmental awareness and environmental relevance. Environmental awareness is essential to protect the environment and human survival. For environmental sustainability, the institution has already completed projects on

- Rain water harvesting,
- Traffic blinker light by solar system
- Automatic solar street light

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

1.3.2

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

Response: 36.31

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

Response: 569

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

1.4 Feedback System**1.4.1**

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

Response: A. Feedback collected, analysed, action taken& communicated to the relevant bodies and feedback hosted on the institutional website

File Description	Document
Feedback analysis report submitted to appropriate bodies	View Document
At least 4 filled-in feedback form from different stake holders like Students, Teachers, Employers, Alumni etc.	View Document
Action taken report on the feedback analysis	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document
Link of institution's website where comprehensive feedback, its analytics and action taken report are hosted	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

Enrolment percentage

Response: 37.04

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

2022-23	2021-22	2020-21	2019-20	2018-19
213	207	207	195	178

2.1.1.2 Number of sanctioned seats year wise during last five years

2022-23	2021-22	2020-21	2019-20	2018-19
540	540	540	540	540

File Description

Document

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

2.1.2

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

Response: 24.61

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

2022-23	2021-22	2020-21	2019-20	2018-19
58	67	64	54	56

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

2022-23	2021-22	2020-21	2019-20	2018-19
264	264	264	264	264

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

2.2 Student Teacher Ratio

2.2.1

Student – Full time Teacher Ratio
(Data for the latest completed academic year)

Response: 19.84

2.3 Teaching- Learning Process

2.3.1

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

Response:

Curriculum Framework: Being a college affiliated to MAKAUT, we believe that the joy of learning increases with leaps and bounds when the learners get actively involved in the process. Involvement of the students makes the learning process more effective and meaningful. We follow the prescribed syllabus of MAKAUT, and within it we try to make it more learner friendly. We have a systematic format of identifying slow and advanced learners and accordingly we employ mechanisms for both slow and advance learners.

Use of NPTEL in learning: With SWAYAM PORTAL, students can select courses that are of interest to them. After passing the NPTEL assessment, credits are converted and shown on the course sheet. The different departments identify their slow learners and arrange regular evening classes for them. The students who are weak in English, are given special proficiency classes. Faculties also help the students to understand and decode the NPTEL lectures and explain the same in the regional language as we strongly believe that L1 plays a very crucial role in the learning of L2, which in turn helps in the learning -_process of the content subject.

Learning Through Entrepreneurship Cell: Students learn about entrepreneurship through small projects that teach them how to identify societal problems, engineers' role in solving them and startup opportunities. They learn how to prepare proposals, budget with a deep understanding of costs. We also help students to prepare DPR and provide special training. Guidance is provided for business plan writing, planning business, raising funds, strategy for revenue generation and all kinds of statutory requirements of start-ups.

Student-centric methods of assessment: Assessment is carried out in a variety of ways appropriate to the learning methods employed. In some cases, the assessment is traditional and in other cases, it is open-ended. New methods of assessment are used, such as mini-projects, innovation, use of working models, and presentations. In order to evaluate the learning results of courses that contain content that can be effectively demonstrated. Industry visits, internships, and projects that seek to address issues related to industry.

Feedback Mechanism: Students are more involved in the learning process where they get feedback from class committee meetings, tutors, and senior faculty members. Class committee meetings are held on a regular basis, and parents are updated on attendance and student performance. Parent-Teacher Meets are regular in our campus and this is conducted by the Departments.

Learning beyond the classroom: The institution offers a wide range of opportunities for all students to develop their abilities, knowledge and leadership through participation in various national and international conferences. Additionally, students are encouraged to attend various technical events.

Problem – Solving Methodologies: In addition to the traditional teaching-learning methods, the institute follows innovative student centric methods such as Workshops, Seminars, Virtual Lab , Simulation , Role play ,Video-Demonstration, Activity-based learning, Jigsaw , Think-Pair-Share , Flipped Classroom,Peer learning groups, Project- based learning, Real-time case studies, Worksheets, Mind map,Open book test, Research projects, Language games, Poster presentation, Public Speaking to encourage Participative, Problem-solving and Experiential-learning.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.4 Teacher Profile and Quality

2.4.1

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

Response: 92.42

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

2022-23	2021-22	2020-21	2019-20	2018-19
103	108	115	118	110

File Description	Document
Sanction letters indicating number of posts sanctioned by the competent authority (including Management sanctioned posts)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

2.4.2

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

Response: 8.98

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

2022-23	2021-22	2020-21	2019-20	2018-19
16	11	08	06	05

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

2.5 Evaluation Process and Reforms

2.5.1

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

Response:

The university guidelines for internal examination patterns are communicated to the students well in advance through the college website and in classrooms. The university circulars are communicated to the faculty members and students. Changes in schedules, patterns, methods are immediately notified to the students.

The internal examination committee comprises senior faculty members for effective monitoring and timely conduction of exams. Examination schedule (offered by the University) is prepared beforehand and communicated to the students through notice boards and the college website. The syllabi for the test are discussed with the students unit wise. The University conducts eight internal assessments and two semester examinations per academic year.

Assignments supporting the curricular aspects of the students and building their intellectual competence have to be mandatorily completed by the students..

Projects and presentations fostering peer learning and mentoring are encouraged. Regular writing work is given in some classes. Surprise tests are also conducted by the faculty.. This prepares the students to cope with examination anxiety, build up confidence and strengthen their foundation in the subjects of their choice. The eventual outcome of the entire setup has assisted the students to succeed.. During COVID -19 lockdown phase the oral/written internal evaluation for the Academic year 2020-21 and 21-22 was conducted through online mode by MAKAUT.

. Grievances associated with the internal and external examination are always welcome and necessary amendments and redressal are taken care of Internal Examination Cell. The entire internal examination schedule follows strict discipline and any sort of unfair means is not tolerated at any level. This has made

the system competent and user friendly and helpful.

Department Level

If a satisfying solution is not sought by the student from the faculty the matter is taken care of by the HOD who tries to solve the issue to the best of his ability.

College Level

If the matter is serious and the grievance is against the Department, then the Examination Committee and the Grievance Redressal Cell of the college steps in to find the best possible solution

University Level

Any grievance related to the course syllabi or evaluation methods is diverted to the University, the ultimate authority where the solution is sought. Any grievance related to questions drawn out of the syllabus, repeated questions, improper splitting of marks, missed scores, and incorrect numbering during external semester exams are addressed to the OIC Exam Conduction Cell, who responsibly and promptly forwards it to the university for seeking a quick solution. The university has the provision of re-assessment and students can apply for the same within fifteen days of declaration of results. Training sessions are organized in the college for preparing the teachers, senior supervisors, squad, nonteaching staff, etc., for invigilation duties to avoid incorrect entries of seat numbers by students, usage of unfair means, and any other exam-related issues.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6 Student Performance and Learning Outcomes

2.6.1

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

Response:

Program Outcomes (POs) : Program Outcomes (POs) should be

1. Student-centric, they should focus on the knowledge and skills of the person graduating.
2. It should be demonstrable and measurable. Use of action verbs such as explain, apply, design, interpret, create will help to make concrete and explicit actions.

Course Outcomes (COs) : The statements that help a student to understand the reason for pursuing a

definite course of study are known as COs. This will also help the students to identify the knowledge-base, skills and also the ability to demonstrate.

1. The Department Advisory Board approves the COs and POs.
2. All the POs and COs are reflected on the College website.
3. POs and COs are displayed in the respective Departments and in the common locations throughout the campus so that the students and staff members can have a proper knowledge of the same.

A well documented course outcome must be **SMART** :

- **SPECIFIC**
- **MEASURABLE**
- **ACHIEVABLE**
- **REALISTIC**
- **TIME BOUND**

All the COs and POs are reviewed during Departmental meetings.

During the parent teacher meet the parents are made aware of the Mission and Vision of the institute.

The Departmental advisory board frames the course outcomes, and these are further given to the students in the form of **Students' Handbook**. The Course Committee members elaborately discuss and map the course outcome and the program outcomes.

The COs and POs are provided by the affiliating University but at times they are modified and reframed according to need of the students.

COs and POs are communicated to the students in following ways:

- In the Students' Induction Program the COs are communicated to them.
- Subject teachers issue printed lesson plan on the first day of class.
- After completion of each Unit the course outcomes are reviewed once again.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.2

Attainment of POs and COs are evaluated.

