SELF STUDY REPORT

FOR

3rd CYCLE OF ACCREDITATION

BANKIM SARDAR COLLEGE

VILLAGE- TANGRAKHALI, PO-TANGRAKHALI, PS- CANNING, DISTRICT SOUTH 24 PARGANAS. PIN-743329
743329
www.bankimsardarcollege.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

September 2021

1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

The Sunderbans where this college is located is one of the most challenging topologies of the mother earth and is latent with caged potentialities not only in terms of natural but human resources as well. Ever since independence, the Government has hoped to unearth the latent potential of Sunderbans and Bankim Sardar College since its establishment in 1955 is ceaselessly performing such functions and helping its inhabitants to reflect their potential and be inclusive in the national mainstream.

Over the years, the college has expanded in terms of both curriculum and students enrolment. To match with such growth the college has expanded its infrastructure and financial resources as well. Later on, since 2000 the college started striving for initiatives towards making quality the defining element of higher education. We have been twice accredited by NAAC with B grade – the last accreditation taking place in 2015 – and for two reasons the year 2015 has been a crossroad for the college.

On one hand, the college obtained RUSA Grant from MHRD, which paved way for **infrastructural development** and on the other hand, the college was conferred with the recognition of College with Potential for Excellence. The CPE grant so received paved the way towards **qualitative development**.

To make this possible the teachers played the role of the mentors. They made the students feel that the campus is their second home. Efforts were also made to enrich the teachers and empower the staff. Experiences of learning new things became an emerging new culture.

With a strong combined effort of the teaching and non-teaching staff coupled with the endeavours of the highly motivated and diligent students of the College, our immediate vision is to become a College with Excellence.

As we try to move towards excellence, we appreciate that excellence is to be explored in the latent potential of the students - *the Sundarmon* (The Beautiful minds) of the Sunderbans and the act of exploration of the potential of the students is the task of the mentors (the teachers).

Vision

The vision of the college is *E E E* which means

1. Enlightenment – enlightening students to know the unknowns –the college gives utmost importance in bringing absentee students back to the classrooms providing them with students' friendly class routine, ensuring teachers' presence in the classroom, minimizing the cost of communication to the college for the students, providing an academic ambience conducive to teaching-learning, continuous internal assessment, 24x7 mentoring of students in the college and through electronic communications etc.
2. Empowerment – empowering students' to earn their livelihood – appreciating the fact that the college has the role to play in empowering the students with generic and transferable skills that are required in workplaces. The college has introduced capability enhancement schemes in Basic Computer Training, Basic Proficiency in Communicative English, preparation for Entry to Services, Basic Training in Tally, Fundamentals of Remote Sensing and GIS. In addition, teachers as mentors encourage their mentees in

photography, poster building, Biodata writing, Letter & Email writing, interview skills, debate-elocution-group discussion, students' seminars etc.

3. Enrichment – enriching the students with qualities towards being better citizens – the college understands that a student should rise above being knowledgeable and skilled and should become an enriched human being. It is believed that one of the most crucial functions of Higher Education is to transform the students into good citizens for the country, good neighbours for the society, responsible family members, and obedient children for the parents. Inculcation of civic qualities, community orientation and fellow feeling can be obtained through initiation and sustenance of efforts promoting human values and ethics. College is located in the Sunderbans. The topological disadvantages of the region make the inhabitants feel alienated from mainstream India. But they too have beautiful minds, the SUNDARMON – ???????? – ????????. One initiative of this college is to find out Sundarmon in the Sunderbans which is enshrined in the college oath, the Sundarmon Sapath

We, the beautiful minds

Listen to beautiful words

Think of beautiful ideas

Speak beautiful words

We, the beautiful minds

Shall create beautiful campus

Shall build beautiful life

Mission

1. The vision of *E E E* involves the task of enlightenment which is the duty of the teachers and towards effective curriculum delivery the teachers design the Academic Calendar, the Class Routine and Academic Plan and carry out the lessons accordingly.
2. The principal keeps a close eye on regular teaching-learning procedures, whether students are attending classes regularly, whether the syllabus is being completed as per plan and internal assessments are being conducted and evaluated every month
3. The college goes ahead to conduct three to four internal assessments and imbibe the habit of regular teaching-learning evaluation among the learners
4. In the class, teachers generally teach through the conventional chalk and talk method. However, departments make reasonable use of ICT to make the teaching-learning process more learner-centric and some of the departments make use of YouTube for effective delivery of the curriculum.
5. Teachers follow the practice of Mentoring with the sole objective of reaching out to the students 24x7 and make them feel at home
6. The students being inhabitants of the dispersed islands of the Sunderbans remains in touch with their teachers – off the classroom – by way of WhatsApp groups and teachers as mentors guide the students in their teaching-learning either through WhatsApp or through Email
7. Classroom teaching is supplemented with occasional departmental seminars and special lectures, group discussions to make teaching-learning to be more learner-centric

8. Study tours and field trips also take place as per the requirements of the curriculum in the departments of Botany, Zoology and Geography
9. The task of empowering the students for the workplace and enriching the students for life and the society at large is ensured through the introduction of add-on courses for training and development

The task of building stronger self-efficacy belief gets enabled through round the year student-centric activities, observing events of national importance, commemorating the birth and death anniversaries of the national idols and reaching out to the neighbourhood towards building social relations with the sons of the soil.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

