



Yearly Status Report - 2018-2019

Part A

Data of the Institution

1. Name of the Institution		DURGAPUR INSTITUTE OF ADVANCED TECHNOLOGY AND MANAGEMENT
Name of the head of the Institution		DR. PRASANTA KUMAR SINHA
Designation		Principal
Does the Institution function from own campus		Yes
Phone no/Alternate Phone no.		03432520712
Mobile no.		8617635483
Registered Email		principal.diatm@rahul.ac.in
Alternate Email		diatm@rahul.ac.in
Address		G T ROAD, RAJBANDH
City/Town		DURGAPUR
State/UT		West Bengal
Pincode		713212

2. Institutional Status	
Affiliated / Constituent	Affiliated
Type of Institution	Co-education
Location	Rural
Financial Status	Self financed
Name of the IQAC co-ordinator/Director	PROF(DR) ANANTA KUMAR DAS
Phone no/Alternate Phone no.	03432520712
Mobile no.	9433828272
Registered Email	ananta.che@rahul.ac.in
Alternate Email	diatm@rahul.ac.in

3. Website Address	
Web-link of the AQAR: (Previous Academic Year)	_https://diatm.rahul.ac.in/web/naac-documentations/
4. Whether Academic Calendar prepared during the year	Yes
if yes,whether it is uploaded in the institutional website: Weblink :	https://diatm.rahul.ac.in/web/academic-calendar/

5. Accrediation Details

Cycle	Grade	CGPA	Year of Accrediation	Validity	
				Period From	Period To
1	B	2.07	2019	01-May-2019	30-Apr-2024

6. Date of Establishment of IQAC	17-Oct-2017
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7. Internal Quality Assurance System

Quality initiatives by IQAC during the year for promoting quality culture		
Item /Title of the quality initiative by IQAC	Date & Duration	Number of participants/ beneficiaries
Regular meeting of IQAC	03-Sep-2018	10

	1	
Professional Development Programme	10-Dec-2018 3	32
Soft Skill Development: Connect to Corporate World	20-Aug-2018 1	150
Competitive Examination Coaching	04-Feb-2019 45	25
National Science Day- Encouraging students for Sci. & Technology	20-Feb-2019 1	200

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8. Provide the list of funds by Central/ State Government- UGC/CSIR/DST/DBT/ICMR/TEQIP/World Bank/CPE of UGC etc.

Institution/Department/Faculty	Scheme	Funding Agency	Year of award with duration	Amount
No Data Entered/Not Applicable!!!				
No Files Uploaded !!!				

9. Whether composition of IQAC as per latest NAAC guidelines:

Yes

Upload latest notification of formation of IQAC

[View Link](#)

10. Number of IQAC meetings held during the year :

1

The minutes of IQAC meeting and compliances to the decisions have been uploaded on the institutional website

Yes

Upload the minutes of meeting and action taken report

[View Uploaded File](#)

11. Whether IQAC received funding from any of the funding agency to support its activities during the year?

No

12. Significant contributions made by IQAC during the current year(maximum five bullets)

Regular meeting of Internal Quality Assurance Cell (IQAC) timely submission of Annual Quality Assurance Report (AQAR) to NAAC Feedback collected, analyzed and used for improvements

Academic Administrative Audit (AAA) and initiation of follow up action

Orientation programme of newly joined students for all branches

Organize skill development programmes for the final year students

Initiative have been taken for social service related programmes and value education.

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13. Plan of action chalked out by the IQAC in the beginning of the academic year towards Quality Enhancement and outcome achieved by the end of the academic year

Plan of Action	Achivements/Outcomes
Regular review meeting with HODs for academic activities and class report	Gradual improvements are observed regarding the class discipline and academic quality.
Implementation of Monthly Assessment Test (MAT)	MAT in regular interval improves the skill and understanding of the students in the micro level. In addition, this helps the students to built-up their confidence.
Emphasis on Laboratory Classes	Students are also assigned additional lab classes apart from the regular with some extra task and related but out of syllabus problems to solve. This helps to enhance their intellect and also helps to build up their confidence level and deductive power to handle sudden and unfamiliar technical issues.
Analysis of results	The results are analyses by the academic committee, students are grouped category-wise and special attention will be given to the weaker group. This helps to uplift the grade of the slow learners

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14. Whether AQAR was placed before statutory body ?

Yes

Name of Statutory Body	Meeting Date
MANAGING COMMITTEE	10-Sep-2019

15. Whether NAAC/or any other accredited body(s) visited IQAC or interacted with it to assess the functioning ?

No

16. Whether institutional data submitted to AISHE:	Yes
Year of Submission	2018
Date of Submission	30-Sep-2018
17. Does the Institution have Management Information System ?	Yes
If yes, give a brief description and a list of modules currently operational (maximum 500 words)	We only have a partial management information system which mainly deals with the daily attendance, leave management and housekeeping. We have a plan to incorporate the student data and academic records within the system. At present all the faculty and staff members are using the facilities for their daily attendance, schedule of leave which they can see the approval within the stipulated time from higher authority. They can also check their leave balance through this system. In addition, planning to incorporate the Store and material issue within the same system has already been discussed.

Part B

CRITERION I – CURRICULAR ASPECTS

1.1 – Curriculum Planning and Implementation

1.1.1 – Institution has the mechanism for well planned curriculum delivery and documentation. Explain in 500 words

The Institute is affiliated to Maulana Abul Kalam Azad University of Technology (formerly West Bengal University of Technology). DIATM strives to foster among its students a strong desire and capacity for continuous learning as well as self-appraisal to develop sterling human & professional qualities and a strong sense of service to society through designed, curricular, co-curricular activities and congenial campus environment. The college takes continuously efforts to improve student's self-confidence, self-esteem and career skills and develops and deploys action plans for effective implementation of the curriculum as follows:- Development action plans for effective implementation of the curriculum ? Academic calendar prepared by Academic council. ? Distribution of workload as per the subject expertise. ? Preparation of course wise time table and subject wise course plan. ? Preparation of internal exam & assignment of every subject. ? Curriculum related project work and project. ? Maintaining attendance record of lectures and practical. All class representatives maintain file which consists of following points: ? Class time table ? List of Students ? Syllabus completion record of each subject faculty. ? List of defaulter students. Deployment of the action plans: ? Implementation of academic calendar. ? Implementation of internal and external examinations as per the University schedule. ? Record of attendance sheet and Syllabus completion reports are submitted by the faculty to Head of the Department

(HOD). ? Various guest lectures are organized to enhance the knowledge. ? Innovative techniques are used for better understanding of subject contents. ? The progress of the students is regularly monitored and mentored individually. The parents are informed from time to time regarding their students' performance during semester, attendance, regularity and participation in college activities. Academic Council monitor following activities ? Effective implementation of curriculum. ? Various assessments like Internal and University Exam. ? Review of Student Training Program and Value Addition Program activities. ? Review of activities in line with academic calendar. ? Review of department wise Result analysis and giving suggestion for improvement. ? Suggestion for conducting various co-curricular and extracurricular activities like National Level Seminar, State Level seminars etc. Both faculty members and students are exposed to online teaching materials delivered by distinguished professors of IITs through NPTEL programmes administered by MHRD. On a semester-to-semester basis, written feedback is obtained from students for each course. These are used for better curriculum delivery in the subsequent semesters. The assessments aim to measure course outcomes as against the defined course objectives. Mentor committees are formed for each section of class. The students meet periodically with their respective mentors and provide their inputs on the progress of the course, issues in learning, if any and suggestions for further action. The minutes of the meetings are recorded and relevant points shared with concerned faculty members. The Principal is provided with copy of the minutes of the mentor committee meetings for information and action, wherever necessary.

1.1.2 – Certificate/ Diploma Courses introduced during the academic year

Certificate	Diploma Courses	Dates of Introduction	Duration	Focus on employ ability/entrepreneurship	Skill Development
An Introduction to R-Programming	Nil	03/03/2019	2	Skill Development	Coding

1.2 – Academic Flexibility

1.2.1 – New programmes/courses introduced during the academic year

Programme/Course	Programme Specialization	Dates of Introduction
No Data Entered/Not Applicable !!!		
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1.2.2 – Programmes in which Choice Based Credit System (CBCS)/Elective course system implemented at the affiliated Colleges (if applicable) during the academic year.