Explain with evidence in a maximum of 500 words

Response:

1. The institutional priority is in the academic development of the teachers and students. The courses and syllabus are designed by the respective Department. The Programme Outcomes (POs) and Course Outcomes (COs) are intrinsic within the design of the Programme/Course. The Department philosophy and policy are reflected within the POs and COs.
2. The teachers actively participate in seminars, FDPs, workshops and curriculum meetings, regularly organized by the respective Departments at the University level to discuss the POs and COs.
3. The College periodically keeps track of academic course completion and co-curricular events taking place within the Institution. The conduct of classes is planned at the beginning of each semester in departmental meetings, wherein HODs establish a time frame for preparation of course outline and Lesson Plans for each subject in tune with the academic calendar. Updates are regularly collected and processed by HOD till the end of semester.
4. The teachers employ different mechanisms and strategies, like tutorial classes, special remedial classes, mentor-mentee system, to assist the slow and advanced learners to better achieve the POs and COs.
5. The College collects online feedback from students every semester regarding the teaching-learning process and infrastructural facilities. Analysis of the data collected is carried out by the Feedback Committee of the College. Ideas and suggestions are addressed to concerned personnel for required implementation. This also ensures smooth and effective fulfilment of POs and COs.
6. The IQAC reviews the POs and COs on a regular basis through Self-Evaluation Documents (SEDs) and Lesson Plans submitted by each faculty member as part of the process of internal and external academic audits. The IQAC guides the teachers to map the objective to the outcomes to analyse and document their attainment.
7. The focus of the POs and COs have been maintained even when the classes have transited to the online mode. Talks, discussions, guest lectures, webinars, e-resources, quizzes and online evaluation process, on a single platform of Google Meet ensured efficient functioning of the institution in the same direction.
8. The performance of students in University examinations and in different internal examinations is a parameter of outcome assessment. For the assessment of students, summative and formative approaches are followed to get intended learning outcomes.
9. Over the years, the institution has consistently exhibited student progression in terms of improved results. There has been a steep rise in the number of students passing out with higher CGPA, including positions in the University merit list. This is also a parameter by which the institution demonstrates successful and effective delivery of POs and the COs.
10. The academic and professional achievements of the students act as a yardstick to assess the efficacy of the outcomes. Taking cue from this, the Departments of the University review, modify and upgrade the course curriculum, syllabus and outcomes from time to time

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

2.6.3**Pass percentage of Students during last five years (excluding backlog students)****Response:** 100**2.6.3.1 Number of final year students who passed the university examination year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
492	463	457	460	416

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	463	457	460	416

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

2.7 Student Satisfaction Survey**2.7.1****Online student satisfaction survey regarding teaching learning process****Response:** 3.5

File Description	Document
Upload database of all students on roll as per data template	View Document

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

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

File Description

Document

Upload supporting document

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

3.2 Innovation Ecosystem

3.2.1

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

Response:

At the core of RERFGI's Innovation Ecosystem is the Research and Development (R&D) cell. This cell oversees all research and innovative work within the institute, ensuring they align with its academic and innovative objectives. One of the primary functions of the R&D cell is to secure the necessary funding for research projects. They actively pursue both internal institutional funding and external grants, providing essential financial support for ambitious research and innovation activities within the foundation. The R&D cell is also a strong advocate for academic advancement. It encourages academic members to pursue research, leading to scholarly publications, patents through the regular organization of Faculty Development Programs (FDPs), Short Term Training Programs (STTPs), Technical Workshops, Seminars, and National and International Conferences. These platforms stimulate intellectual curiosity, expose participants to the latest trends in their field, and provide opportunities for collaborative learning and networking. The R&D cell of RERF allows students to bring their projects to life, by offering mentorship and resources to turn them into viable real-world solutions.

Among its pioneering initiatives, the R&D cell has launched an awareness campaign about Intellectual Property Rights (IPR) and established an **IPR Cell in 2021**. The cell educates the academic community about patent filing, copyrights, and trademarking, providing a necessary shield for their innovations. Another initiative which was inculcated under the R&D Cell in 2021 is the **Robotics Club**.

The institute has an active Entrepreneurship Cell which encourages fresh start-up ideas and provides advice and assistance on how to start a new business and turn it into a source of employment. The college established Institute Innovation council (IIC) as per the guidelines provided by MHRD Innovation Cell (MIC) and AICTE in 2020. Soon after the formation of IIC Cell, the Entrepreneurship Cell was amalgamated with it. The Institution's Innovation Council (IIC), through its pathbreaking initiative '**Startupshala**' supports faculty and students in their research and innovation initiatives by regularly organizing various research and entrepreneurship awareness programs, both on-campus and off-campus. These initiatives have proven instrumental in encouraging innovative thinking and entrepreneurial zeal within the academic community.

Startupshala promotes the ideas for products / services, processes and procedures and supports the activities of individuals, companies and enterprises beyond conventional activities and facilitates them in the right environment, encourages untapped creativity to produce technology-based entrepreneurs. There is also a specially dedicated cell called the **Start-up Assistance Cell (SAC)** which helps the budding entrepreneur with the preparation of official paper work like Trade License, Opening Bank Account, GST Registration, Website development etc. The success of this center is marked by the success of its projects like *Career and Courses, School Dekho and Scholarship for Me*.

Since 2018 to 2023, **67** Research papers have been published in Journals, **14** Book Chapters, **5** Patents has been filed and published, **86** number of seminars/webinars and workshops were arranged, 12 MoUs signed with Industry. R&D Cell has approved and processed approximately grants of Rs. 17 lac for research paper, projects, publication of patents, conduction of seminar/webinar, conference and faculty development programs.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.2.2

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

Response: 74

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	29	33	1	1

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

3.3 Research Publications and Awards

3.3.1

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

Response: 0.26

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

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	07	01	02

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

3.3.2

Number of books and chapters in edited volumes/books published and papers published in national/ international conference proceedings per teacher during last five years**Response:** 0.09**3.3.2.1 Total number of books and chapters in edited volumes/books published and papers in national/ international conference proceedings year wise during last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	3	1	2

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

3.4 Extension Activities**3.4.1****Outcomes of Extension activities in the neighborhood community in terms of impact and sensitizing the students to social issues for their holistic development during the last five years.****Response:**

Regent Education and Research Foundation actively embraces its societal responsibilities through various extension activities. The institution promotes an institution-neighborhood community network and encourages student engagement in activities that contribute to good citizenship, service orientation, and holistic development.

One of the most significant cells of RERFGI is the National Social Scheme (NSS). The NSS Cell closely monitor students' participation and performance in various social movements and activities. The NSS unit is instrumental in nurturing a sense of responsibility among students towards their community. While the impact of these programs cannot be quantified directly, they invariably lead to a change in attitude towards the underprivileged and instill a willingness to share resources and expertise, significantly enhancing the students' overall personality.

The foundation takes an active role in community development by carrying out regular social responsibility activities. The NSS Units, comprising of faculty members and students, engage in several community development activities. These include cleaning villages, organizing free health check-up, tree plantation drives, adult education initiatives, and conducting educational sessions in village schools additionally support to underprivileged students by distributing books, uniforms, and other essential items. During COVID-19 pandemic, the institute provided food, shelter & special relief camp to the affected and distributed masks and sanitizers.

The Institutes as a part of extension activity has organized Computer Literacy program for the constables of Barrackpore City Police, provided training to Police personnel on improving communication skill and cyber security. This initiative serves dual purposes: elevating their professional interactions and fostering stronger community bonds.

The list of activities organized and conducted by the Institution in association with NSS Cell of Institution, Barrackpore Police, other local organization are –

- Tree Plantation
- Blood Donation Camp
- Gram Anukulan
- Celebration of World Environment Day
- Celebration of INTERNATIONAL YOGA DAY
- Interactive session with Ex-Wing Commander Rajesh Sharma, Indian Air Force
- Fund collection for Kerala
- Swachhta Pakhwara and International Youth Day
- Har Ghar Tiranga
- Rashtriya Poshan Maah
- Bharatiya Chhatra Sansad
- Celebration of NSS Day
- Clean India Campaign
- Online quiz on Youth Week

Regent Education and Research Foundation has been receiving praise and recognition for its tireless efforts for actively participating in various societal development activities. The Blood Donation Camp, organized in association with Dr. B.N. Bose Hospital, Barrackpore, and the interactive session with Ex-Wing Commander Rajesh Sharma, have been acknowledged by esteemed bodies. The Samajik Uttoran Program which the Institute started since 2021 in association with the Institute's startup CNC (Career and Course) has also received recognition from the Government of West Bengal for supporting needy meritorious students by providing free online coaching classes for NEET, JEE & WBJEE etc. More than 5000 needy and meritorious students had enrolled for the programme.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.2

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

Response:

The Regent Education and Research Foundation, situated at the heart of the community, stands as a beacon of holistic student development and a service-oriented ethos. On our vibrant campus, students blend their academic pursuits with robust civic responsibilities, diving deep into community outreach.