1. The NAAC peer team report during the second cycle recognized the fact that the institution is capable of serving the deprived people of the Sunderbans and such recognition was put to value by the UGC while conferring the status of College with Potential for Excellence.
2. While striving for excellence, the college is required to introduce changes and any change at the outset faces resistance. However, the management is not afraid to think differently and embrace new ideas and bring in changes.
3. The college administration adheres to the Rule of Law which brings resistance from vested interest groups in the short run but brings order and upholds the system in the long run.
4. The teachers who are mentors as well give their level best and try to imbibe holistic development among the students.
5. The members of the staff who are very much less in numbers work 24x7 ungrudgingly and keep all assigned works done in due time.
6. The college has a sprawling campus of 30 acres which encourages to think beyond time towards futuristic development
7. In compliance with the directive of the mother university, the college has implemented the ‘student centric’ CBCS syllabus in all UG/PG courses from 2018 successfully. In 2016, Post Graduate course is introduced in Bengali. Institution neighbourhood community network has been established through NCC involving college students.
8. Mentors successfully carry out programmes throughout the year to build larger self-efficacy belief among the students.
9. Security within the campus was enhanced with the posting of college appointed security guards and the installation of CCTV cameras.
10. Teachers and staff have learnt the art of working from home by way of using virtual platforms and keep the wheels of the college moving even during the pandemic
11. During the pandemic, teachers have shown tremendous resilience to face uncertainties of life and the future and effectively maintained their duties towards teaching-learning evaluation.

Institutional Weakness

1. The geographically disadvantaged location of the college is a serious weakness for this college as the Kolkata based employers do not feel encouraged to come into any agreement for offering employability programmes
2. College being located in the backward area is not very much aware of the concept of self-development

and therefore developmental programmes are not so much desired

3. A low level of education on the part of the parents often leads to lesser clarity and adequate perception and understanding about the importance of higher education and subsequent progression. Many of the students are first-generation learners and therefore their parents are not directly catalytic to the educational attainment of their children
4. Many students are not adequately affluent and therefore cannot think of availing add on training for their betterment and progression
5. Economic hardship often compels a student to abstain himself/herself from regular classes and work for the sustenance of his/her family
6. Shortages of classrooms and lack of space act as a deterrent in implementing the diversified CBCS curriculum.
7. No recruitment of Group-D staff in the last seventeen years has completely depleted the Science Departments of their non-teaching laboratory assistants and affected the office as well.
8. Neither funding nor permission is available for starting diverse vocational courses which would have enhanced the placement opportunities for the students.
9. Poor administrative staff to student ratio acts as a hindrance to the smooth running of the administrative affairs of the college and real estate management.
10. Change resistance is often limiting the move towards excellence as the move towards quality is not given larger priority as required
11. Being a Government aided college the symptoms of public sector complacency cannot be denied in many of the instances

Institutional Opportunity

1. The benefits of funding as received from MHRD under the RUSA scheme is a significant opportunity for the college towards building new infrastructure, renovating old infrastructure and high-value procurement for up-gradation and modernisation of classrooms, libraries, laboratories and offices.
2. UGC conferring the status of *College with Potential for Excellence* and the funding received therein is another significant opportunity towards initiating and sustaining quality initiatives and search for the potential for excellence among the students.
3. Introduction of the semester system coupled with internal assessment and tutorials by the college is an opportunity for the teachers towards a planned and systematic delivery of lessons in smaller domains.
4. Introduction of the choice based credit system is providing an opportunity to the students towards ability enhancement, skill enhancement, and discipline-specific knowledge enhancement along with core understanding of the subject.
5. The campus being free from trespassing and free from the clutches of non-student outsiders creates an ambience conducive to not only peaceful teaching-learning but also makes holistic development possible through mentor-mentee relationships within the college.
6. The prevalence of COVID 19 lockdown in different phases has provided the opportunity for all teachers and staff to learn new things and adapt to the new normal
7. Several merit cum means scholarships, minority scholarships, stipend benefits, Kanyashree etc might be seen as an opportunity for the students (particularly the girl students) to feel encouraged and enrol and complete higher studies
8. The avenues of *Google Meet* and similar other platforms have provided the opportunity to interact with people all around across the length and breadth of the country and even abroad through webinars virtually at no cost

Institutional Challenge

1. Introduction of choice based credit system is posing a challenge to the teachers in face of learning a new curriculum as necessitated under the CBCS
2. Introduction of semester system, continuous internal assessment, project evaluation, tutorial evaluation, maintenance and upload of attendance record in the university portal are the new challenges faced by the teachers.
3. Teachers are also facing challenges associated with e-content development, e-learning, e-assessment, which are becoming a new work order of the present and the future
4. The college is located in a geographically disadvantaged place posing challenges of the high cost of commutation, lesser frequency of transportation thereby reducing the vibrancy of the institution
5. Since daily commuting to the college is time-consuming and expensive, many of the students tend to stay away from college. Motivating them to come to college is thus a challenge.
6. The possibility of a new education policy is emerging as a new challenge to the institution particularly in the area of internal resource mobilisation
7. The question of blended learning and the necessity of becoming more technologically empowered are becoming important and if not properly addressed in time, the challenge may pose serious threats to the teachers in the domain of teaching-learning evaluation.