Name of programmes adopting CBCS	Programme Specialization	Date of implementation of CBCS/Elective Course System
No Data Entered/Not Applicable !!!		

1.2.3 – Students enrolled in Certificate/ Diploma Courses introduced during the year

	Certificate	Diploma Course
Number of Students	35	Nil

1.3 – Curriculum Enrichment

1.3.1 – Value-added courses imparting transferable and life skills offered during the year

Value Added Courses	Date of Introduction	Number of Students Enrolled
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English Communication	14/11/2018	130
Career Counseling	04/02/2019	89
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1.3.2 – Field Projects / Internships under taken during the year

Project/Programme Title	Programme Specialization	No. of students enrolled for Field Projects / Internships
BTech	CSE	90
BTech	IT	24
BTech	ECE	35
BTech	CHE	27
BTech	EE	52
BTech	ME	117
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1.4 – Feedback System

1.4.1 – Whether structured feedback received from all the stakeholders.

Students	Yes
Teachers	Yes
Employers	No
Alumni	Yes
Parents	Yes

1.4.2 – How the feedback obtained is being analyzed and utilized for overall development of the institution? (maximum 500 words)

Feedback Obtained
<p>Student satisfaction feedback serves as a critical cornerstone in the continuous growth and refinement of educational institutions, contributing to their holistic development. This feedback is garnered through a meticulous process, encompassing a spectrum of parameters that are pivotal to the student experience. These parameters, which include the completion of the syllabus, the depth of course content, classroom communication, clarity in the evaluation process, learning value encompassing knowledge, skills, and concepts, industry relevance of the course, and the overall quality of education, provide a comprehensive framework for assessment. Once the feedback is obtained, it undergoes a systematic analysis that serves as the bedrock for informed decision-making. The analysis encompasses both qualitative and quantitative approaches, wherein qualitative comments are scrutinized for nuanced insights, and quantitative data is processed to identify trends and patterns. The feedback is then meticulously dissected across each parameter, allowing institutions to identify areas of strength and excellence as well as areas that necessitate refinement. Utilizing this feedback as a catalyst for institutional development is a multi-pronged endeavour. Positive feedback acts as an affirmation of effective strategies, encouraging faculty members to continue their commendable practices. Conversely, constructive feedback in areas such as completion of the syllabus or classroom communication prompts targeted action. For instance, if feedback underscores a gap in the completion of the syllabus, institutions may reevaluate pacing and allocate additional resources to ensure comprehensive coverage. Similarly, if the depth of course content or the clarity of the evaluation process is flagged, faculty development initiatives can be designed to enhance pedagogical techniques and assessment methodologies.</p>

Moreover, the feedback extends its reach beyond the immediate classroom environment. Insights regarding learning value, industry relevance, and the overall quality of education guide curricular reforms. If feedback highlights a misalignment between learning outcomes and industry demands, institutions can collaborate with industry partners to bridge the gap, ensuring graduates possess the necessary skills and knowledge for career success. Furthermore, the feedback loop encourages interdisciplinary collaboration, enabling departments to leverage each others strengths to enrich the learning experience. Institutional development driven by student feedback is a cyclical process that thrives on continuous improvement. To ensure that the feedback translates into tangible action, institutions often establish dedicated committees or task forces. These groups, comprising representatives from various academic and administrative domains, work collaboratively to formulate and implement strategic initiatives. Regular follow-ups on the progress made in response to feedback ensure that the loop is closed, thus nurturing a culture of responsiveness and adaptability. In conclusion, the process of obtaining, analysing, and utilizing student satisfaction feedback is a cornerstone in the evolution of educational institutions. With parameters ranging from curriculum completion to the overall quality of education, this feedback holistically informs decision-making and fuels targeted improvements. By embracing student voices, institutions not only enhance the educational experience but also foster a culture of continuous development, ensuring their relevance and excellence in an ever-evolving landscape.

CRITERION II – TEACHING- LEARNING AND EVALUATION

2.1 – Student Enrolment and Profile

2.1.1 – Demand Ratio during the year

Name of the Programme	Programme Specialization	Number of seats available	Number of Application received	Students Enrolled
BTech	CSE	90	73	62
BTech	IT	60	10	10
BTech	ECE	90	12	10
BTech	CHE	60	17	17
BTech	EE	120	7	6
BTech	ME	120	25	18
Mtech	ECE	18	2	1

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2.2 – Catering to Student Diversity

2.2.1 – Student - Full time teacher ratio (current year data)

Year	Number of students enrolled in the institution (UG)	Number of students enrolled in the institution (PG)	Number of fulltime teachers available in the institution teaching only UG courses	Number of fulltime teachers available in the institution teaching only PG courses	Number of teachers teaching both UG and PG courses
2018	123	1	77	2	2

2.3 – Teaching - Learning Process

2.3.1 – Percentage of teachers using ICT for effective teaching with Learning Management Systems (LMS), E-learning resources etc. (current year data)

Number of	Number of	ICT Tools and	Number of ICT	Numberof smart	E-resources and
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Teachers on Roll	teachers using ICT (LMS, e-Resources)	resources available	enabled Classrooms	classrooms	techniques used
81	7	5	3	0	2

[View File of ICT Tools and resources](#)

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2.3.2 – Students mentoring system available in the institution? Give details. (maximum 500 words)

The mentor-mentee practice is a fundamental aspect of our institution, representing a dynamic relationship that fosters personal, academic, and professional growth. This practice embodies the ideals of knowledge sharing, guidance, and support, creating a nurturing environment where mentees can thrive under the guidance of experienced mentors. In this essay, we delve into the significance and transformative power of the mentormentee practice within our institution.

Fostering Personal Development: The mentor-mentee practice plays a pivotal role in nurturing personal development among students. Mentors serve as role models, offering insights into life experiences and valuable life lessons that extend beyond the classroom. Through open and honest conversations, mentees gain perspectives on setting and achieving personal goals, managing challenges, and making informed decisions. As a result, the mentor-mentee relationship becomes a safe space for mentees to explore their aspirations and fears, leading to increased self-awareness and self-confidence.

Academic Excellence through Guidance: Academic excellence is a cornerstone of our institution, and the mentor-mentee practice significantly contributes to this pursuit. Mentors, often faculty members or seasoned students, provide tailored academic guidance that caters to the individual needs of their mentees. They offer insights into effective study techniques, time management skills, and resources that can enhance the learning experience. This personalised approach not only improves academic performance but also cultivates a passion for learning that extends beyond grades.

Professional Growth and Networking: In today's competitive world, professional growth and networking are essential for future success. The mentor-mentee practice facilitates opportunities for mentees to learn from professionals in their chosen fields. Mentors can share industry insights, offer career advice, and provide a realistic perspective on various career paths. Furthermore, mentors often become the bridge between mentees and valuable professional connections, creating a network that can open doors to internships, job opportunities, and collaborations.

Building a Supportive Community: The mentor-mentee practice contributes to the creation of a tightly-knit and supportive community within our institution. This practice fosters a sense of belonging and encourages collaboration rather than competition. As mentors and mentees work together towards common goals, a culture of mutual respect and cooperation flourishes. This supportive atmosphere extends beyond the mentor-mentee relationship, positively impacting the entire institution by promoting inclusivity and empathy.

Development of Leadership and Communication Skills: For mentors, the practice offers an avenue to develop leadership and communication skills. Guiding and advising mentees require effective communication, active listening, and empathy. As mentors refine these skills, they enhance their ability to lead, inspire, and motivate others – qualities that are invaluable in any professional setting. This practice, therefore, not only benefits the mentees but also empowers mentors to become influential leaders.

The mentormentee practice within our institution is not merely a tradition it is a transformative experience that shapes the personal, academic, and professional trajectories of all involved. Through fostering personal growth, nurturing academic excellence, facilitating professional development, building a supportive community, and honing leadership skills, this practice enriches the educational journey for both mentors and mentees.