During the tiring times of the pandemic, the Foundation swiftly mobilized resources, setting up COVID relief and awareness camps. Our students and faculty became community pillars, distributing masks, sanitizers, and facilitating vaccinations. In addition, our commitment to societal well-being shines through in our blood donation camps, tree plantation drives, and clean village initiatives, each aimed at creating a healthier, greener, and more harmonious environment.

Through the *Samajik Uttoran Program* the Institute's endeavors have gone far beyond the realm of academics, reaching into the very heart of society. By providing free education and coaching classes to meritorious students, especially those faced with financial barriers, it plays a crucial role in nurturing dreams and shaping futures. Collaborations with local entities like West Bengal Police and Ramakrishna Mission Ashrama have amplified this impact, bringing quality education to every nook and corner. Whether it's during the pandemic with advanced digital classrooms or through continuous expansions to various regions, its influence is felt deeply within the community. The free coaching centers stand as testaments to a belief in potential, a commitment to excellence, and an unwavering support for those aspiring to succeed. This Samajik Uttoran Program has been recognized by the West Bengal Government, and endorsed by reputable media houses like Sukhobor, Sanmarga, Bartamaan, Ananda Bajar Patrika, and local newspapers.

Furthermore, the institute's initiatives and various activities of NSS Cell have garnered appreciation from the local community in Barrackpore. Many schools, the municipality, and gram panchayat have extended their thanks for the impactful work carried out by the institute. These recognitions not only emphasize the institute's commitment to education and community well-being but also highlight the harmonious collaboration with local bodies. Together, they echo the institute's vital role in building community ties and enriching the societal fabric.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

3.4.3

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

Response: 7

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

2022-23	2021-22	2020-21	2019-20	2018-19
06	00	00	00	01

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

3.5 Collaboration

3.5.1

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

Response: 12

File Description	Document
Summary of the functional MoUs/linkage/collaboration indicating start date, end date, nature of collaboration etc.	View Document
List of year wise activities and exchange should be provided	View Document
List and Copies of documents indicating the functional MoUs/linkage/collaborations activity-wise and year-wise	View Document
Institutional data in the prescribed format	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

The Institution has adequate infrastructure and other facilities for,

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

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

Response:

The Regent Education & Research Foundation Group of Institutions (RERFGI) spans 5.53 acres and has an 18139 square meter built-up area. It is located in the Barrackpore neighbourhood of Kolkata, 4.9 kilometres from the Barrackpore Railway Station. To facilitate good teaching and learning techniques, all physical amenities have been developed in accordance with AICTE and MAKAUT criteria. Our facilities include state of art classrooms, many ICT-enabled areas, suitably equipped laboratories, and cutting-edge computational tools dedicated to assist the teaching-learning process.

According to AICTE norms, the following instructional areas are available for Engineering and Technology Institutes:

Particulars	Number of Rooms available
Classrooms	31
Laboratories	36
Computer Laboratories	12
Workshop	01
Drawing Hall	02
Seminar Hall	01
Library	05
Language laboratory	01
Principal Cabin	01
Board Room	01
Office	01
Examination Control Office	01
Placement Office	01
Cabin for HODs	1 per Department
Faculty Rooms	1 per Department
Central Store and Maintenance	01
Security	01
Toilets (Ladies & Gents)	Adequate
Common room (Boys)	01
Common room (Girls)	01
Canteen	01

Stationery store	01
First aid cum sick room	01

Physical Facilities:

RERFGI features ICT based classrooms, engineering drawing rooms, workshops, reading room, a central library, digital library and departmental libraries. It also has a modern language lab, well-equipped labs, campus-wide Wi-Fi, security services, an ATM, round-the-clock CCTV surveillance, power generator, sick room, transportation services, on-call medical assistance including doctor and ambulance, lift facility, ramp and wheelchair, extensive fire safety measures and parking area.

Computational Resources:

The RERFGI IT framework is deliberately dispersed throughout academic buildings and laboratories. Reliable, fast networks connect every computing device. These networks provide exceptional bandwidth surpassing 500Mbps and internet connectivity through numerous Internet Service Providers (ISPs).

Sports Facilities:

The campus boasts a beautifully kept sports field that is surrounded by beautifully adorned trees and covered in lush green grass. This field hosts a number of sports, including cricket and football. The institution actively organizes inter- and intra-college tournaments in addition to providing a variety of indoor games.

Enriching Extracurricular Activities:

RERFGI hosts a variety of cultural events, including Tech FEST, Farewell, Freshers' Welcome, Teacher's Day, Wall magazine displays, and photography competitions. Other occasions include festivities for Independence Day, Gandhi Jayanti, and Vivekananda Jayanti. These efforts are intended to benefit students' overall development. The college also sponsors events such as quizzes and debates, as well as organising seminars, conferences, workshops, and training sessions for soft skills development in order to improve communication capability.

Yoga Instruction and Practice Sessions:

Instructions and various sessions related to yoga are provided on a regular basis for students, instructors, and staff members at the institute. For these activities, specific indoor and outdoor spaces are offered.

Measures for Health and Hygiene:

Our efforts to preserve good health involve a variety of activities i.e. periodic awareness campaigns, providing a Reverse Osmosis (RO) water facility, sanitary napkin vending machines for females, an FSSAI Certified Canteen to provide top-notch food services etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.1.2

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

Response: 22.66

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

2022-23	2021-22	2020-21	2019-20	2018-19
37.083	25.022	26.347	46.829	51.004

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for infrastructure augmentation should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.2 Library as a Learning Resource**4.2.1**

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

Response:

By offering free books to all enrolled students, RERFGI emphasizes its extraordinary commitment in assisting the academic aspirations of its pupils. The institution's dedication to enhance the educational experience and elimination of financial barriers that could otherwise prevent students from accessing

essential academic resources is highlighted by this proactive approach.

This free book facility indicates RERFGI's acknowledgment of the enormous financial burden typically involved with procuring textbooks and reference materials. This allows students to focus on their education by relieving financial stress. Apart from that, the programme exemplifies the college's all-encompassing goal by guaranteeing that every student, regardless of financial circumstances, has equal access to key academic resources. The library is also equipped with proper reprographics facility.

In particular designed for college libraries, the Information Framework (IFW) EduTech provides as a trustworthy and competent library management system. The management of Enterprise Resource Planning (ERP) is also given complete flexibility.

The following resources are made accessible within the ERP system by IFW EduTech:

- Keep track of many categories, such as books, journals, newspapers, and magazines
- Organize books into subject-specific categories;
- Maintain a stock register for both departmental and centralized inventories.
- Simple method of adding additional books
- Keep a note about books.
- Automatic evaluation of penalties for late returns
- Distinct criteria for searching books
- Various reports, including total books, books that have been released, journals, etc.
- One can quickly determine how many books are given to a specific pupil
- Calendar of events to help librarians remember important dates
- The My Notes section is for the librarian's own notes

The National Digital Library of India (NDLI) is a well-known portal that offers a vast selection of educational materials with the overriding objective of making e-learning and education available to everyone.

There are several books available at the college's departmental and central libraries. Students have free access to the book bank resources throughout the academic year semester wise. Students benefit greatly from this provision, which improves their learning process.

The library currently has a comprehensive collection of 45,117 physical books and 22 magazines. It provides access to 700,000 e-books via the National Digital Library (NDL) and 66,056 e-journals via J-Gate for enhanced digital resources. In addition, the library has 116 journals. The area is also well-equipped with specialized PCs for accessing e-journal materials. Notably, RERF has E-Shodh Sindhu access, which expands digital research opportunities. In addition to the above, the library is also equipped with life skill book from notable writers like, Dr. APJ Abdul Kalam, Sudhamurti, Dr. Radha Krishnan, Colleen Hoover, Dr. Josheph murphy, Gour Gopal Das etc.

The library is open beyond regular class hours, till 7:00 pm to facilitate student and faculty members to use the library. There is a dedicated reading room with access to digital library. The college also has taken subscription of magazines like Yojna, Kurukshetra, Economic and Political Weekly, Science Reporter besides the daily national and regional level newspapers to facilitate the student who are preparing for competitive examination.

Link: https://www.rerf.in/lib_inf

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3 IT Infrastructure

4.3.1

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

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

Response:

The college's IT infrastructure is expertly managed by qualified and seasoned experts, who are supported by a skilled staff of Network and System Administrators. The IT infrastructure's main goal is to provide sophisticated and dependable hardware provisions, software solutions, and network support. This enables the safe management of many areas inside the institution, such as academics, administration, examinations, and research-related projects. The IT infrastructure has served as the core centre for all networking and application requirements from its beginnings, skilfully supervising and managing these critical components.