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

1. Since 2014 the curriculum offered in the college has expanded in terms of core curriculum and add on curriculum. Introduction of English Honours, Education Honours, Bengali PG, and Geography General has led to the growth of the core curriculum. On the other hand, the introduction of Basic Computers, Communicative English, Entry To Service, Skill Plus, Tally, Remote Sensing has enhanced the add on curriculum base.
2. The CBCS curriculum introduced by the university was designed and developed by various departments in form of a modular curriculum that addressed the needs of the students for a better understanding of the curriculum. Periodic workshops on curriculum and interactions with the board of study members, industrialists, corporates enable the students to appreciate the requirements of the workplace. Periodic feedback is obtained, analysed and discussed in IQAC for necessary actions.
3. The council of teachers, the Heads of the Departments discuss the requirements of revising the curriculum towards integration of several recent issues so that such issues get highlighted in different course curriculum.
4. Faculties of the Department of Bengali and their students pay visits to various publishing and printing houses to get acquainted with the processes involved in the publishing industry and enthuse and encourage them to choose careers in such areas.
5. Inter-college students' workshops organised by the Department of Economics both offline and online appraise the students of Economics over the changes made in the CBCS curriculum along with the scope of progression to higher studies and job market.

The college has entered into collaboration with Netaji Subhash Open University towards the introduction of add-on courses but the same is yet to be functional due to continuous lockdown

Teaching-learning and Evaluation

1. The admission process is inclusive as is borne out of more than 80% in the reserved category.
2. There is a comfort zone among students with varying IQ levels because the teachers plan and execute teaching and evaluation exercises keeping the competence of the advanced, average and slow learners in mind.
3. Teacher-student interactions both within the classroom and outside are encouraged with the attitude of mentoring.
4. Caring guidance in practical classes, project preparations, tutorial preparations are part of the teaching process.
5. The college follows a mechanism of mentor-mentee in two different forms.
    - First, subject teachers become mentors of their students for purely academic purposes.
    - Secondly and perhaps more importantly, every student of this institution does have a teacher from any discipline who acts as the mentor. He stays in touch with the student 24x7 and tries to solve any difficulty faced by the mentee beyond teaching-learning.
    - A ratio of 1:25 – the mentor-mentee ratio is fairly functional in keeping the Head of the Institution connected to each and every student through WhatsApp Groups.
6. The college designs a detailed academic calendar which is contained in the college prospectus and the same is distributed among students at the commencement of every academic session. The calendar includes the teaching schedule and the monthly internal assessment schedule.
7. The Head of the Institution convenes a meeting of all teachers to make them design their academic plan in terms of the academic calendar. Teachers try to complete the syllabus within the given time frame
8. The Head of the Institution takes feedback from the students about their difficulties faced (if any) in the classroom interactions.
9. Classroom teaching is supplemented with occasional departmental seminars, special lectures, group discussions to make teaching-learning more learner-centric
10. Study tours and field trips also take place as per the requirements of the curriculum in the departments of Botany, Zoology and Geography

Research, Innovations and Extension

1. Members of the faculty – in particular junior faculties- remains involved in research, publications, attending academic conferences, presenting papers etc.
2. Teachers also remain engaged in obtaining and completing research projects with necessary funding from UGC, ICSSR etc.
3. Many of the teachers, particularly the junior teachers, get registered for the Doctoral Research Programme for the award of PhD.
4. As a part of the extension programme, teachers, staff and students visit neighbouring schools and also invite school children with the objective of making the young minds to dream and aspire for higher education.
5. The college also conducts round the year activities of NCC and NSS with the objective of conducting extension programmes and serve the cause of people in need.
6. In the domain of innovations the college aims at increasing efficiency through innovative ideas as follows:

- Online Repository was innovated for uploading of study and research materials of teachers and teachers were benefitted to upload study materials with students having access to it.

- Online Learning Management System was innovated for teachers to upload materials, question banks, PPTs, video classes etc for the benefit of the students.
- ID Card Generator is a system of software designed for the generation of ID Cards for the students on the day of admission towards making fast track admission possible with a large degree of transparency.
- Attendance Tracker is a system of biometric attendance of students' arrival and departure in the college. It was innovated to enhance students' attendance and to restrict the acts of trespassing in the college.
- IMAS is an innovation towards the system of uploading internal marks and attendance in the website for parental viewing to render transparency in tracking the regularity and academic progress of students.
- The college has obtained *G-suite for Education* from Google as recognition for its relentless service to the underprivileged people of Sunderbans. Now, the smooth conduct of online classes via Google Meet and Google Classroom has become completely effortless.