Number of students enrolled in the institution	Number of fulltime teachers	Mentor : Mentee Ratio
1147	81	1:14

2.4 – Teacher Profile and Quality

2.4.1 – Number of full time teachers appointed during the year

No. of sanctioned positions	No. of filled positions	Vacant positions	Positions filled during the current year	No. of faculty with Ph.D
111	81	21	15	15

2.4.2 – Honours and recognition received by teachers (received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the year)

Year of Award	Name of full time teachers receiving awards from	Designation	Name of the award, fellowship, received from
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	state level, national level, international level		Government or recognized bodies
No Data Entered/Not Applicable !!!			
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2.5 – Evaluation Process and Reforms

2.5.1 – Number of days from the date of semester-end/ year- end examination till the declaration of results during the year

Programme Name	Programme Code	Semester/ year	Last date of the last semester-end/ year-end examination	Date of declaration of results of semester-end/ year- end examination
BTech	ALL	8	27/06/2019	21/07/2019
BTech	ALL	ODD	17/12/2018	27/02/2019
BTech	ALL	Rest EVEN	25/06/2019	31/07/2019
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2.5.2 – Reforms initiated on Continuous Internal Evaluation(CIE) system at the institutional level (250 words)

The institution has embraced a Centralised Continuous Internal Evaluation (CIE) System, known as the Monthly Assessment Test (MAT), as an integral part of the teaching-learning process. This approach ensures a comprehensive evaluation of students development throughout the academic year. To acquaint students with this system, various measures have been taken:

- **Orientation Programmes:** At the start of each semester, orientation programmes are conducted via the colleges public address system. These sessions enlighten students about the evaluation process, while any changes are communicated through Tutorial Meetings and electronic channels.
- **Notice Board Communication:** The college and department notice boards also prominently display the guidelines, keeping students informed about evaluation procedures and updates.
- **Result Analysis:** After each Monthly Assessment Test, the Examination Cell performs a detailed Result Analysis, calculating pass percentages for each course. The Principal oversees students performance and offers constructive feedback to faculty.
- **Review Meetings:** Department-specific Review Meetings, hosted by the Principal, facilitate performance enhancement discussions based on the Result Analysis, encouraging constant improvement in teaching methods and evaluation strategies.
- **Parental Involvement:** The institution values parental involvement in student progress. Departments send Progress Reports to parents after every test, enabling them to monitor and address their wards academic performance. If necessary, teachers may suggest parents visit the college for personalised discussions.
- **Remedial Classes:** Recognising diverse learning needs, Remedial Classes cater to slow learners, absentees, and active participants in extracurricular activities like sports, NSS, and placement interviews. This approach bridges learning gaps and empowers struggling students. In conclusion, the institutions adoption of the CIE system, especially the MAT, underscores its commitment to comprehensive evaluation. Dissemination of information, meticulous result analysis, parental engagement, and tailored remedial efforts collectively foster a nurturing learning environment, promoting each student holistic growth.

2.5.3 – Academic calendar prepared and adhered for conduct of Examination and other related matters (250 words)

An academic calendar serves as the backbone of an educational institution, providing a structured framework for the smooth conduct of examinations and other essential activities. This calendar acts as a guiding light, ensuring the

timely execution of academic processes, maintaining transparency, and fostering an environment of effective communication. This essay delves into the significance of an adhered academic calendar in the context of examination management and related matters. An academic calendar is a meticulously designed schedule that outlines crucial academic events, including examination dates, assignment submission deadlines, registration periods, and holidays. It serves as a roadmap, offering students and faculty a clear overview of the entire academic year. A well-prepared academic calendar facilitates long-term planning, allowing students to manage their studies and commitments effectively. Smooth Conduct of Examinations: Central to the academic calendar is the smooth conduct of examinations. By setting fixed examination dates, students are better equipped to prepare for assessments, reducing last-minute cramming and stress. Faculty members also benefit from the structured timeline, enabling them to design courses, assessments, and study materials in alignment with the calendar. Moreover, adherence to the calendar minimises the likelihood of clashes between different courses examination schedules, providing students with a fair and balanced assessment process. Transparency and Communication: An academic calendar fosters transparency and effective communication between the institution, students, and faculty. By providing important dates well in advance, the institution demonstrates its commitment to fair and organised proceedings. Students can plan their academic commitments, personal activities, and study schedules accordingly. Faculty members can allocate time for teaching, grading, and research without unnecessary overlaps. Resource Allocation and Planning: Adhering to an academic calendar aids in optimal resource allocation and planning. The institution can allocate invigilators, examination halls, and other logistical requirements well in advance. This prevents last-minute rush and ensures that the examinations are conducted seamlessly. Additionally, students can plan their exam preparation strategies, utilising available resources more effectively. The preparation and adherence to an academic calendar for the conduct of examinations and related matters are integral to the effective functioning of an educational institution. It streamlines the examination process, enhances transparency, and fosters efficient communication among all stakeholders. A well-structured academic calendar contributes to a conducive learning environment, allowing students to perform to the best of their abilities while maintaining a balanced academic and personal life. Ultimately, the adherence to the academic calendar is a testament to the institutions commitment to providing quality education.

2.6 – Student Performance and Learning Outcomes

2.6.1 – Program outcomes, program specific outcomes and course outcomes for all programs offered by the institution are stated and displayed in website of the institution (to provide the weblink)

<http://www.diatm.rahul.ac.in/web/igac/>

2.6.2 – Pass percentage of students

Programme Code	Programme Name	Programme Specialization	Number of students appeared in the final year examination	Number of students passed in final year examination	Pass Percentage
ALL	BTech	ENGINEERING	322	281	87.2

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2.7 – Student Satisfaction Survey

2.7.1 – Student Satisfaction Survey (SSS) on overall institutional performance (Institution may design the questionnaire) (results and details be provided as weblink)

CRITERION III – RESEARCH, INNOVATIONS AND EXTENSION

3.1 – Resource Mobilization for Research

3.1.1 – Research funds sanctioned and received from various agencies, industry and other organisations

Nature of the Project	Duration	Name of the funding agency	Total grant sanctioned	Amount received during the year
No Data Entered/Not Applicable !!!				
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3.2 – Innovation Ecosystem

3.2.1 – Workshops/Seminars Conducted on Intellectual Property Rights (IPR) and Industry-Academia Innovative practices during the year

Title of workshop/seminar	Name of the Dept.	Date
Seminar on Importance of IPR in Modern Global Economic Environment	Computer Science Engineering	08/02/2019
Workshop on Best Maintenance Practices	Mechanical Engineering	26/11/2018

3.2.2 – Awards for Innovation won by Institution/Teachers/Research scholars/Students during the year

Title of the innovation	Name of Awardee	Awarding Agency	Date of award	Category
Preparation of Low Cost and Non-Toxic Mosquito Repellent	Amrita Paul	DIATM Management	09/03/2019	Student Innovation Award
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3.2.3 – No. of Incubation centre created, start-ups incubated on campus during the year

Incubation Center	Name	Sponsored By	Name of the Start-up	Nature of Start-up	Date of Commencement
1	Research Cell	Management	Nodal Research Group	Student Publication	29/11/2018
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3.3 – Research Publications and Awards

3.3.1 – Incentive to the teachers who receive recognition/awards

State	National	International
No Data Entered/Not Applicable !!!		