The institution provides a variety of IT services, including:

- Desktop computers in each department
- Wi-Fi internet coverage across the campus
- Desktop integration into the Campus Network
- Deployment of Uninterrupted Power Supply (UPS) for all computer systems to prevent interruptions
- Installation of printers in all departments for simple document printing Access to a dedicated

server

- Provide individual Email IDs for all workers via the college domain
- Implement ERP Modules (OIFW) to permit online admission, online exams, and online fee payments, among other features.

The Wi-Fi network has a strong bandwidth of 500 Mbps, which ensures fast and consistent access. This service is available across the college campus, allowing students and faculty members to connect to the internet from any location on campus. This simplifies a variety of activities, including email communication and smooth document transfers. Furthermore, it encourages students to take an active role in new initiatives, lectures, and contests. With this complete internet connection, students are able to improve their technological abilities, successfully preparing them for their future endeavors.

Independent Configuration: The institution operates as a separate entity, with its own computer systems. Nonetheless, these separate devices are joined together by a Local Area Network (LAN).

Advanced LAN Configuration: The College has a robust Campus LAN that is both wired and wireless, forming a hybrid LAN. This configuration provides extensive connection across the campus, incorporating both Wi-Fi and wired LAN access points.

Wireless Connectivity: Wi-Fi is available across the campus, guaranteeing wireless connectivity.

Licensed Software: In compliance with the university's curriculum standards, the bulk of software used is licensed. While a few open-source software applications are used, the majority of educational demands are met by licensed software. The licensed software in use is listed below.

- 1.Windows 10
- 2.PSIM 9.0
- 3.Windows Server edition; MS Exchange Server
- 4.Visual Studio Pro including Visual Basic
- 5.Oracle 10G under Windows 7
- 6.MSOffice
- 7.AutoCAD
- 8.Matlab

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

4.3.2

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

Response: 3.82

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

year:

Response: 410

File Description	Document
Purchased Bills/Copies highlighting the number of computers purchased	View Document
Extracts stock register/ highlighting the computers issued to respective departments for student's usage.	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

4.4 Maintenance of Campus Infrastructure

4.4.1

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

Response: 39.8

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

2022-23	2021-22	2020-21	2019-20	2018-19
61.806	58.43516	43.911	78.04	85.007

File Description	Document
Institutional data in the prescribed format	View Document
Audited income and expenditure statement of the institution to be signed by CA for and counter signed by the competent authority (relevant expenditure claimed for maintenance of infrastructure should be clearly highlighted)	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 75.95

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

2022-23	2021-22	2020-21	2019-20	2018-19
1217	1210	1231	1026	1026

File Description

Document

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

[View Document](#)

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

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.1.2

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

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

Response: A. All of the above

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

5.1.3

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

Response: 16.77

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

2022-23	2021-22	2020-21	2019-20	2018-19
324	235	235	256	211

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.1.4

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

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

Response: A. All of the above

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

5.2 Student Progression

5.2.1

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

Response: 1.22

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

2022-23	2021-22	2020-21	2019-20	2018-19
04	09	07	03	05

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

2022-23	2021-22	2020-21	2019-20	2018-19
492	463	457	460	416

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

5.2.2

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

Response: 3.29

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

2022-23	2021-22	2020-21	2019-20	2018-19
11	12	10	11	10

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

5.3 Student Participation and Activities

5.3.1

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

Response: 8

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

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	3	3

File Description**Document**

Upload supporting document

[View Document](#)

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

[View Document](#)

Institutional data in the prescribed format

[View Document](#)

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

[View Document](#)

5.3.2

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

Response: 8.2

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

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	07	08	08

File Description	Document
Upload supporting document	View Document
Institutional data in the prescribed format	View Document

5.4 Alumni Engagement

5.4.1

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

Response:

Empowering Connections: Alumni Association of the Regent Education and Research Foundation Group of Institutions

The educational process extends far beyond the classroom's four walls. Commonalities, enduring connections, and an unceasing search for excellence mark this voyage. The Regent Education and Research Foundation Group of Institutions, is conscious of the necessity of maintaining these connections after graduation. The Regent Education and Research Foundation Group of Institutions Alumni Association was subsequently founded on 29th August, 2020 with the goals of strengthening links, encouraging growth, and enhancing the impact of our alumni.

Forging Lifelong Bonds:

The Alumni Association serves as a channel for keeping past, present, and future RERFIans `linked. It is more than just a platform. It provides a location where former students and workers who have travelled extensively can meet together to exchange knowledge, suggestions, and memories.

Key Pillars of the Association:

- **Networking Beyond Borders:** Promoting links that transcend time and geography is the main goal of the Alumni Association. By developing a strong network, alumni can work together, share ideas, and open doors in a range of industries.
- **Mentorship and Knowledge Exchange:** The primary goal of the Alumni Association is to encourage links that transcend time and geography. Building a strong network enables alumni to cooperate, share ideas, and open doors in a range of industries.
- **Professional Enhancement:** In a world that is always evolving, it's imperative to stay current. Through workshops, seminars, and industry exchanges, the association ensures that alumni are equipped with the newest trends and abilities to succeed in their employment.

Our path is characterised by tenacity, teamwork, and shared ambitions as we actively build the Regent Education and Research Foundation Alumni Association. We think of the Alumni Association as a place for growth, instruction, and support. On this canvas, where various viewpoints converge to create a masterpiece of shared wisdom, alumni thrive as both mentors and mentees, and ties to our college are still strong.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Vision and Mission: View

Academic planning:

The institute follows instructions regarding NEP implementation as directed by the affiliating University.

Mode of Governance

The structure of governance implemented by the Institute is collaborative and apparent assuring decisive role of the stakeholders in all the developmental processes of Management, Administrative, Academic and Structural governance.

1. Management Board

The apex body of RERFGI constituting Board of Governors, the Academic Council and the Principal form the policies for the institute.

1. Administrative Governance

The Principal, Registrar, Heads of Departments, and IQAC work together ensuring smooth administration under the supervision of Governing Body.

Inputs and feedbacks from students, faculties and academic council are addressed in administration.

1. Academic Governance

The academic council meets on regular basis with Departmental Advisory Committee for curriculum implementation approved by the university thus governing the academic functioning of the institute.

1. Structural Governance

The administration of the institute functions by maintaining proper documentation, accounting and service delivery to the stakeholders.

Style of Governance

- The Institute governance comprises of the following committees: Department Advisory Committee, Academic Council, Research and Development Cell (R&D), Library Committee, IQAC and Governing Body, which shows a decentralized form of governance mechanism.
- For this, a bottom-up approach is pursued by the Institute to function smoothly while realizing its goals ensuring participative management as depicted in Fig.1 of the attachment.
- In this process, the feedbacks from students and parents are summed up and discussed with the Department Advisory Committee. The committee addresses those feedbacks and reports to the Academic Council. The Library Committee ensures meeting up with the academic need by providing required text/reference book.
- The Academic Council reviews the reports from Department Advisory Committee and emphasizes on different activities for effective implementation of plans and policies.
- The Institute’s R&D aspires to offer a stage for imagination and innovation to thrive young minds.
- IQAC then ensures enhancement of academic and administrative performance for constant and overall development in all the operational aspects of the institute based on the reports of Academic Council. Finally, the Governing body takes the inputs from IQAC and formulates all the policies related to academic and administration. It also approves the annual budget and takes decisions on major financial and developmental matters.

Institutional Perspective Plan:

- Based on the Strategic Plan (2018 to 2023) and growing need, periodic perspective plans are strategized in tune with the mission and vision in a participatory manner consulting teachers/staffs, students, parents and industry personnel.
- The actions taken on the plan are reviewed periodically so that a platform is created where entrepreneurial ideas and research flourish, encouraging the emergence of pioneers, and business people with understanding and regard for human values and pride in their heritage and culture striving for perfection.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.2 Strategy Development and Deployment

6.2.1

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

Response:

The institution is governed by three bodies, namely -

- **Board of Governor**
- **Academic Council**
- **Departmental Advisory Committee (DAC)**

Board of Governor:

A college board of Governor is normally composed of individuals who have the authority and obligation to make important decisions about the overall management and development of the college. These choices may pertain to a variety of things, such as academic plans, monetary considerations, business decisions, strategic planning, scholarships, and rules.