Infrastructure and Learning Resources

The college has emphasised upon

1. The building of quality facilities like seminar hall, English language classroom, computer centre, students assembly room, smart classroom, ICT lounge for teachers, ICT lounge for students, CCTV surveillance, classroom with projectors, lectern in bigger classrooms and public address system
2. The building of eco-friendly facilities like Solar Power Plant, complete LED lights coverage, rainwater harvesting and demineralisation plant
3. Renovation of infrastructure like electrical renovation, rainwater shed, building painting, truss roofing
4. Building new infrastructures like stairs to the truss roofing, new library building, library building boundary wall, seminar library with reading room space for teachers and students, projection facility, mentoring space, entry to service section, internet browsing centre, examination hall, Bengali PG room, Geography laboratory and classroom, Physical Chemistry laboratory, Physics Dept computer laboratory, Bio-Chemistry laboratory and air-conditioned IQAC Room with high-speed connectivity.
5. Modernisation of Classroom with Lectern, CCTV, projector, modern furniture
6. Library modernisation with modern furniture, projector, RFID, OPAC, biometric gate
7. Office modernisation with modern furniture, power back up, CCTV, LAN and Tally
8. Teachers' room modernisation with modern furniture, CCTV, RO water plant, 3 tonnes AC and students counselling space
9. Modernisation of Botany, Zoology Electronics and Chemistry lab with modular furniture and pieces of equipment
10. Students' facilities like drinking water array with UV water purifier, new students' canteen, new cycle stand with shed work (2100 sq ft) and renovated boys' washroom
11. Adequate computer facilities in English Language laboratory, IQAC room, seminar library room and computer centre
12. Laboratories of the departments of Physics, Chemistry, Botany, Zoology and Geography are endowed with all necessary learning resources as per students' need but with possibilities of funding from UGC coming to an end, purchase and procurement of laboratory equipment as required under the CBCS curriculum is getting uncertain

Student Support and Progression

The college appreciates that the students of this institution have received very less support during their

childhood days owing to the fact that they are the deprived population of the Sunderbans. Thus they require support to build a personality having larger self-belief and social responsibility. Towards this end

1. the college prefers to build such larger self-belief through conscious acts of mentoring such that the students observe the days of significance - ?????? ???? – throughout the year.

- NCC day and NSS day - to develop the mind to serve the society
- Tree plantation day - identifying the value of the environment
- Fish cultivation day - respect the fisherman community
- Independence day and Republic day - build neighbourhood relation
- Harmony day - build the mind towards community harmony
- Teachers' day - respect and love the teachers
- Students' day - imbibing the dream in the minds of the students
- Youth day - appreciate the values and spirit of Vivekananda
- Leadership day - appreciating the life and practices of Netaji
- Language day - imbibing the feeling of respect for the Bengali language
- Women's day - inculcating the feeling of gender equality

2. Cultural trip to places like Santiniketan, Belurmath and Kolkata with the objective of imbibing broader vision in life through appreciation of culture beyond geographical boundaries

3. Department of Bengali takes their students to Kolkata Book Fair for the purpose of getting them acquainted with the Book Fair culture

4. Students get the opportunity to participate and perform and imbibe the self-belief that "even I can" as the Teachers as mentors guide students to prepare and participate in events like

- Performing Art Skills like - Antaksaari, Dance, Singing, Recitation
- Oratory and Public Speaking Skills like - Quiz, Debate, Seminar, Extempore, Group Discussion, Youth Parliament
- Creative acumen like - Science Exhibition, Craft Exhibition
- Self directional Skills like - Bio-Data Contest, e-mail, Official Letter Writing, PPT Presentation, Interview
- Writing Skills like - Essay, Personal Letter Writing, Paper Writing, Creative Writing, Report Writing
- Visual Skills like - Pencil Sketch, Photography, Poster

5. Students in the Geography Department provided with online training in Remote Sensing and GIS

Governance, Leadership and Management

The college is administered at five different layers

At the **policy-making level,** the Governing Body is the policy-making authority

At the **execution level** – the Principal remains responsible as Executive Head - for day to day administration and executes the regulations, government orders, statutes and policy resolutions of the

University Grants Commission

Government of West Bengal

University of Calcutta

Governing Body

State/Central Finance Rules

Income Tax Acts

Other laws of the land

At the **functional level** – the several committees and sub-committee, the IQAC and the council of Teachers - assists the Principal in executing the academic and non-academic functions of the college.

- Academic Committee which includes Admission Sub-committee, Routine Sub-committee,

Examination Sub-committee and Library Sub-committee

- Finance Committee, Building Committee and Purchase Sub-committee
- Service Book Committee
- Teachers' Council

At the **auxiliary level** - cells like Anti Ragging Cell, Internal Complaint Cell, Research Cell, Women's Cell, NCC and NSS deliver certain supplementary functions.

At the **quality initiative level** - there two committees designated to serve the purpose of making quality to be the defining element

- Internal Quality Assurance Cell
- CPE Advisory Board

Furthermore, at the **e-governance level** - the college is managed by "those who can" irrespective of posts and positions and the role of the head of the institution is to imbibe a learning culture so as to adapt to e-governance in HRMS, PFMS, IT, Admission, Registration, Examination, uploading of marks, AISHE, NIRF, AQAR etc

Finally, at the **work from home governance level** - the Principal and the several working committees – examination, admission and the mentors maintain electronic communication with the teachers/staff/students and mentees mostly through WhatsApp groups, Google Meet etc where group communications are necessary.

Institutional Values and Best Practices

The college logo reflects the Core Value - *Vidy? Vimuktaye* - which means getting

1. enlightened from darkness – the enlightenment

2. liberated from bondage – the empowerment
3. merged to Supreme Mind – the enrichment

The vision of the college is *Enlightenment, Empowerment and Enrichment* and the college rigorously follows this Core Value. To get closer to the goal as envisaged, the college builds its process in terms of several healthy and best practices :

One of the Best Practices: *Sundarmon* (Beautiful Minds)

The objective is the empowerment of students through skill development.