3.3.2 – Ph. Ds awarded during the year (applicable for PG College, Research Center)

Name of the Department	Number of PhD's Awarded
NA	0

3.3.3 – Research Publications in the Journals notified on UGC website during the year

Type	Department	Number of Publication	Average Impact Factor (if any)
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International	Applied Science	14	4.20
International	ECE	2	2.09
International	CSE	2	3.80
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3.3.4 – Books and Chapters in edited Volumes / Books published, and papers in National/International Conference Proceedings per Teacher during the year

Department	Number of Publication
CSE	2
ECE	1
AS	3
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3.3.5 – Bibliometrics of the publications during the last Academic year based on average citation index in Scopus/ Web of Science or PubMed/ Indian Citation Index

Title of the Paper	Name of Author	Title of journal	Year of publication	Citation Index	Institutional affiliation as mentioned in the publication	Number of citations excluding self citation
Search for muoproduction of $X(3872)$ at COMPASS and indication of a new state $X^{\sim}(3872)$.	Dr. Sabyasachi Sarkar	Physics Letters B	2018	4.95	Calcutta-COMPASS	34
New analysis of ?? tensor resonances measured at the COMPASS experiment.	Dr. Sabyasachi Sarkar	Physics Letters B	2018	4.95	Calcutta-COMPASS	30
Transverse-momentum-dependent multiplicities of charged hadrons in muon-deuteron deep inelastic scattering	Dr. Sabyasachi Sarkar	Physical Review D	2018	5.407	Calcutta-COMPASS	78
Longitudinal double	Dr. Sabyasachi	Physics Letters B	2018	4.95	Calcutta-	22

e-spin asymmetry Alp and spin dependent structure function glp of the proton at small values of x and Q ²	Sarkar				COMPASS	
Measurement of PT-weighted Sivers asymmetries in leptoproduction of hadrons	Dr. Sabyasachi Sarkar	Nuclear Physics B	2019	3.045	Calcutta-COMPASS	29
A modified decomposition solution of triangular moving fin with multiple variable thermal properties	Dr. Hiranmoy Mondal	Arabian Journal for Science and Engineering	2018	2.807	DIATM	41
Spectral Quasi-Line arization Methods for Powell-Eyring MHD Flow Over a Nonlinear Stretching Surface	Dr. Hiranmoy Mondal	J. Nanofluids	2018	0.329	DIATM	11
Multiport Memory Design in Quantum Dot Cellular Automata Platform	Suparba Tapna, Kishalayabarti, Debarka Mukhopadhyay	International Journal of Computer Applications	2019	0.381	DIATM	Nil
Implementation of Digital	Srinjoy Chatterjee, Pinaki	International Journal of	2019	3.802	DIATM	Nil

and Security probing Voting Machine	Pratim Acharjya	Computer Science Engineering (IJCSE)				
An Aspect of Biometric Image Matching Using Python	Devraj Roy, Pinaki Pratim Acharjya	International Journal of Computer Science Engineering (IJCSE)	2019	3.802	DIATM	Nil
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3.3.6 – h-Index of the Institutional Publications during the year. (based on Scopus/ Web of science)

Title of the Paper	Name of Author	Title of journal	Year of publication	h-index	Number of citations excluding self citation	Institutional affiliation as mentioned in the publication
Search for muoproduction of $X(3872)$ at COMPASS and indication of a new state $X^{\sim}(3872)$.	Dr. Sabyasachi Sarkar	Physics Letters B	2018	35	34	Calcutta-COMPASS
Transverse-momentum-dependent multiplicities of charged hadrons in muon-deuteron deep inelastic scattering	Dr. Sabyasachi Sarkar	Physical Review D	2018	35	78	Calcutta-COMPASS
Longitudinal double-spin asymmetry A_{lp} and spin dependent structure function g_{lp} of the proton at small values of x and Q^2	Dr. Sabyasachi Sarkar	Physics Letters B	2018	35	22	Calcutta-COMPASS

K ⁺ over K multiplicity ratio for kaons produced in DIS with a large fraction of the virtual-photon energy.	Dr. Sabyasachi Sarkar	Physics Letters B	2018	35	21	Calcutta-COMPASS
Measurement of PT-weighted Sivers asymmetries in lepton production of hadrons	Dr. Sabyasachi Sarkar	Nuclear Physics B	2019	35	29	Calcutta-COMPASS
A modified decomposition solution of triangular moving fin with multiple variable thermal properties	Dr. Hiranmoy Mondal	J. Nanofluids	2018	24	11	DIATM
Numerical simulation of couple stress nanofluid flow in magnetoporous medium with thermal radiation and a chemical reaction	Dr. Hiranmoy Mondal	Applied Mathematics and Computation	2019	24	35	DIATM
Implementation of Digital and Security probing	Srinjoy Chatterjee, Pinaki Pratim Acharjya	International Journal of Computer Science Engineering	2019	16	Nil	Nil

Voting Machine		(IJCSE)				
An Aspect of Biometric Image Matching Using Python	Devraj Roy, Pinaki Pratim Acharjya	International Journal of Computer Science Engineering (IJCSE)	2019	16	Nil	Nil
Advanced Encryption Standard (AES) Using Pseudorandom Binary Sequence (PRBS) As a Key, Simulated In MATLAB	Suparba Tapna, Amiya Karmakar	International Journal of Computer Science Engineering (IJCSE)	2019	16	Nil	Nil

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3.3.7 – Faculty participation in Seminars/Conferences and Symposia during the year :

Number of Faculty	International	National	State	Local
Presented papers	13	1	0	1

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3.4 – Extension Activities

3.4.1 – Number of extension and outreach programmes conducted in collaboration with industry, community and Non- Government Organisations through NSS/NCC/Red cross/Youth Red Cross (YRC) etc., during the year

Title of the activities	Organising unit/agency/ collaborating agency	Number of teachers participated in such activities	Number of students participated in such activities
NSS	DIATM NSS Committee	3	69
Education for All	DIATM ROCA Club	5	115

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3.4.2 – Awards and recognition received for extension activities from Government and other recognized bodies during the year

Name of the activity	Award/Recognition	Awarding Bodies	Number of students Benefited
No Data Entered/Not Applicable !!!			
No file uploaded.			

3.4.3 – Students participating in extension activities with Government Organisations, Non-Government Organisations and programmes such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the year

Name of the scheme	Organising unit/Agency/collaborating agency	Name of the activity	Number of teachers participated in such activities	Number of students participated in such activities
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Cleanliness Drive	GDMT	Broom - A Weapon	2	69
Gender Discrimination	DIATM GDMT	Gender Equality	5	147
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3.5 – Collaborations

3.5.1 – Number of Collaborative activities for research, faculty exchange, student exchange during the year

Nature of activity	Participant	Source of financial support	Duration
International Research Collaboration	Dr. Sabyasachi Sarkar	Collaborating Institution	15
View File			

3.5.2 – Linkages with institutions/industries for internship, on-the- job training, project work, sharing of research facilities etc. during the year

Nature of linkage	Title of the linkage	Name of the partnering institution/ industry /research lab with contact details	Duration From	Duration To	Participant
No Data Entered/Not Applicable !!!					
No file uploaded.					

3.5.3 – MoUs signed with institutions of national, international importance, other universities, industries, corporate houses etc. during the year

Organisation	Date of MoU signed	Purpose/Activities	Number of students/teachers participated under MoUs
ISRS	10/12/2018	Academic	150
No file uploaded.			

CRITERION IV – INFRASTRUCTURE AND LEARNING RESOURCES

4.1 – Physical Facilities

4.1.1 – Budget allocation, excluding salary for infrastructure augmentation during the year

Budget allocated for infrastructure augmentation	Budget utilized for infrastructure development
468.45	406.79

4.1.2 – Details of augmentation in infrastructure facilities during the year

Facilities	Existing or Newly Added
Campus Area	Existing
Class rooms	Existing
Laboratories	Existing
Seminar Halls	Existing
Classrooms with LCD facilities	Newly Added
Others	Existing

4.2 – Library as a Learning Resource

4.2.1 – Library is automated {Integrated Library Management System (ILMS)}

Name of the ILMS software	Nature of automation (fully or partially)	Version	Year of automation
KOHA	Partially	3.22.09.000	2018

4.2.2 – Library Services

Library Service Type	Existing		Newly Added		Total	
Text Books	35407	1200000	61	25232	35468	1225232
Reference Books	70	8000	0	0	70	8000
e-Books	3805	57820	0	0	3805	57820
Journals	0	0	0	0	0	0
e-Journals	7656	Nill	0	0	7656	0
CD & Video	194	Nill	Nill	Nill	194	Nill
Library Automation	1	68794	Nill	Nill	1	68794
Others(s pecify)	262	Nill	Nill	Nill	262	Nill
No file uploaded.						

4.2.3 – E-content developed by teachers such as: e-PG- Pathshala, CEC (under e-PG- Pathshala CEC (Under Graduate) SWAYAM other MOOCs platform NPTEL/NMEICT/any other Government initiatives & institutional (Learning Management System (LMS) etc

Name of the Teacher	Name of the Module	Platform on which module is developed	Date of launching e-content
No Data Entered/Not Applicable !!!			
No file uploaded.			

