



# **GOVERNMENT COLLEGE OF ENGINEERING AND CERAMIC TECHNOLOGY**

*Established 1941*

Accredited by NAAC with Grade A

(2015)

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***Document regarding Participation of***

***Government College of Engineering and***  
***Ceramic Technology***

***In***

***National Institute Ranking Framework***  
***(NIRF)***



# National Institutional Ranking Framework

Ministry of Education  
Government of India



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Government College of Engineering & Ceramic Technology	Calcutta-10	West Bengal

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Government College of Engineering & Ceramic Technology	Kolkata	West Bengal

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# **NIRF report, AAA report and details on follow up actions**

The significant initiatives of Internal Quality Assurance Cell include collection of data from relevant stakeholders and preparation of Annual Quality Assurance Report to NAAC. Some of these include:

- Participation in NIRF, NAAC, NBA
- Adherence and approval of ISO benchmarks and similar certifying bodies
- Conduct of Academic and Administrative Audit (AAA) and its follow up action
- Conducting programmes on quality aspects and its documentation
- Collection of self-appraisal forms from staff and its analysis
- Conduct of survey related to quality parameters amongst relevant groups like students, alumni, employers and teachers.

Academic and Administrative Audit (AAA) is conducted annually to understand the existing system and assess the strength, weakness, opportunities and challenges faced by the departments along with their achievements. The institute has been conducting the Academic Audit regularly. The Academic Audit proforma was designed in line with the quality assessment format of NAAC. It was aimed at capturing the data on annual basis on key parameters of department, faculty, infrastructure, teaching-learning process, research guidance, consultancy, trainings and projects etc.

## **Process:**

Process of audit requires a self-review in which the institute evaluates its progress towards achieving its objectives and identifies areas for improvement. The committee holds meeting at the beginning and at the end of each academic year to discuss details of intended plans and strategies towards achieving its mission and vision and assess the measure practiced during the academic session. The audit panel comprises of head of departments, selected members of faculty and external members. The panel visits the department to check and verify the academic practices laid down by the committee for evaluation and drafts an audit report. The report commends good practices and make recommendations intended to assist the institute for continuous improvement of quality. The audit report is put up to the IQAC for monitoring and follow up activities.

## **Follow up actions:**

- Number of faculties attending FDPs / workshops is to be increased.
- The number value added courses having scope of employability is to be increased

- Organising more career guidance sessions
- An incubation centre is to be setup.
- Initiative to be taken for NEP-2020 implementation.
- Conduction of Staff development programmes for administrative staff.
- Digital infrastructure improvements and augmentation.
- Signing of MOUs with industry, academia
- Sensitization of code of ethics among students, staffs and faculties.

### **NIRF:**

This framework outlines a methodology to rank institutions across the country. The methodology draws from the overall recommendations and broad understanding arrived at by a Core Committee set up by MHRD, to identify the broad parameters for ranking various universities and institutions. The parameters broadly cover “Teaching, Learning and Resources,” “Research and Professional Practices,” “Graduation Outcomes,” “Outreach and Inclusivity,” and “Perception”.

The institute participates in NIRF every year. The name of the institute has not figured in the list published by Ministry of Education, Government of India.

The institute has analysed the result and has identified the areas of deficiency. More emphasis is to be given in the following areas:

1. Teaching, Learning & Resources
2. Research and Professional Practice
3. Graduation Outcomes
4. Outreach and Inclusivity
5. Perception