Every student is born with a Beautiful Mind (Sundar means Beautiful & mon means Minds) which are to be unearthed and cultured. The teachers in the HEIs by way of becoming mentors of their student mentees can play a catalytic role in this regard. The college organises a series of events called Sundarmon every year and its objective is to carry out programmes and events beyond the narrow domain of regular teaching-learning evaluation and provide a platform to the students so that they can discover their pent up skills and latent potential for excellence.

The other Best Practice is *Bibidher Majhe Dekho Milano Mahan* *(Identifying Unity in Diversity)*

The objective is the enrichment of students by way of extending them from the narrow concept of self.

The life process of people differs across person, place, culture, religion etc. Such diversity often causes disharmony. The holistic objective of a person is to remain identified with the diverse life process of others and find out the unity in diversity. HEIs can play a pivotal role in imbibing the vision of harmony and unity among the students by way of observing and commemorating observable days, making the students identify their citizenship roles by way of establishing neighbourhood relations and most importantly strengthening cultural exchange amongst diverse communities.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	BANKIM SARDAR COLLEGE
Address	Village- Tangrakhali, PO-Tangrakhali, PS-Canning, District South 24 Parganas. PIN-743329
City	Canning
State	West Bengal
Pin	743329
Website	www.bankimsardarcollege.org

Contacts for Communication					
Designation	**Name**	**Telephone with STD Code**	**Mobile**	**Fax**	**Email**
Principal	Tilak Chatterjee	033-79602076	9874466440	-	iqacbscollege@gmail.com
IQAC / CIQA coordinator	Suchandra Biswas	033-24130882	9830187145	-	suchandrabiswas@yahoo.co.in

Status of the Institution	
Institution Status	Grant-in-aid and Self Financing

Type of Institution	
By Gender	Co-education
By Shift	Day

Recognized Minority institution	
If it is a recognized minroity institution	No

Establishment Details	
Date of establishment of the college	25-04-1955

University to which the college is affiliated/ or which governs the college (if it is a constituent college)		
State	**University name**	**Document**
West Bengal	University of Calcutta	View Document

Details of UGC recognition		
Under Section	**Date**	**View Document**
2f of UGC	02-08-1958	View Document
12B of UGC	02-08-1958	View Document

Details of recognition/approval by stationary/regulatory bodies like AICTE,NCTE,MCI,DCI,PCI,RCI etc(other than UGC)				
Statutory Regulatory Authority	**Recognition/Approval details Institution/Department programme**	**Day,Month and year(dd-mm-yyyy)**	**Validity in months**	**Remarks**
No contents				

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

Recognitions	
Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	Yes
If yes, date of recognition?	01-04-2016
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	Village- Tangrakhali, PO- Tangrakhali, PS- Canning, District South 24 Parganas. PIN-743329	Rural	28	5615

2.2 ACADEMIC INFORMATION

NAAC

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	**Name of Programme/Course**	**Duration in Months**	**Entry Qualification**	**Medium of Instruction**	**Sanctioned Strength**	**No.of Students Admitted**
UG	BA,Bengali	36	HS qualified	Bengali	120	92
UG	BA,Education	36	HS qualified	Bengali	40	37
UG	BA,English	36	HS qualified	English	20	17
UG	BA,History	36	HS qualified	Bengali	70	49
UG	BA,Political Science	36	HS qualified	Bengali	40	37
UG	BA,Sanskrit	36	HS qualified	Bengali,Sanskrit	110	42
UG	BSc,Botany	36	HS qualified	English + Bengali	20	6
UG	BSc,Chemistry	36	HS qualified	English + Bengali	25	3
UG	BSc,Physics	36	HS qualified	English + Bengali	14	3
UG	BSc,Zoology	36	HS qualified	English + Bengali	25	22
UG	BCom,Commerce	36	HS qualified	English + Bengali	50	2
UG	BA,Ba General	36	HS qualified	Bengali	590	522
UG	BSc,Bsc General	36	HS qualified	English + Bengali	50	21
UG	BCom,Bcom General	36	HS qualified	Bengali	50	10
PG	MA,Bengali	24	BA Hons in Bengali	Bengali	55	11

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	1				15				19			
Recruited	1	0	0	1	5	10	0	15	7	3	0	10
Yet to Recruit	0				0				9			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				10			
Recruited	0	0	0	0	0	0	0	0	7	3	0	10
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				36
Recruited	23	3	0	26
Yet to Recruit				10
Sanctioned by the Management/Society or Other Authorized Bodies				0
Recruited	0	0	0	0
Yet to Recruit				0

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

Qualification Details of the Teaching Staff

Permanent Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	1	2	5	0	3	1	0	12
M.Phil.	0	0	0	0	3	0	2	1	0	6
PG	0	0	0	3	2	0	2	1	0	8

Temporary Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	0	0	0	0
PG	0	0	0	0	0	0	6	3	0	9