4.3 – IT Infrastructure

4.3.1 – Technology Upgradation (overall)

Type	Total Computers	Computer Lab	Internet	Browsing centers	Computer Centers	Office	Departments	Available Bandwidth (MBPS/ GBPS)	Others
Existing	350	6	0	1	1	1	1	20	0
Added	0	0	0	0	0	0	0	0	0
Total	350	6	0	1	1	1	1	20	0

4.3.2 – Bandwidth available of internet connection in the Institution (Leased line)

20 MBPS/ GBPS

4.3.3 – Facility for e-content

Name of the e-content development facility	Provide the link of the videos and media centre and recording facility
NA	NA

4.4 – Maintenance of Campus Infrastructure

4.4.1 – Expenditure incurred on maintenance of physical facilities and academic support facilities, excluding salary component, during the year

Assigned Budget on academic facilities	Expenditure incurred on maintenance of academic facilities	Assigned budget on physical facilities	Expenditure incurred on maintenance of physical facilities
81.45	76.64	468.45	406.79

4.4.2 – Procedures and policies for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. (maximum 500 words) (information to be available in institutional Website, provide link)

An educational institutions success is closely intertwined with the efficient management of its physical, academic, and support facilities. The seamless functioning of facilities such as laboratories, libraries, sports complexes, computers, and classrooms is pivotal in creating a conducive learning environment. To ensure the optimal utilization and maintenance of these resources, colleges must establish well-defined procedures and policies that encompass various aspects of facility management.

Physical Facilities Management Physical facilities form the backbone of any college. Regular maintenance and timely upgrades are imperative to provide a safe and productive learning environment. A comprehensive policy should outline procedures for routine inspections, repairs, and renovations. Collaborating with maintenance staff and outsourcing specialized services can help address issues promptly. Allocating a portion of the budget specifically for facility upkeep ensures that resources are consistently available for necessary repairs and renovations.

Academic Facilities Management The library, laboratories, and classrooms are integral to academic excellence. A policy for academic facility management should include guidelines for scheduling classes, maintaining equipment, and ensuring cleanliness. Implementing an online reservation system for laboratories and rooms can streamline the booking process. Regular training for laboratory technicians and library staff ensures efficient handling of equipment and resources.

Support Facilities Management Support facilities like sports complexes and computer labs contribute to students holistic development. For sports facilities, a policy should encompass equipment maintenance, scheduling of matches and practices, and proper utilization of spaces. In computer labs, guidelines for maintaining hardware and software, as well as cybersecurity protocols, should be in place to safeguard digital resources.

Resource Utilization Efficient resource utilization is key to avoiding waste and ensuring equitable access. Colleges should adopt policies to prevent overbooking of facilities and discourage hoarding of resources. Implementing a system to track resource usage and analyzing data can aid in identifying patterns of overuse or underutilization. Security and Access Strict security measures should be outlined in policies to safeguard all facilities. This may include installing surveillance cameras, employing security personnel, and implementing access control systems. Additionally, defining access levels for different categories of users ensures that resources are accessed only by authorized individuals.

Environmental Sustainability Modern facility management policies should incorporate sustainability practices. Implementing energy efficient lighting, water-saving fixtures, and waste recycling initiatives contribute to the institutions eco-friendliness. Furthermore, educational campaigns can raise awareness among students and staff about their roles in

maintaining a sustainable campus. Emergency Preparedness Unforeseen circumstances like natural disasters or accidents can disrupt facility operations. Colleges should establish procedures for emergency evacuation, medical assistance, and communication during such events. Conducting regular drills ensures that the college community is well-prepared to handle emergencies. Effective management of physical, academic, and support facilities is vital for a colleges success. By developing comprehensive policies and procedures, institutions can create an environment conducive to learning and personal growth. These policies not only ensure optimal utilization of resources but also uphold safety, sustainability, and overall efficiency.

<https://diatm.rahul.ac.in/web>

CRITERION V – STUDENT SUPPORT AND PROGRESSION

5.1 – Student Support

5.1.1 – Scholarships and Financial Support

	Name/Title of the scheme	Number of students	Amount in Rupees
Financial Support from institution	NA	0	0
Financial Support from Other Sources			
a) National	NA	0	0
b) International	NA	0	0
No file uploaded.			

5.1.2 – Number of capability enhancement and development schemes such as Soft skill development, Remedial coaching, Language lab, Bridge courses, Yoga, Meditation, Personal Counselling and Mentoring etc.,

Name of the capability enhancement scheme	Date of implemetation	Number of students enrolled	Agencies involved
Language Lab	09/07/2018	456	DIATM
Soft Skill Development	09/07/2018	858	DIATM
Personal Counselling	03/09/2018	800	DIATM
No file uploaded.			

5.1.3 – Students benefited by guidance for competitive examinations and career counselling offered by the institution during the year

Year	Name of the scheme	Number of benefited students for competitive examination	Number of benefited students by career counseling activities	Number of students who have passed in the comp. exam	Number of students placed
2019	Career Counselling	Nil	86	Nil	75
2019	Coaching for competitive exams	36	Nil	4	Nil
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5.1.4 – Institutional mechanism for transparency, timely redressal of student grievances, Prevention of sexual harassment and ragging cases during the year

Total grievances received	Number of grievances redressed	Avg. number of days for grievance redressal
14	14	8

5.2 – Student Progression

5.2.1 – Details of campus placement during the year

On campus			Off campus		
Name of organizations visited	Number of students participated	Number of students placed	Name of organizations visited	Number of students participated	Number of students placed
TCS, Tech Mahindra, Amazon, etc	307	252	Cognizant, IBM	10	3
View File					

5.2.2 – Student progression to higher education in percentage during the year

Year	Number of students enrolling into higher education	Programme graduated from	Department graduated from	Name of institution joined	Name of programme admitted to
No Data Entered/Not Applicable !!!					
No file uploaded.					

5.2.3 – Students qualifying in state/ national/ international level examinations during the year (eg:NET/SET/SLET/GATE/GMAT/CAT/GRE/TOFEL/Civil Services/State Government Services)

Items	Number of students selected/ qualifying
No Data Entered/Not Applicable !!!	
No file uploaded.	

5.2.4 – Sports and cultural activities / competitions organised at the institution level during the year

Activity	Level	Number of Participants
Annual Sports	Institution	232
Techfest	Institution	104
View File		

5.3 – Student Participation and Activities

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

Year	Name of the award/medal	National/ International	Number of awards for Sports	Number of awards for Cultural	Student ID number	Name of the student
2018	4th Karate International Tournament	International	3	Nil	3	Sayan Mondal
2019	5th Karate International	International	2	Nil	2	Aindrila Halder

No file uploaded.

5.3.2 – Activity of Student Council & representation of students on academic & administrative bodies/committees of the institution (maximum 500 words)

The institute every year elects student council members democratically by students of current batch. The institute ensures student representation in various committees and bodies like:

- Placement Committee: Placement committee is elected to serve with placement team of the institute wherein committee members play an active role by coordinating with industry professionals, candidates and by managing campus placement processes.
- Magazine Committee: The committee members are responsible for monthly news letters of the institute and annual cultural magazine of the institute. The Magazine secretary heads the committee.
- Grievance Committee: Elected members from the students in Grievance committee ensures transparency in decision making.
- Anti -Ragging Committee: Students representation in Anti -Ragging Committee ensures transparency in decision making.
- Canteen Committee: Members of Canteen Committee manage the canteen of institute by ensuring healthy and hygienic food.
- Cultural Committee: The student council of DIATM has a Cultural Secretary and Joint Cultural Secretary who play an active role in organizing various cultural events like Octave, Vista, Manthan, Guru Purnima, Youth Day, Independence Day, Republic Day etc. they take care cultural events, sponsoring and management.
- Sports Committee: The sports committee organizes various sports events during Vista, Corporate Football League is organized with Rotaract club members etc.
- Hostel Committee: Students take care of various requisites of hostel and raise the issues to management and manage the day to day work related to security, hygiene, discipline etc.
- Alumni Committee: The members of committee associate with alumni's for mentoring, grooming, placement, they actively participate in arranging alumni meets. We maintain transparency in all activities by involvement of stakeholders like students, parents etc. By participating in various committees' students get exposure of social and corporate atmosphere. It helps to develop leadership skills, team building, decision making, time management, self-discipline among the students and create robust managers for industry. It helps the institute to generate fresh ideas which infuses dynamism in the institute's environment.