Academic Council:

Academic Council plays a pivotal role in shaping the academic environment of the institution, ensuring that programs are academically rigorous, relevant, and conducive to effective teaching and learning. It collaborates with faculty, administrators, and other stakeholders to create a dynamic and enriching educational experience for students. It evaluates the strategy, admission regulation, Quality Assurance, teaching-learning activities, student Feedback activities.

Departmental Advisory Committee:

Department Advisory Committee is composed of Faculties of the Departments, Alumni, Parents and Industry Experts to ensure inclusive and decentralised decision making process. It plays a pivotal role in enhancing the quality of education within the department. By monitoring and improving various aspects of academic programs, teaching, and faculty development, the committee contributes to the overall growth and success of the department and its students. Collaboration among committee members and effective communication are essential to fulfilling these responsibilities.

Strategic Planning:

Institutes approach to strategic planning reflects its commitment to continuous improvement, adaptability, and a collaborative decision-making process. By integrating Faculty, Staff, Employers, Alumni and Parents' input, considering changes in the educational landscape, and structuring goals over various time frames, the college is well-positioned to navigate the challenges and opportunities of the post-COVID era and achieve its vision for the future. The SWOC analysis is carried out and accordingly strategic planning has been done..

File Description	Document
Upload Additional information	View Document
Institutional perspective Plan and deployment documents on the website	View Document
Provide Link for Additional information	View Document

6.2.2

Institution implements e-governance in its operations

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces of each module reflecting the name of the HEI	View Document
Institutional expenditure statements for the budget heads of e-governance implementation ERP Document	View Document
Annual e-governance report approved by the Governing Council/ Board of Management/ Syndicate Policy document on e-governance	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3 Faculty Empowerment Strategies

6.3.1

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

Response:

RERF provides excellent working environment for its staff members. Some of the facilities provided by the college are

1. Leave- Casual, Medical, Maternity, Semester break leave(faculty) and Earned Leave, Paid Leave

for higher studies

2. Employees Provident Fund
3. Appointment of Wellness Officer to ensure smooth and timely implementation of welfare measures.
4. Group Accidental Insurance for faculties.
5. Subsidized Transport facility.
6. Psychological counselling support for staffs and faculty members.
7. Special Health checkup camps and vaccination programmes.
8. Institute organizes annual get-together, tour programme, etc. for all the employees.

An effective multilevel appraisal system exists in the college. The staff appraisal include faculty, technical and office staffs. The faculty is also evaluated by the students.

i. Faculty Evaluation by Students.: For all theory papers, Students are given a chance to evaluate the teachers on various aspects. According to the classroom teaching, knowledge level, willingness to help, punctuality, presentation techniques etc. The performance of a faculty member is assessed based on the mark allocation to the above criteria. This facility is integrated to the e-governance system to avoid manual work.

ii. Self-Appraisal System: As part of the performance management system, an elaborate Staff Appraisal System consisting of Self Appraisal by faculty in which the faculty assesses himself/herself on academic1 which is on teaching learning activities, academic2 which is on research, development and extension activities and academic 3 consisting of administrative activities and other responsibilities It helps them to identify individual areas of growth and to work towards it.

The final section is at the total disposal of the HODs and the Principal. Here the faculty is rated from one to four based on their performance. Student feedback for all the faculty members is considered and the results are analysed. These duly filled forms are then further analysed and the feedback thus obtained is judiciously addressed for the betterment of the teaching learning process. Continued poor assessment for more than 2 years will invite actions like increment stoppage and even dismissal. The teachers adjusted “excellent” are considered for Best Teacher Award.

The following factors are effectively scrutinized in the appraisal system for teaching staff. The student’s feedback, University Examination results, Attitude, involvement, commitment and achievement of a faculty with respect to his/her non-academic secretarial activities, Feedback and review of performance from other faculty members in peer groups.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.3.2

Percentage of teachers provided with financial support to attend conferences/workshops and

towards membership fee of professional bodies during the last five years**Response:** 5.27**6.3.2.1 Number of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies year wise during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
14	05	03	04	01

File Description	Document
Policy document on providing financial support to teachers	View Document
Institutional data in the prescribed format	View Document
Copy of letter/s indicating financial assistance to teachers and list of teachers receiving financial support year-wise under each head.	View Document
Audited statement of account highlighting the financial support to teachers to attend conferences / workshops and towards membership fee for professional bodies	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.3.3

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

Response: 37.44**6.3.3.1 Total number of teaching and non-teaching staff participating in Faculty development Programmes (FDP), Management Development Programmes (MDPs) professional development /administrative training programs during the last five years**

2022-23	2021-22	2020-21	2019-20	2018-19
40	79	100	42	43

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

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

File Description	Document
Refresher course/Faculty Orientation or other programmes as per UGC/AICTE stipulated periods, as participated by teachers year-wise.	View Document
Institutional data in the prescribed format	View Document
Copy of the certificates of the program attended by teachers.	View Document
Annual reports highlighting the programmes undertaken by the teachers	View Document
Provide Links for any other relevant document to support the claim (if any)	View Document

6.4 Financial Management and Resource Mobilization**6.4.1**

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

Response:**Institution conducts internal and external financial audits regularly**

The internal and external audit processes were given significant attention in RERFGI's financial and operational activities.

- **Internal Auditor:** The internal auditor was appointed to accomplish the aforementioned objectives. To make sure that internal control systems are operating successfully, they regularly audit a variety of organisational functions. This includes assessing the asset protection, record retention, and authorisation processes.
- **External Auditor:** The major responsibility of the external auditor is to examine the organization's yearly financial statements. The organization's financial information is subject to an objective evaluation by this external auditor.

Audit Process and Review:

- **Internal Auditor:** The internal auditor audits numerous functions on a regular basis. Their views are given to the institute for review, and if necessary, corrective action is performed. Internal controls and operational effectiveness are enhanced as a result.
- **External Auditor:** The external auditor focuses on auditing the annual financial statements. The committee's recommendations are considered during the audit process. Once authorized, the auditors conduct their audit.
- **Approval and Governance:** After the statutory auditor completes the audit and authorizes the accounts, the audited accounts are presented to the Board of Governors for final approval. This step ensures that the financial statements have undergone an independent review and are in compliance with relevant regulations and standards.

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

Financial and resource management practices of an educational institution, particularly regarding how funds are sourced, allocated, and utilized for various purposes. Here's a breakdown of the key points you've mentioned:

- **Primary Revenue Source: Tuition Fees** - The institute primarily generates funds through the collection of tuition fees from students.
- **Budgetary Control and Audits** - Rigorous budgetary control is implemented to ensure effective and optimal utilization of available resources. Regular audits are conducted to assess the financial transactions and practices of the institution.
- **Budget Creation and Approval** - Principal in assistance with HoDs and Academic Council prepare the institute's budget. Once created, the budget is subjected to approval of BoG before it is put into action. The approved budget is allocated to various expenditure categories.
- **Teaching and Learning Enhancements** - Adequate funding is allocated to support effective teaching-learning strategies, such as workshops, training programs, faculty development initiatives, and conferences. This ensures high-quality education delivery.
- **Infrastructure Development and Maintenance** - The institute allocates satisfactory funds for establishing and maintaining its infrastructure. Special consideration is given to purchasing laboratory equipment required by different departments.
- **Administrative and Maintenance Costs** - The budget is also utilized to cover ongoing administrative and maintenance expenses.
- **Library Resources and Lab Facilities** - Funds are allocated to enhance library resources and ensure well-equipped lab facilities for various departments. Renovation and management of classrooms, laboratories, and faculty rooms are handled appropriately.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

6.5 Internal Quality Assurance System

6.5.1

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

Response:

The IQAC committee has been functional since 2017 in the institute. The committee has taken initiatives in all aspects of teaching, learning and evaluation for quality sustenance and enhancement such as,

1. All the internal exams (Continuous Internal Examination and Practical Continuous Assessment), assignments/ self studies are conducted and all set of standards are maintained.
2. Institute has ICT-enabled classrooms. ERP is used extensively for enabling even functioning of admission, fees payment, faculty leaves and maintaining of student attendance, feedback, etc. ensuring better transparency. Policies are framed for code of conduct and discipline for students and staffs.
3. Conferences, Seminars, workshops and FDP are organized on regular basis to enhance the quality of the institution so that faculty could keep themselves updated with the technological advancements.
4. It has played an active role in formulating R & D norms of the institution and in addition encouraging faculty members for active research and development as an indicative for faculty empowerment.
5. MoUs were signed between RERFGI and various industries (Rashmi Metaliks Limited, Keventer, Induji Technologies Pvt. Ltd, Aich Appraisers Auctioners and Valuers, SCM Step Forward Corporate Management, J. R. Trade Impex Pvt. Ltd., Any Tech Ventures Pvt. Ltd., Value Prospect Consulting, Akash InfoWay Pvt. Ltd., Softwisdom Infoway, TJ Clodglobe Pdt. Ltd., etc.) to reduce the gap between academic and industry standards.
6. It has helped the institute in collaborating with institutes of national importance to conduct training program for students. Students were sent for internships in different industries. New consultancy services were hired to increase the no. of placement drives.
7. Students as well as faculty members had registered and completed various SWAYAM-NPTEL courses.
8. Special remedial evening classes are arranged for slow learners in online mode.
9. It also provides and circulates information regarding various eminent parameters for promoting higher education.
10. Feedback response from students, parents and other stake holders are collected for improvement in the quality related activities of the institution.
11. It facilitates the creation of an environment for quality education which helps students and staffs to imbibe a strong motivation in order to keep everyone updated with the contemporary technological advancements.