Part Time Teachers										
Highest Qualification	**Professor**			**Associate Professor**			**Assistant Professor**			
	Male	Female	Others	Male	Female	Others	Male	Female	Others	Total
D.sc/D.Litt/ LLD	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	1	0	0	1
M.Phil.	0	0	0	0	0	0	4	0	0	4
PG	0	0	0	0	0	0	1	1	0	2

Details of Visting/Guest Faculties				
Number of Visiting/Guest Faculty engaged with the college?	**Male**	**Female**	**Others**	**Total**
	5	4	0	9

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	1100	0	0	0	1100
	Female	1034	0	0	0	1034
	Others	0	0	0	0	0
PG	Male	8	0	0	0	8
	Female	11	0	0	0	11
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years

Programme		Year 1	Year 2	Year 3	Year 4
SC	Male	460	487	431	337
	Female	239	315	310	254
	Others	0	0	0	0
ST	Male	16	37	37	21
	Female	11	19	16	9
	Others	0	0	0	0
OBC	Male	115	95	95	71
	Female	75	87	68	86
	Others	0	0	0	0
General	Male	117	187	240	123
	Female	82	124	134	86
	Others	0	0	0	0
Others	Male	0	0	0	0
	Female	0	0	0	0
	Others	0	0	0	0
Total		1115	1351	1331	987

Extended Profile

1 Program

1.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
221	174	169	153	149

File Description	Document
Institutional data prescribed format	View Document

1.2

Number of programs offered year-wise for last five years

2018-19	2017-18	2016-17	2015-16	2014-15
15	15	15	14	14

2 Students

2.1

Number of students year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
2081	2491	2999	2737	2681

File Description	Document
Institutional data in prescribed format	View Document

2.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
575	575	575	550	550

File Description	Document
Institutional data in prescribed format	View Document

2.3

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

2018-19	2017-18	2016-17	2015-16	2014-15
402	485	438	602	522

File Description	Document
Institutional data in prescribed format	View Document

3 Teachers

3.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
35	26	22	24	21

File Description	Document
Institutional data in prescribed format	View Document

3.2

Number of sanctioned posts year-wise during last five years

2018-19	2017-18	2016-17	2015-16	2014-15
44	34	34	34	34

File Description	Document
Institutional data in prescribed format	View Document

4 Institution

4.1

Total number of classrooms and seminar halls

Response: 29

4.2

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

2018-19	2017-18	2016-17	2015-16	2014-15
141.88	147.31	153.75	108.28	112.04

4.3

Number of Computers

Response: 89

NAAC

4. Quality Indicator Framework(QIF)

Criterion 1 - Curricular Aspects

1.1 Curricular Planning and Implementation

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

Response:

The institution being an affiliate of the University of Calcutta, delivers the curriculum as per guidelines of the University. However, this institution adheres to a number of “distinctive practices” keeping in mind the customised requirements of this college. For effective curriculum delivery the college emphasises on

1. Regular attendance of students and teachers
2. Meticulous planning towards minimising the loss of teaching days
3. Optimising the use of a limited number of classrooms
4. Teachers remain prepared with the changes in the curriculum as suggested by the university from time to time
5. Head of the Institution monitors the completion of courses on a monthly basis
6. The institution conducts internal assessment every month- which remains the most effective step towards curriculum delivery
7. Departments make reasonable use of ICT to make the teaching-learning process smooth
8. Teachers follow the practice of mentoring with the objective of reaching out to the students 24 X 7
9. Teaching gets supplemented with seminars, special lectures, group discussions, study tours and field trips

File Description	Document
Upload Additional information	View Document

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

Response:

Under the semester system, the university publishes Academic Calendar which includes internal assessments and tutorial schedule to be held during Nov (for odd semester) and during May (for even semester). Like every other college, this institute follows this calendar strictly. During the end of the semester, the teachers upload the attendance and marks scored (in tutorial and internal assessment) in the university portal within the stipulated deadlines as set by the university.

But the distinctiveness of this college is that it publishes an annual Academic Calendar / Semester Calendar and uploads the same in the college website before the commencement of the academic session. This calendar makes a clear reflection of the time management within a semester and lay down the following

1. Teaching days and the examination days
2. Special teaching days during examinations
3. Internal Assessment Schedule
4. Academic Plan meeting and Academic Review meeting
5. Celebration of “Dibash” – observing days of events of national importance
6. Celebration of students centric events round the year
7. Add-on course class days on Sundays
8. List of holidays

The institute stipulates the necessity of conducting one internal assessment every month. The institution keeps a record of the monthly attendance and the marks obtained in each internal assessment by each student and uploads the same in the **Internal Assessment Marks & Attendance Portal** for parental viewing through the college website.

File Description	Document
Upload Additional information	View Document

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

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

Response: A. All of the above

File Description	Document
Institutional data in prescribed format	View Document
Details of participation of teachers in various bodies/activities provided as a response to the metric	View Document
Link for Additional information	View Document

1.2 Academic Flexibility

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

Response: 100

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

Response: 15

File Description	Document
Minutes of relevant Academic Council/ BOS meetings	View Document
Institutional data in prescribed format	View Document

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

Response: 19

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	4	3	3	3

File Description	Document
List of Add on /Certificate programs	View Document
Brochure or any other document relating to Add on /Certificate programs	View Document
Any additional information	View Document
Link for Additional information	View Document

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

Response: 6.61

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

2018-19	2017-18	2016-17	2015-16	2014-15
249	223	100	97	141

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

1.3 Curriculum Enrichment

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

Response:

As the college is an affiliate of the university, the college itself do not have much scope and opportunity to develop and design its curriculum. It follows the curriculum suggested by the university.