5.4 – Alumni Engagement

5.4.1 – Whether the institution has registered Alumni Association?

No

5.4.2 – No. of enrolled Alumni:

0

5.4.3 – Alumni contribution during the year (in Rupees) :

0

5.4.4 – Meetings/activities organized by Alumni Association :

NA

CRITERION VI – GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 – Institutional Vision and Leadership

6.1.1 – Mention two practices of decentralization and participative management during the last year (maximum 500 words)

Decentralization and participative management are crucial practices that empower employees, enhance decision-making, and foster a collaborative environment in an organisation. Implementing these practices can lead to improved efficiency, innovation and overall institutional growth. The two practices of decentralization and participative management are given below:

Delegated Decision-Making - Decentralization involves transferring decisionmaking authority from higher levels of management to lower levels. It means granting head of the departments and faculty members the autonomy to make decisions related to curriculum design, student projects, and resource allocation within their respective departments. This approach empowers employees, foster quicker responses to challenges, and promotes a sense of ownership and accountability. Empowered teams can also experiment with new ideas and solutions, fostering a culture for innovation and creativity. Moreover, it demonstrates trust in employees' abilities, boosting their morale and confidence. It also promotes better communication between different levels of the organization. Different units or departments may require different approaches. Delegation allows decisions to be tailored to specific contexts

Participative Management - Participative management is an organizational approach that involves employees including faculty and staff members in the decision making process. This approach seeks to harness knowledge, insights, and the creativity of the employees by encouraging their active participation in shaping the organization's goals, strategies, and operations. It fosters a collaborative and inclusive work environment where employees are considered partners in the decision-making process rather than passive recipients of directives from higher management. Participative management encourages the involvement of employees from diverse backgrounds, positions, and skill sets. It recognizes that different perspectives contribute to more well-rounded and informed decisions. Employees are provided with relevant information about the organization's goals, challenges, and performance. This transparency ensures that decisions are based on accurate and complete data. Participative management encourages a culture of continuous improvement by keeping the employees engaged in the ongoing refinement processes, systems, and practices.

6.1.2 – Does the institution have a Management Information System (MIS)?

Partial

6.2 – Strategy Development and Deployment

6.2.1 – Quality improvement strategies adopted by the institution for each of the following (with in 100 words each):

Strategy Type	Details
Curriculum Development	Focus was given to design a dynamic and industry-aligned program. A joboriented add-on course supplements the core curriculum by focusing on practical skills demanded by industries. Both core engineering principles and emerging technologies were incorporated in the curriculum to ensure that the students acquire relevant skills. Such courses enhance employability, giving students a competitive edge in the market. The courses were designed in consultation with industry experts to ensure relevance and alignment with current industry needs
Teaching and Learning	To create a dynamic and effective

teaching and learning environment, a student-centric approach was employed to accommodate different learning styles and abilities. Interactive teaching methods was adopted to engage students through discussions, group work, and hand-on projects and educational technology tools were utilized to create experiential learning experiences. Integration of real-world case studies and industry projects into the curriculum, bridges the gap between theory and practice. Feedback mechanisms were established so that students can use this input to identify the areas for improvement on courses and teaching methods.

Examination and Evaluation

The examination system was made to promote comprehensive assessment, fairness, and alignment with learning objectives. A mix of assessment methods such as written exams, practical tests, presentations, and projects were incorporated in the assessment process to measure diverse skills. Standardized well-defined grading rubrics and assessment procedure was made mandatory to maintain consistency and fairness across different evaluators. Uniformity in question paper formats, difficulty levels, and grading standards across different departments of the same course was ensured. Open book examination system was introduced to complement with other assessment method to assess students' problem-solving abilities and practical application of engineering concepts.

Research and Development

A long term RD roadmap outlining goals, milestones, and resource allocation was devised. To support cutting-edge research, state-of-the-art laboratories, equipment, and technology need to be enhanced. Partnerships with industries were done for collaborative research projects, internships, and technology transfer. Research funding from external government agencies and private organizations is required. Faculty members and students were encouraged to publish their research findings in reputed journals and to present at conferences. Implementation of these strategies helps to foster a vibrant research ecosystem that contributes to technological advancements, societal well-being, and

the overall growth of the institution.

Library, ICT and Physical Infrastructure / Instrumentation

We have diverse collection in our library and are committed to regularly update the library's collection with current and relevant resources, including physical books, e-books, journals, and online databases. We have already invested in a reliable and highspeed network infrastructure to support seamless connectivity across the campus. We planned to implement userfriendly Learning Management Systems and online platforms for course materials, assignments, and communication. We also planned to offer regular training sessions to ensure all users are proficient in using digital tools and platforms effectively. We have a regular maintenance plan and already implemented eco-friendly practices.

Human Resource Management

Human Resource management involves creating an environment that fosters employee development, engagement, and overall organizational success. Keeping this in mind, we implemented regular performance reviews that focus on genuine feedback, development, and goal alignment. We also offer a range of training programs and opportunities for skill enhancement and career growth. We also support ongoing learning through workshops, online courses, and mentorship. We have taken initiatives to offer wellness programs that address physical, mental, and emotional wellbeing and will be providing resources for stress management, fitness, and mental health support.

Industry Interaction / Collaboration

We have developed partnerships with companies like Mejia Thermal Power Plant, Graphite India Ltd., Matix Fertilisers and Chemicals Ltd. and many more to offer students real-world internships, fostering practical skills and industry exposure. We also invite professionals for guest lectures, workshops, and seminars to share insights and expertise with students and faculty members. We do collaborate on projects that address real industry challenges, allowing students to apply their knowledge in a practical setting. Regular communication with industry partners is also maintained. We regularly update the curriculum to reflect industry needs and

	<p>technological advancements. We keep connections with our alumni to facilitate industry partnerships, mentorship, and guest speaker opportunities.</p>
Admission of Students	<p>We maintain an informative and userfriendly website that provides clear information about the admission process, deadlines, and requirements. We give focus on evaluating candidates' core competencies relevant to engineering, such as mathematics, physics, and problem-solving skills. We offer scholarships based on merit to attract a diverse range of talented students. Need- based financial aid programs are also established to ensure access for students from diverse socioeconomic backgrounds. We involve alumni in the admission process, allowing them to interact with and evaluate potential candidates. We also provide training to admission staff to ensure fair, unbiased, and consistent evaluation of applicants.</p>

6.2.2 – Implementation of e-governance in areas of operations:

E-governance area	Details
Planning and Development	<p>By implementing e-governance in planning and development section, we are able to streamline operations, improve communication, enhance transparency, and provide a more efficient and convenient experience for students and faculty members. It improved the service quality as the process became standardized and datadriven. It enables digital storage of records, making it easier to manage student data, faculty profiles, and academic progress. Through this tool, the department can efficiently manage resources and optimize its utilization</p>
Administration	<p>Implementing e-governance in the administration involves using digital technologies to streamline and improve various administrative processes. It enhanced our efficiency, transparency and accessibility in the administrative operations. E-governance also automates manual tasks and processes, reducing paperwork and manual intervention. Automation and digitization also helps us in saving cost. E-governance enables us in efficient storage, retrieval, and analysis of data, leading to informed decision-making. This helps us in</p>

	making strategic planning and resource allocation
Finance and Accounts	We have introduced online fee payment options for students and parents allowing them to pay tuition fees, hostel fees, and other charges through secure online portals. We also have an automated payroll system that ensures accurate salary calculations, tax deductions, and timely payments to employees. We also manage student scholarships through an online platform, simplifying the application, selection and disbursement processes. We have implemented robust data security measures to protect sensitive financial information and ensure privacy.
Student Admission and Support	Centralized entrance examination (WBJEE and JEE Main) and counselling is the practice of student admission for B.Tech courses. Here college follows central admission portal provided by WBJEEB
Examination	Examinations are subject to the guidelines provided by affiliating university (MAKAUT, WB), college only conducts examination as guided. University portal for examination system are used regarding all (examination, evaluation, uploading of internal marks etc.) related matter

6.3 – Faculty Empowerment Strategies

6.3.1 – Teachers provided with financial support to attend conferences / workshops and towards membership fee of professional bodies during the year

Year	Name of Teacher	Name of conference/ workshop attended for which financial support provided	Name of the professional body for which membership fee is provided	Amount of support
No Data Entered/Not Applicable !!!				
No file uploaded.				