The Academic Council corroborates improvement in implementation of teaching-learning processes assisted by IQAC. Creativity and implementing modern methodologies in teaching, Attendance, Lesson Plans with objectives and outcomes, remedial evening classes for slow learners are assessed.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

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

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

Response: A. Any 4 or more of the above

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

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

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

Response:

Gender equality is a fundamental human right and a key concern for the growth of an inclusive society as a whole. It successfully illustrates how governmental structures and social norms affect the opportunities and way of life for various racial and ethnic groupings of men and women. The Institute has established a standard for creating a wholesome atmosphere. In all of its endeavours, especially those pertaining to gender equality and gender empowerment, it upholds high ethical standards. The institute maintains a zero-tolerance policy against workplace gender discrimination and sexual harassment.

The Internal Complaints Committee (ICC) is accountable for ensuring compliance with AICTE notification number AICTE/WH/2016/01 dated June 10, 2016 (Gender Awareness, Prevention and Prohibition of Sexual Harassment of Female Employees and Students and Investigation of Complaints in Technical Facilities). The college frequently arranges numerous encounters with female professionals in order to promote equality and gender awareness among students, professors, and staff. Academic performance anxiety, poor decision-making, peer pressure, relationship management, women's concerns, truancy, neglect, low self-esteem, emotional instability, and other topics are handled. Workshops and awareness campaigns centred on women's rights, cleanliness, health, and self-defence. Sanitary napkin vending devices are installed in the institute to promote menstrual hygiene.

The institute actively promotes and demonstrates gender equality, which is reflected in the presence of women in key administrative functions. Likewise, female students participate in a variety of curricular and extracurricular activities. ICC serves as a catalyst to achieve measurable goals and increase accountability for gender equality and women's empowerment. This body defines and focuses on the perfect implementation of these standards.

Celebration/Organization of National and International Commemorations, Events and Festivals

The institution celebrates anniversaries, events focusing specially on women empowerment and Gender Equality through the ICC and NSS Committee. Days of National Importance as if Republic Day and Independence Day are celebrated in the patriotic spirit every year. Faculty and students participate in ceremonies commemorating patriots who gave their property and lives for our nation. In addition, the institute also celebrates National Science Day, International Women's Day, International Yoga Day, Teacher's Day and Engineer's Day. These events enrich the students' lives and make them aware of their social responsibility and the impact of their actions.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.1.2

The Institution has facilities and initiatives for

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

Response: A. 4 or All of the above

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

7.1.3

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

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

Response: A. All of the above

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

7.1.4

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

Response:

To promote diversity among students and faculty, the institution provides an ecosystem and enabling environment for the co-existence of people coming from different cultures, regions, linguistic and other socioeconomic diversities.

- The Institute celebrates Republic Day and Independence Day with great enthusiasm to foster spirit of brotherhood amongst students.
- NSS cell regularly organizes programmes such as Swachh Bharat Abhiyan, Tree plantation (One Citizen one Plant), Blood donation camps.
- The institute implements the Government schemes like Tuition Fee Waiver Scheme (TFW), EWS and other category scholarships/ free ship for admitted students. The institute also provides Scholarship to the meritorious and needy students.
- The institute has dress code for students to promote social and economic harmony.

RERFGI organizes various activities to sensitize students and staff to the constitutional obligation like Values, Rights, Duties, and responsibilities through curricular and extra-curricular activities.

- Every year, the Institute observes National Constitution Day to promote constitutional values and principles fostering respect for social, cultural, and racial diversity.
- The institute has formulated Code of conduct & ethics for Students, Faculty & Staff members which have to be followed by them.
- As per the norms of AICTE, Students Induction Program is conducted for first year Engineering Students to help them adapt the new environment.

- Subjects like “Values and Ethics in profession” are prescribed in syllabus of second- year B.Tech course which aids in inculcating professional ethics and values amongst students.
- NSS cell conducts activities like National constitution day, Awareness program on Fundamental Duties and Rights of Indian citizens to inculcate constitutional obligations among students.
- NSS cell organizes Swachh Bharat Abhiyan drive to aware about cleanliness in campus. NSS cell also organizes International Yoga Day to provides a holistic approach to health and well-being apart from striking a balance between all aspects of life.
- ICC cell organizes International Women’s Day, International Yoga Day etc.
- IIC cell organizes National Science Day, India Startup Day, National Pollution Control Day, National Energy Conservation Day (India), Azadi Ka Amrit Mahotsav, National Education Day, Engineers Day and National Innovation Day, World Environment Day, National Youth Day, World Entrepreneurs Day etc.

File Description	Document
Upload Additional information	View Document
Provide Link for Additional information	View Document

7.2 Best Practices

7.2.1

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

Response:

Dedicated Scholarship Cell to provide various Institutional and Govt. Sponsored Scholarships.

The context:

RERFGI Scholarship Cell has created a positive environment where students are aware that their institution is committed to their success with financial assistances. This practice is implemented since lots of students did not have the clear knowledge about the umpteen numbers of State and Institute sponsored scholarships and thus were unable to take the advantages of the same. Scholarship facility is provided to all the students who come from rural area and are economically weaker. Preference is given to girl child in this context which has led to significant increase of female enrolments. To provide best opportunities, RERFGI Scholarship Cell has partnered with the platform ‘Scholarshipforme.com’, developed by RERFGI alumni members and incubated by the IIC

Objectives of the practice:

. The prime objectives of the scholarship cell are:

- To assist both the newly admitted and existing students to find the appropriate scholarship as per their eligibility.
- To help the students with the cumbersome documentation process while applying for the scholarship.
- To encourage the EWS and/or Reserved category students for higher studies.
- To promote girl child education and thus increase their enrollment ratio.

The process and the practice:

- There are two types of Scholarship available- Government & Institute Scholarship
- Notification release by the Scholarship Cell
- Eligible students are submitted their application form along with documents.
- Scholarship Cell is verified their documents
- Forwarded to the respective authority for the final action.

Evidence of Success:

In essence, the Scholarship Cell serves as a bridge between students and the resources they need to succeed. Almost an amount of Rs.5-6 crores have already been disbursed by Govt of West Bengal under different schemes in the academic year 2022-23. RERFGI Trust has also provided Rs. 3.3 crore scholarship to a wide range of meritorious students from EWS/reserved category/girl child etc. Students are happy with the initiative which has been reflected in their feedback.

Problems encountered:

- Ensuring accurate documentation and submission requirements for different Govt. scholarships.
- Addressing a huge no. of students' queries and concerns

Initiative for Government Service Preparation.

The context:

As per data, revealed during Questions & Answers Session of Parliament (2018 session), about 24 lakhs posts were lying vacant with the central and state government. Considering the opportunity in public employment and also regular filling of the vacancies in organizations like Rail, PSUs like BHEL, SAIL, WBSEDCL etc., the institute has made special arrangements for equipping students with the skills & knowledge require to appear and succeed in the public employment examination

Objectives of the practice:

- The primary objective is to enhance students' employability by equipping them with the necessary skills and knowledge to excel in government job exams, which are highly competitive and offer stable career opportunities.
- By providing training for government job exams, RERFGI aims to broaden students' career options beyond traditional engineering roles. This diversification aligns with the changing job

market and evolving career aspirations

- Government job exams provide a distinct avenue for placements. Preparing students for these exams expands the range of placement opportunities available to them upon graduation.
- The preparation process involves skill enhancement in areas like time management, stress management, logical reasoning, and analytical thinking, which are transferable skills applicable to various life situations.
- The practice promotes personal growth by challenging students to step out of their comfort zones, develop a growth mindset, and adopt effective learning techniques.

The process and practice:.