However, the university in recent times has introduced the Choice Based Credit System in which Skill Enhancement Courses (SEC) and Discipline Specific Electives (DSE) are incorporated to supplement the basic Core Courses. In these SECs and DSEs there are several cross cutting issues which are relevant to Professional Ethics, Gender, Human Values, Environment and Sustainability.

Issues	Name of the Course	Included in the Cu
Gender	Gender and Politics	DSE in Sem 5 (Po
	Gender and Society	DSE in Sem 6 (Ec
	Women Education	DSE in Sem 6 (Ec
	Women Empowerment	DSE in Sem 6 (Be
	Women Enlightenment	CC7 in Sem 6 (Be
Environment	Environmental Studies	AECC in Sem 2
	Renewable energy & energy harvesting	SEC in Sem 4 (Ph
	Crop improvement techniques & application	SEC in Sem 4 (Bo
	Organic farming	SEC in Sem 3 (Bo
	Approach towards sustainability	DSE in Sem 5 (Ec
	Sustainable Development	SEC in Sem 4 (Ge
	Coastal Management	SEC in Sem 3 (Ge
Human Values	Value Education	SEC in Sem 4 (Ph
	Education and Development of Values	CC4 in Sem 2 (Ed
	Peace and Value Education	DSE in Sem 5 (Ec
Ethics	Business Ethics	SEC in Sem 3 (Ph
	Business Ethics	Sem 4 (BCom)

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

Response: 8.65

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

2018-19	2017-18	2016-17	2015-16	2014-15
46	9	9	9	9

File Description	Document
Programme / Curriculum/ Syllabus of the courses	View Document
MoU's with relevant organizations for these courses, if any Average percentage of courses that include experiential learning through project work/field work/internship	View Document
Minutes of the Boards of Studies/ Academic Council meetings with approvals for these courses	View Document
Any additional information	View Document

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

Response: 49.98

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

Response: 1040

File Description	Document
List of programmes and number of students undertaking project work/field work/ /internships	View Document
Any additional information	View Document

1.4 Feedback System

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

Response: A. All of the above

File Description	Document
Any additional information (Upload)	View Document
Action taken report of the Institution on feedback report as stated in the minutes of the Governing Council, Syndicate, Board of Management (Upload)	View Document

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

1. **Feedback collected, analysed and action taken and feedback available on website**
2. **Feedback collected, analysed and action has been taken**
3. **Feedback collected and analysed**
4. **Feedback collected**
5. **Feedback not collected**

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

File Description	Document
Upload any additional information	View Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1 Average Enrolment percentage (Average of last five years)

Response: 77.19

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

2018-19	2017-18	2016-17	2015-16	2014-15
833	909	1052	1064	986

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

2018-19	2017-18	2016-17	2015-16	2014-15
1279	1279	1279	1224	1224

File Description	Document
Institutional data in prescribed format	View Document
Any additional information	View Document

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

Response: 76.82

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

2018-19	2017-18	2016-17	2015-16	2014-15
280	433	492	477	483

File Description	Document
Average percentage of seats filled against seats reserved	View Document
Any additional information	View Document

2.2 Catering to Student Diversity

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

Response:

Almost all the students taking admission in this college are from socially disadvantaged or economically challenged families and had their upbringing in Bengali medium schools thus having lesser language proficiency, low-level familiarity with modern technology and inadequate self-belief.

The distinctiveness of this institution is that the college is helping these students to reflect their potential and be inclusive in the mainstream. The teachers are identified with the necessity of appreciating the learning levels of the students and it follows certain innovative ways of assessing them.

1. The Principal at all times draw him near to the students, with fondness and affection so that the children can spell out their limitations and difficulties
2. On the first day of the new academic session, the college observes **Abhishek Dibas** (Teacher-Student Introductory Meet) when the Principal, the IQAC members and the teachers meet the students, inform them about the scopes and challenges in higher education, the academic environment of the college and also make them interact to give their feedback on their expectations.
3. On the same day, each department conducts the **induction meeting** with the students and appraises them about the syllabus, course outcome, programme outcome, internal assessment schedule and newly implemented CBCS modalities. During these sessions of interactions with the students, teachers assess their learning levels.
4. Principal along with senior teachers, meet the parents during the **Abhibhabak dibash** the institute tries to understand the educational background of the families of the students.
5. The institution has a separate unit for **Academic Counselling** and students are free to meet the teachers to clear their doubts. This arrangement helps the teachers to understand the difficulties faced by the students in completing their syllabus and the slow learners are identified from amongst the advanced learners.
6. Each department conducts regular continuous internal assessments on the portion of the syllabus completed.
7. The teachers give home assignments and departmental quizzes are arranged regularly. In this process the learning levels of the students get assessed.
8. The college also conducts a profile mapping exercise to understand the empowerment quotient of each student and this quotient reflects the self belief of a student and his ability to accept and deliver non-routine tasks.