6.3.2 – Number of professional development / administrative training programmes organized by the College for teaching and non teaching staff during the year

Year	Title of the professional development programme organised for teaching staff	Title of the administrative training programme organised for non-teaching staff	From date	To Date	Number of participants (Teaching staff)	Number of participants (non-teaching staff)
2018	FDP on Tools and Techniques	NIL	17/09/2018	18/09/2018	70	Nil

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Effective
Research

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6.3.3 – No. of teachers attending professional development programmes, viz., Orientation Programme, Refresher Course, Short Term Course, Faculty Development Programmes during the year

Title of the professional development programme	Number of teachers who attended	From Date	To date	Duration
Workshop on Research Methodology	45	07/01/2019	07/01/2019	1
Workshop on Choice Based Credit System	72	04/03/2019	04/03/2019	1

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6.3.4 – Faculty and Staff recruitment (no. for permanent recruitment):

Teaching		Non-teaching	
Permanent	Full Time	Permanent	Full Time
No Data Entered/Not Applicable !!!			

6.3.5 – Welfare schemes for

Teaching	Non-teaching	Students
No Data Entered/Not Applicable !!!		

6.4 – Financial Management and Resource Mobilization

6.4.1 – Institution conducts internal and external financial audits regularly (with in 100 words each)

Yes- Internal Audit done Quarterly and external audit annually by Pranay Dutta Gupta (M No. 057340).

6.4.2 – Funds / Grants received from management, non-government bodies, individuals, philanthropies during the year(not covered in Criterion III)

Name of the non government funding agencies /individuals	Funds/ Grnats received in Rs.	Purpose
NA	0	NA
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6.4.3 – Total corpus fund generated

0

6.5 – Internal Quality Assurance System

6.5.1 – Whether Academic and Administrative Audit (AAA) has been done?

Audit Type	External		Internal	
	Yes/No	Agency	Yes/No	Authority
Academic	Yes	NIL	Yes	IQAC
Administrative	Yes	NIL	Yes	IQAC

6.5.2 – Activities and support from the Parent – Teacher Association (at least three)

1. Regular meeting with Parent and teacher 2. Awareness to provide guidance for anti-ragging campaigning 3. Exploring provision of Industrial Training / Visit / Employment in some Industries / PSU where some of the parents and sufficient connection

6.5.3 – Development programmes for support staff (at least three)

1. Encouragement for Higher Education. 2. Switching internally into different sectors for a time being for vivid experience and expertise. 3. Regular training programme for skill enhancement.

6.5.4 – Post Accreditation initiative(s) (mention at least three)

1. Effort to engage more PhD faculties specially for engineering branches. 2. To increase the student admission by quality enhancement. 3. Aim to involve students in good project works which will increase the number of student publications.

6.5.5 – Internal Quality Assurance System Details

a) Submission of Data for AISHE portal	Yes
b) Participation in NIRF	No
c) ISO certification	No
d) NBA or any other quality audit	No

6.5.6 – Number of Quality Initiatives undertaken during the year

Year	Name of quality initiative by IQAC	Date of conducting IQAC	Duration From	Duration To	Number of participants
2018	Students orientation Program	20/08/2018	20/08/2018	23/08/2018	130
2019	Orientation Programme for faculty	21/01/2019	21/01/2019	21/01/2019	85

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CRITERION VII – INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 – Institutional Values and Social Responsibilities

7.1.1 – Gender Equity (Number of gender equity promotion programmes organized by the institution during the year)

Title of the programme	Period from	Period To	Number of Participants	
			Female	Male
Gender Inequality - A Threat	03/09/2018	03/09/2018	45	55

7.1.2 – Environmental Consciousness and Sustainability/Alternate Energy initiatives such as:

Percentage of power requirement of the University met by the renewable energy sources

1. Environmental Policy: Institution have a well-defined environmental policy that outlines their commitment to sustainability and sets clear objectives and targets. This policy should address various aspects such as waste management,

energy conservation, and promoting renewable energy. 2. Energy Audit: Conducting regular energy audits is important to assess the energy consumption patterns within the institution. This helps identify areas where energy conservation measures can be implemented and alternate energy sources can be harnessed. 3. Renewable Energy Sources: Institutions should explore and invest in alternative energy sources such as solar power, wind energy, hydroelectricity, or biomass. Installing solar panels, wind turbines, or small-scale hydroelectric plants can help meet a significant portion of the institutions energy demand. 4. Energy Conservation Measures: Implementing energy conservation measures within the institution can significantly reduce energy consumption. These measures may include retrofitting lighting systems with energy-efficient LED bulbs, using motion sensors to control lighting, optimizing HVAC systems, and promoting awareness among staff and students about energy-saving practices. 5. Waste Management: Institutions should develop robust waste management systems that include recycling, composting, and proper disposal of hazardous waste. Implementing a waste segregation program and conducting regular awareness campaigns can help minimize the environmental impact of waste generated by the institution. 6. Green Infrastructure and Landscaping: Institutions should actively promote green infrastructure and landscaping techniques on their campus. This includes planting native trees and plants, creating green roofs, and using rainwater harvesting techniques to conserve water resources.

7.1.3 – Differently abled (Divyangjan) friendliness

Item facilities	Yes/No	Number of beneficiaries
Ramp/Rails	Yes	0
Rest Rooms	Yes	40

7.1.4 – Inclusion and Situatedness

Year	Number of initiatives to address locational advantages and disadvantages	Number of initiatives taken to engage with and contribute to local community	Date	Duration	Name of initiative	Issues addressed	Number of participating students and staff
2018	2	2	20/08/2018	2	Nil	Kanksa Gram Panchayat	75

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7.1.5 – Human Values and Professional Ethics Code of conduct (handbooks) for various stakeholders

Title	Date of publication	Follow up(max 100 words)
Code of ethics and conduct for the students	09/07/2018	1. He/she shall be regular and must complete his/her studies in the College. 2. All students must uphold academic respect to all persons and their rights and property and safety of others etc. 3. He/she must carry the identity card, issued by the

college. 4. he/she should not Park a vehicle in a no parking zone 5. He/she is forbidden for Smoking on the campus of the college. 6. He/she should not indulge in any act of discrimination (physical or verbal conduct) based on an individual's gender, caste, race, religion or religious beliefs, colour, region, language, disability, marital or family status, physical or mental disability, gender identity, etc. 7. He/she should not misbehave at the time of student body elections or during any activity of the college. 8. He/she should not indulge in any disruptive activity in a class room or in an event sponsored by the college. 9. Cheating and Copying during examinations are forbidden. 10. All the students are informed that Ragging is a crime. So They should not involve in any act of ragging such as use of spoken /written word or any act which has the effect of teasing, treating or handling with rudeness any student. 11. All the students are informed that they should not involve in act of sexual harassment which encompasses a range of conduct, including sexual assault, unwanted touching or persistent unwelcome comments, emails, or pictures of an insulting or degrading sexual nature etc. 12. Any student of the college aggrieved by any acts of sexual harassment or ragging can approach the Student Grievance Redressal cell at the

<p>Code of ethics and conduct for the faculty</p>	<p>11/06/2018</p>	<p>college.</p> <ol style="list-style-type: none"> 1. Always be punctual in attending to duties in the college. 2. Treat all students with respect and dignity and be just and impartial to all irrespective of caste, creed, sex, status, religion, language and place of birth 3. Acknowledge and respect the uniqueness, individuality and specific needs of pupils/students and promote their holistic development 4. Refrain from accepting remuneration for coaching or tutoring his/her own students except for remedial teaching under an approved scheme 5. Seek to establish and maintain cordial relations with parents/guardians. 6. Work in a collaborative manner with students, guardians, management, other members of staff, relevant professionals and the wider school community, as appropriate, in seeking to effectively meet the needs of students. 7. Faculty should exhibit intellectual honesty and integrity in all their scholarly endeavours. 8. Faculty should refrain from lodging unsubstantiated allegations against colleagues or higher authorities 9. Faculty should participate in programmes of professional growth like in-service education and training, seminars, symposia workshops, conferences, self-study etc . 10. Faculty should avoid conflict between their professional work
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and private interests which could reasonably be deemed to impact negatively on pupils/students 11. recognize the management as the prime source of his sustainable development and develop mutual respect and trust through his professional activities and outputs

Code of ethics and conduct for the administrators

07/01/2019

1. Encourage outstanding teaching, research, and other professional activities. 2. Maintain a safe and clean environment for student learning and faculty research. 3. Act as an advocate for faculty, staff, and students of the College. 4. Treat faculty, staff, and students fairly and impartially. 5. Refrain from engaging in behaviour on the college premises that is inconsistent with their role as College leaders. 6. Strive to ensure the availability of resources required to accomplish goals and objectives.