- **Identification of Exams:** RERFGI identifies the specific government job exams that students are interested in, based on their career aspirations and the exams' relevance to their field of study.
- **Formation of Dedicated Cell:** The institute, in collaboration with alumni members establishes a dedicated "Government Job Exam Preparation Cell" consisting of experienced faculty members, subject experts, and career counsellors. This cell is responsible for planning, organizing, and implementing the preparation process.
- **Study Material:** High-quality study materials, including textbooks, reference materials, mock test papers, and online resources, are provided to students. These materials cover the syllabus comprehensively and focus on key exam topics.
- **Expert Faculty:** The cell identifies faculty members who are subject matter experts and have a strong understanding of the government job exam patterns. Faculties/Guest faculties/Experts from a wide range of background viz. IAS, IPS, WBCS etc. lead the preparation process, conduct lectures, and clarify students' doubts.
- **Regular Classes/ Mock Tests and Practice:** The institute schedules regular classes focused on different subjects covered in the exam syllabus. These classes are interactive and provide in-depth explanations of concepts, problem-solving strategies, and exam-oriented techniques. Mock Tests and Practice simulate the actual exam conditions and help students assess their progress, identify areas of improvement, and manage time effectively.
- **Newspaper Reading, Soft Skills and Personality Development:** Engaging in newspaper reading practices significantly aids in the preparation-enhances current affairs awareness, improves reading comprehension and analytical skills, and familiarizes candidates with diverse topics that often appear in these exams. It also cultivates critical thinking and supports effective communication. This prepares students for the overall selection process, which may include interviews and group discussions.
- **Performance Analysis:** The institute analyzes students' performance in mock tests and practice exams. This analysis helps identify trends, strengths, and areas that need further improvement.
- **Career Counseling:** The cell provides career counseling to help students make informed decisions about their choice of exams and career paths based on their strengths and interests.
- **Regular Updates:** Students are kept informed about exam notifications, changes in syllabus, and other relevant updates through regular communication channels- 'scholarshipform.com'.

Evidence of Success:

Preparing students for various government service jobs is a strategic step to enhance students' career prospects and contribute to their holistic development. RERFGI alumni members hold diverse positions

in sectors such as Banking, Indian Railways, IT Department, Indian Army, Police, Indian Post, WBSEDCL, WBSETCL etc., showcasing **RERFGI's remarkable success.**

Problems encountered:

- Ensuring consistent motivation amidst regular academics.
- Inadequate awareness about the diverse range of government job opportunities.
- Keep up with changes in exam patterns and syllabi.

File Description	Document
Any other relevant information	View Document
Best practices as hosted on the Institutional website	View Document

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Introduction

In light of the ideology of Swami Vivekananda, the Regent Education and Research Foundation Group of Institutions (RERFGI) develops technical skills and economic liberalization. In recent years India has been focusing on fostering its startup ecosystem as a means to drive innovation, create jobs, attract investments, and contribute to overall economic growth. Startups are often engines of job creation, employing a significant number of individuals across various skill levels. Being a technical college, RERFGI with technological skills and enough infrastructural configuration grabs the opportunity to promote a startup cell. The Entrepreneurship Cell (E-Cell) has been created under the observation of an enthusiastic team. Form 2021 the E-Cell has been reformed and metamorph as ‘Startupshala’ (**Weblink:** <https://startupshala.in/>) under the guidance of Institution’s Innovation Council (IIC), RERFGI. The prime objective of this transformation is to provide a user-friendly digital platform for entrepreneurs to share their innovative ideas.

Our Vision

To foster an environment that will assist young businesspeople with potential in starting and expanding ventures that use cutting-edge, environmentally friendly, and socially conscious technologies.

Our Mission

- To construct the stimulating procedures with the help of the faculties, alumni, and students while prioritizing the social/emotional/physical/cognitive development of the knowledge ecosystem.
- Ensure assistance with business development, networking, and relationship-building
- Inspire students to adopt a healthy entrepreneurial and start-up culture and build the necessary infrastructure for entrepreneurs.
- To mentor and provide necessary training in the sectors of science & technology, business, finance, and marketing

Focus Area

1. Electronics, Information & Communication Technology (EICT): At present time, Kolkata is one of the major IT hubs in India. With this background, E-Cell, RERFGI would draw a lot of new-generation entrepreneurs looking to launch their firms because of the booming EICT industry and the abundance of technology-oriented people.
2. Education sector: With the growing population, the demand for quality education increases. This makes Kolkata a potential educational hub in the eastern region of India.
3. Manufacturing and Engineering: This region is home to a common facility for Food & Beverage Manufacturers, Consumer Product Manufacturers, Chemical Industries, Transportation Equipment Manufacturing units, Health Care Products Manufacturers. Despite having such a strong manufacturing foundation, there are insufficient resources for developing new ideas, nurturing them, and turning them into profitable ventures.
4. Environment Management: The city and its surroundings have experienced constant growth in industry, educational institutions, population, health care, and other services, which has led to the production of significant amounts of solid, liquid, and gaseous waste. For the municipal and district administration, this has grown to be a major burden. Modern methods of water treatment, conservation, and pollution control are required. It is necessary to use cutting-edge process modifications and treatment techniques to keep pollution from the mining, foundry, textile, and other engineering industries under control. RERFGI will assist in opening up novel opportunities and promote private involvement in the growth and development of the city.
5. Rural Development: Agriculture and forestry are two land-intensive natural commodities that have traditionally been the focus of rural development. A lot of central and state government schemes are available for improvements in rural areas. But still, a large rustic area is disconnected from mainstream India. Entrepreneurs have a huge scope in this area.
6. Assistance for Differently Abled Persons: It has been believed that in order for people with disabilities to operate independently and move about freely, the environment must be specially designed. This Startupshala is built to provide the necessary support system to achieve the goal.

Startupshala (formerly E-Cell) Facilities:

1. Fund
2. Infrastructure
3. Website development
4. Preparing documentation like DPR
5. GST Registration
6. Digital Marketing
7. Legal licensing
8. Mentorship

and more.

Showcase

1. The fully functional E-Cell started its journey in 2018 with the endorsement of “Career and Courses”, the first incubation of RERFGI. Career & Courses set out on its adventure with the goal of offering top-notch, innovative education in the area of competitive examinations. One of the key success factors in the expansion of Career & Courses has been the innovative teaching approach. It also helps economically backward students to achieve their goals. Today, it is a well-known brand in the sector of competitive exams. They are providing different test series on Joint Entrance Exam, National Eligibility cum Entrance Test (UG), West Bengal Civil Service, Staff Selection Commission Junior Engineer, and Staff Selection Commission Combined Graduate Level. **Website:** <https://www.careerandcourses.in>
2. The 2nd venture of RERFGI was School Dekho which was incubated in 2020. Following the words of Nelson Mandela “Education is the most powerful weapon which you can use to change the world”, it has started its ride to find out the best school according to the criteria of the parents. The potentiality and uniqueness of this search engine make it an outstanding venture. **Website:** <https://www.schooldekho.org>
3. Economically underprivileged but talented students, pursuing higher education may face financial difficulties. ScholarshipForMe.com is a ray of hope for this group of students. It develops a special portal that enables students to find scholarships that fit their qualifications and academic objectives. The motto of this initiative is a simple, effective, and successful method of finding scholarships. The suggested platform would provide comprehensive information on the application procedure, eligibility requirements, award amount, status of the form fill-up, and opening date. A committed, knowledgeable team will offer advice on selecting the best scholarship. The goal of this project is to help students overcome financial barriers and mould their futures by letting them know about appropriate scholarships. This exclusive and novel idea was the reason for the approval of this project in 2022. **Website:** <https://www.scholarshipforme.com>

Conclusions

By supporting these entrepreneurs, RERFGI has an impact on society at both a social and economic level. The Startupshala (formerly E-Cell) with their constant support and mentorship helps the incubated business ideas to grow enormously. These startups are now not only successful in their domain but also create employment. This makes our institution distinct from others.