7.1.6 – Activities conducted for promotion of universal Values and Ethics

Activity	Duration From	Duration To	Number of participants
National Unity Day	31/10/2018	31/10/2018	130
International Anti Tobacco Day	31/05/2019	31/05/2019	100
World Environment Day	05/06/2019	05/06/2019	250
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7.1.7 – Initiatives taken by the institution to make the campus eco-friendly (at least five)

Green Campus Policy 1) Ban on use of Plastic: 2) Landscaping with trees and plants: 3) Energy saving: Energy audit to be conducted through a certified agency. 4) Solar power Campus lights 5) Biodiversity in the institute campus.

7.2 – Best Practices

7.2.1 – Describe at least two institutional best practices

Title of the Practice:- Innovation in Teaching Learning Method a) For faculty and staff members b) For students 1. Objectives of the practice: The objective

of this methodology is to believe in the evolution of teaching and learning methods and what is the best method of reaching out to the students. Response:

1. Institutional best practices, as per the NAAC (National Assessment and Accreditation Council) format, refer to the recommended guidelines and standards that educational institutions should follow to ensure quality and excellence in their operations. These practices cover various aspects of an institutions functioning, including governance, leadership, teaching-learning process, infrastructure, research, and community engagement. 2. Student Support Services: The institution should provide comprehensive support services to students, including academic counseling, career guidance, financial aid, and health services. It should also establish mechanisms to address grievances and promote a conducive learning environment. 3. Project-based learning: Project-based learning is mainly used for self-learning to improve the learning ability of students and to reinforce knowledge received during the lecture. Being a technical institute, this method is extensively used to provide practical evidence of the theory learned. Students are asked to prepare projects with a clear concept of the principles learned. The teacher guides the students at various stages of developing the project, and further gives timely inputs during the preparation of the project work.

Upload details of two best practices successfully implemented by the institution as per NAAC format in your institution website, provide the link

<https://diatm.rahul.ac.in/web/academics/>

7.3 – Institutional Distinctiveness

7.3.1 – Provide the details of the performance of the institution in one area distinctive to its vision, priority and thrust in not more than 500 words

1. One area where the institution has excelled and set itself apart is in its commitment to promoting environmental sustainability. This vision, priority, and thrust towards sustainability has been apparent in all areas of the institutions operations and has yielded impressive results. 2. From the topdown, the institutions leadership has embraced the importance of environmental sustainability and has integrated it into the institutions strategic plan. This commitment is not merely lip service, but rather a core value that is reflected in the institutions actions and policies. 3. In terms of infrastructure, the institution has made significant investments in energy-efficient technologies and practices. The institution has installed solar panels on its buildings, implemented energy-efficient lighting systems, and adopted smart building automation systems to reduce energy consumption. These efforts have resulted in a substantial reduction in the institutions carbon footprint, leading to energy savings and cost reductions. 4. The institution has also taken steps to ensure that its operations are environmentally responsible. For example, it has implemented recycling programs throughout its campuses, encouraging students, faculty, and staff to recycle and reduce waste. Additionally, the institution has partnered with local organizations to promote the use of renewable energy sources, such as wind and solar power. 5. Education and awareness are also key components of the institutions sustainability efforts. The institution offers courses and programs focused on sustainability, including environmental science, renewable energy, and sustainable development. It also regularly organizes workshops and seminars on various sustainability topics, bringing in experts from different fields to share their knowledge and experiences. 6. The institutions commitment to sustainability extends beyond its own walls. It actively participates in community engagement initiatives to promote environmental awareness and sustainable practices. For example, it collaborates with local organizations to organize tree-planting campaigns, clean-up drives, and environmental awareness campaigns. By involving the wider community, the institution is able to create a larger impact and influence

positive change in the region. 7. The results of the institutions sustainability efforts have been impressive. Not only has it reduced its own environmental impact, but it has also become a leader and role model in promoting sustainability within the education sector. The institution has received numerous awards and recognition for its environmental initiatives, including being ranked as one of the most sustainable institutions in the country. 8. Furthermore, the institutions focus on sustainability has had a positive impact on its reputation and student enrollment. The institution has seen an increase in the number of students who are attracted to its sustainability programs and initiatives. Students are drawn to the institutions commitment to environmental responsibility and want to be part of a community that values sustainability. 9. In conclusion, the institutions performance in the area of environmental sustainability is outstanding and distinctive to its vision, priority, and thrust. Through its infrastructure investments, operational practices, educational programs, and community engagement, the institution has demonstrated its commitment to promoting sustainability. The results speak for themselves, with reduced carbon emissions, cost savings, and a positive impact on the wider community.

Provide the weblink of the institution

<https://diatm.rahul.ac.in/web/>

8.Future Plans of Actions for Next Academic Year

The College IQAC has identified the broad objectives which the College should strive to achieve during this period, which are enumerated as under - 1. To be able to enhance the Brand Equity of the College, which it has created for itself, in its Local Jurisdiction 2. To create an enabling environment for holistic development of Students, Faculty and Support Staff 4. To facilitate continuous upgradation and updation of Knowledge amp Use of Technology, by Faculty and Students 5. To fulfil its Social Obligations, in the manner of providing formal amp informal education, dissemination of Knowledge, organizing programmes and activities for the benefit of the Community and Other Stakeholders 6. To create awareness and initiate measures for Protecting and Promoting Environment This Perspective Plan outlines the various initiatives and focus areas to achieve the aforesaid Objectives. The same are enumerated hereunder - 1) INSTITUTION 1.1. To revise the Vision and Mission of the College, where necessary, to align with the aforesaid objectives 1.2. To continuously Innovate, Introduce new courses and remain relevant to the changing needs of the stakeholders 1.3. To provide thrust to achieve excellence in niche courses 2) INFRASTRUCTURE 2.1 To Implement Structural Repairs to Building and Electrical Repairs, on the basis of Structural Audit, carried out by the Management 2.2 To Implement the recommendations made by Audit Team which conducted Green Audit amp Energy Audit, carried out by the Institution 2.3 To provide resources required for Use of Technology to provide online course contents, video lectures, etc , 3) ADMINISTRATION 3.1 To automate various Office Administration Processes 3.2 To make available all Information online on the College web-site relating to Admission, Examinations, Courses, Rules, Committees, Attendance, Activities, Programmes, Seminars, Workshops, Extension Activities, amp Others 4) LEARNING RESOURCES 4.1 To upgrade Library Resources to include digital content, which can be accessed in online mode. 4.2 Digital Content in the form of Video Lectures, Study Notes, etc. to be made available on the web-site by Teachers 5) LINKAGES 5.1 To facilitate Faculty Exchange Programmes with Other Academic Institutions and International Linkages 5.2 To facilitate Collaboration with Libraries of Professional Institutions and other Libraries of eminence To facilitate Student Exchange Programmes with Other Academic Institutions in India and International Linkages 5.3 To enter into MOU's with Corporates and Industry Associations to promote Academia - Industry Linkages, to enable placements, internship, training, etc. for the students 5.4 To enter into collaboration with ISME to facilitate an Incubator Cell for new

Ideas to be translated into business ideas 6) FACULTY 6.1 To facilitate a Research Environment in the College, this encourages Faculty and Students to undertake Research 6.2 To encourage faculty to undertake Consultancy Assignments 6.3 To encourage faculty to Organise Faculty Improvement Programmes, National and International Conferences 6.4 To encourage Faculty to Participate in Syllabus Framing (at Board of Studies), Setting Question Papers (at University Examinations), Visit Other Institutions as Resource Persons, etc.