File Description	Document
Appropriate web in the Institutional website	View Document
Any other relevant information	View Document

5. CONCLUSION

Additional Information :

RERF's contributions have had a good positive influence during the last five years. Several are highlighted here:

- **Student-Centric Initiatives:** Beyond the classroom and academics, we have initiated a range of student-centric services including counselling and career guidance, mental health support, skill development workshops and entrepreneurship. By focusing on their holistic development, we ensure that our students are not just academically competent but also socially responsible and emotionally resilient individuals.
- **Alumni Network and Engagement:** Our alumni members hold prestigious positions in a variety of fields, making major contributions to society. We maintain strong ties through regular interactions, guest lectures, and mentorship programs, fostering a sense of continuity and shared responsibility.
- **Community Outreach and Social Responsibility:** RERFGI has undertaken various outreach programs, community development initiatives, and social service projects. Our students actively engage in volunteering, awareness campaigns, and skill development programs, fostering a sense of social responsibility.
- **Industry Integration and Employability:** Our college has maintained strong ties with industries through collaborative projects, internships, and industry-academic interactions to align with industry demands for the holistic development of our students.
- **ICT Integration and Digital Literacy:** RERFGI has embraced information and communication technology (ICT) integration to enhance teaching, learning, and administrative processes. We provide students with access to digital resources, online learning platforms, and workshops that promote digital literacy and technological competency.
- **Gender Sensitization and Inclusivity:** Our initiatives included women empowerment programs, gender sensitization workshops, and facilities that cater to the needs of an individual where one feels respected, valued, and heard.
- **Financial Inclusion and Support to the students:** Dedicated Scholarship Cell has offered a significant financial support to financially challenged students through specified scholarships. Our students have received approximate worth Rs. 7-8 Crore scholarships in 2022-23 and 2021-22 session respectively and we ensure that deserving students must have the opportunity to pursue their educational aspirations.
- **Eco-conscious Initiatives:** RERFGI took proactive steps towards sustainable practices, including rainwater harvesting, green initiatives, waste management and promoting awareness about environmental conservation and to have a deep respect for mother-nature and the importance of ecological balance.

Concluding Remarks :

At RERFGI, we believe in fostering an environment that encourages creativity, critical thinking, and continuous improvement. Our proactive approach to embracing new ideas and technologies ensures that we stay at the forefront of education and beyond. This forward-looking mindset enables us to anticipate future challenges and opportunities, allowing us to adapt and excel in an ever-changing landscape.

Our pursuit of academic excellence has been underscored by the curriculum that combines theoretical learning with practical application. The interdisciplinary approach has empowered our students to think critically, solve

real-world challenges, and adapt to evolving industries.

Our faculty, the backbone of our institution, comprises scholars and mentors who are passionate about shaping the future. Their dedication to teaching, and guiding students has enriched the academic landscape and elevated our institution's reputation.

Beyond academics, our emphasis on co-curricular and extra-curricular activities has nurtured well-rounded individuals who are not only competent professionals but also socially conscious citizens. The emphasis on leadership, teamwork, and ethical values has shaped graduates who contribute positively to society.

Our infrastructure, equipped with state-of-the-art facilities, has been designed to facilitate comprehensive learning experiences. Libraries, laboratories, research centres, and recreational spaces collectively contribute to a conducive environment for growth.

Community engagement and social responsibility have been integral to our ethos. Our collaborative initiatives, community development programs, and outreach activities have made a tangible impact on the lives of the local population.

As we navigate the difficulties and possibilities of the future, we remain committed to our core values and vision. Our affiliation with NAAC serves as a guiding beacon as we continue to evolve and innovate. We extend our heartfelt gratitude to the NAAC team for their guidance and insights during the accreditation process.

Finally, our journey is a testament to our dedication to nurturing academic brilliance, fostering holistic growth, and shaping responsible global citizens. We look forward to explore new vistas and have a lasting impact on education and society in the future.

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																														
1.2.1	<p>Number of Certificate/Value added courses offered and online courses of MOOCs, SWAYAM, NPTEL etc. (where the students of the institution have enrolled and successfully completed during the last five years)</p> <p>Answer before DVV Verification :</p> <p>Answer After DVV Verification :267</p> <p>Remark : DVV has made changes as per the report shared by HEI.</p>																														
2.4.2	<p>Percentage of full time teachers with NET/SET/SLET/ Ph. D./D.Sc. / D.Litt./L.L.D. during the last five years (consider only highest degree for count)</p> <p>2.4.2.1. Number of full time teachers with NET/SET/SLET/Ph. D./ D.Sc. / D.Litt./L.L.D year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>22</td> <td>11</td> <td>08</td> <td>06</td> <td>05</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>16</td> <td>11</td> <td>08</td> <td>06</td> <td>05</td> </tr> </tbody> </table> <p>Remark : DVV has made changes as per the report shared by HEI</p>	2022-23	2021-22	2020-21	2019-20	2018-19	22	11	08	06	05	2022-23	2021-22	2020-21	2019-20	2018-19	16	11	08	06	05										
2022-23	2021-22	2020-21	2019-20	2018-19																											
22	11	08	06	05																											
2022-23	2021-22	2020-21	2019-20	2018-19																											
16	11	08	06	05																											
2.6.3	<p>Pass percentage of Students during last five years (excluding backlog students)</p> <p>2.6.3.1. Number of final year students who passed the university examination year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>397</td> <td>360</td> <td>390</td> <td>419</td> <td>384</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>492</td> <td>463</td> <td>457</td> <td>460</td> <td>416</td> </tr> </tbody> </table> <p>2.6.3.2. Number of final year students who appeared for the university examination year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	397	360	390	419	384	2022-23	2021-22	2020-21	2019-20	2018-19	492	463	457	460	416	2022-23	2021-22	2020-21	2019-20	2018-19					
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397	360	390	419	384
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Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
492	463	457	460	416

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
7.10	0.23	0	0.47	0.57

Answer After DVV Verification :

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

Remark : DVV has made changes as per the report shared by HEI. Supportings for Govt funding 2018-19 not provided

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
16	34	34	1	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	29	33	1	1

Remark : DVV has made changes as per the report shared by HEI

3.3.1 Number of research papers published per teacher in the Journals notified on UGC care list

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
23	21	7	12	4

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
15	11	07	01	02

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
5	5	1	2	1

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1	5	3	1	2

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
13	7	0	1	1

Answer After DVV Verification :

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

06	00	00	00	01
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Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
40.26010	67.60983	34.20045	138.3885 4	88.36923

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
37.083	25.022	26.347	46.829	51.004

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
69.10139	58.43516	61.44621	118.7629 2	131.3522 2

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
61.806	58.43516	43.911	78.04	85.007

Remark : DVV has made changes as per the report shared by HEI

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

5.1.1.1. **Number of students benefited by scholarships and freeships provided by the**

institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1217	1227	1231	1026	1026

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
1217	1210	1231	1026	1026

Remark : DVV has made changes as per the report shared by HEI.

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1070	906	623	256	342

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
324	235	235	256	211

Remark : DVV has made required changes

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
114	115	71	156	168

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
04	09	07	03	05

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
492	435	444	465	431

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
492	463	457	460	416

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
1	0	3	3	3

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
0	0	2	3	3

Remark : DVV has made changes as per the report shared by HEI

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
29	27	7	25	27

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
10	08	07	08	08

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
14	4	5	6	5

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
14	05	03	04	01

Remark : DVV has made changes as per the report shared by HEI.

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

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
117	84	125	87	60

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
40	79	100	42	43

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

Answer before DVV Verification:

2022-23	2021-22	2020-21	2019-20	2018-19
87	76	63	68	73

Answer After DVV Verification :

2022-23	2021-22	2020-21	2019-20	2018-19
60	60	60	60	60

Remark : DVV has made changes as per the report shared by HEI.

2.Extended Profile Deviations

ID	Extended Questions																				
1.1	<p>Number of teaching staff / full time teachers during the last five years (Without repeat count): Answer before DVV Verification : 207 Answer after DVV Verification : 140</p>																				
1.2	<p>Number of teaching staff / full time teachers year wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>103</td> <td>108</td> <td>115</td> <td>118</td> <td>110</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>79</td> <td>106</td> <td>114</td> <td>116</td> <td>97</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	103	108	115	118	110	2022-23	2021-22	2020-21	2019-20	2018-19	79	106	114	116	97
2022-23	2021-22	2020-21	2019-20	2018-19																	
103	108	115	118	110																	
2022-23	2021-22	2020-21	2019-20	2018-19																	
79	106	114	116	97																	
2.1	<p>Expenditure excluding salary component year wise during the last five years (INR in lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>123.61319</td> <td>83.40517</td> <td>87.82227</td> <td>156.09719</td> <td>170.01446</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2022-23</th> <th>2021-22</th> <th>2020-21</th> <th>2019-20</th> <th>2018-19</th> </tr> </thead> <tbody> <tr> <td>123.61319</td> <td>126.04</td> <td>95.64</td> <td>257.14</td> <td>219.71</td> </tr> </tbody> </table>	2022-23	2021-22	2020-21	2019-20	2018-19	123.61319	83.40517	87.82227	156.09719	170.01446	2022-23	2021-22	2020-21	2019-20	2018-19	123.61319	126.04	95.64	257.14	219.71
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