Programs for Slow Learners

1. **Remedial Teaching** is arranged to redress the deficiencies of the slow learners
2. **Peer Teaching** is arranged where advanced learners are encouraged to help their classmates.
3. **Individual support** is given by the teachers outside classes to clarify all doubts on a personal basis.
4. **Training programs** are arranged to better equip them with communication and computational skills

Programs for Advanced Learners

1. Departmental seminar libraries have several books for advanced referencing work.
2. Debates, group discussions, and student seminars are arranged for participatory learning.
3. The college rewards the students for highest attendance in the classes and also for excellent performance in the university examinations during Achievers' day - 'Gourab dibash'

File Description	Document
Upload any additional information	View Document

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

Response: 59.46

File Description	Document
Any additional information	View Document

2.3 Teaching- Learning Process

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

Response:

Teachers in this institute believe that education should address the distinct learning needs, interests, and aspirations of individual students. To accomplish this goal, teachers engage the students in a wide variety of methods - from modifying assignments and instructional strategies in the classroom to entirely redesigning the ways in which students are grouped and taught.

Learning through experience

Practical classes - Students in the departments of Geography, Physics, Chemistry, Botany and Zoology remains engaged in experimental learning during their practical classes where teachers act as facilitators to demonstrate the methods to perform their experiments.

Study tour/ Field tour - Departments like Botany, Zoology and Geography arrange educational/field tours for the study of flora, fauna, biodiversity and landscape. Students of History and Political Science visits museums and State Assembly (on session) to get an on-site idea of the concepts they study through books.

Project and tutorials - In all departments of the School of Humanities, students prepare tutorials on each of their courses and in doing so the students make use of their cognitive acumen to prepare a project on their own. While preparing project work and tutorial assignments as given by the teachers in Environment Studies and other subjects, a student gets the opportunity to learn through self directions.

Problem solving

Assignments - Students are given assignments on different types of problems on topics covered in class. They are asked to face the problems first on their own. The teacher then helps them to correct their mistakes.

Skill Plus exercises - Principal also conducts regular add-on classes with the students and make them learn how to set a problem, design questionnaire for Google feedback forms, collect and analyse data and prepare reports. Such exercise helps the students to develop an analytical frame of mind.

Participative Learning

Seminar, Debates & Extempore, Mock Parliament - Students are encouraged to take part in several students centric events around the year and develop their public speaking abilities and presentation skills.

Students' Quiz - Departments organise regular quiz events where students form groups within themselves and design questions on their curriculum and contest to be the winners.

Peer-Teaching - The advanced learners are encouraged to help their classmates and also to take classes under the guidance of subject teachers

Drama - Students of the English department take part in English drama. This helps them get a better understanding of the otherwise difficult Shakespearean dramas.

Cultural competition - Various cultural and academic competitions (recitation, song, dance etc.) are also organised by which the students get the scope of participative learning.

Extension/ Outreach activity:

NCC inculcates the spirit of nationalism and NSS helps students to learn how to serve the community - 'Not me but you'. The Geography department works with different clubs in the locality to instil disaster preparedness.

File Description	Document
Upload any additional information	View Document

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

Response:

Teachers make use of different ICT enabled techniques to make the lectures more interesting. They regularly make use of Power point presentations, web/online based teaching. Teachers also make use of smart boards. To facilitate the ICT enabled teaching, the entire college has Wi-Fi and high speed internet connection and is also connected through LAN. The institution has a learning management system where teachers upload study materials, question banks and Powerpoint presentations for the use of students. Most

of the departments have WhatsApp groups through which teachers regularly mentor the students. Students feel free to clarify any doubts they have even outside college hours.

File Description	Document
Upload any additional information	View Document
Provide link for webpage describing the ICT enabled tools for effective teaching-learning process	View Document

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

Response: 59.46

2.3.3.1 Number of mentors

Response: 35

File Description	Document
Upload year wise, number of students enrolled and full time teachers on roll.	View Document
mentor/mentee ratio	View Document
Circulars pertaining to assigning mentors to mentees	View Document

2.4 Teacher Profile and Quality

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

Response: 70.61

File Description	Document
Year wise full time teachers and sanctioned posts for 5years(Data Template)	View Document
List of the faculty members authenticated by the Head of HEI	View Document
Any additional information	View Document

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

Response: 43.93

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	11	10	12	10

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

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

Response: 12.82

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

Response: 448.79

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

2.5 Evaluation Process and Reforms

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

Response:

Mechanism of the internal assessment

1. The dates of internal assessment are pre-scheduled and such dates are published in the *academic* calendar
2. The Academic Calendar is given in the college prospectus and also on the college website
3. The college has a three-member Examination Sub-committee which remains in charge of
    - Getting the question papers from each teacher through cbcsban@gmail.com

- Conducting the exams on the pre-scheduled dates
- Getting the answer scripts evaluated by the concerned teachers
- Obtaining hard copy and soft copy of the mark sheets

4. The Academic committee gets the marks uploaded in the https://bscadmission.in/imas/student-report.php for parental viewing which ensures transparency
5. The evaluated answer scripts are shown to the students so that they can be aware of their mistakes. The teachers take care to explain their mistakes and the doubts if any.

File Description	Document
Link for additional information	View Document

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

Response:

Bankim Sardar College is an affiliated college under University of Calcutta and as such, the end year and end semester examinations are conducted by the University. The Admit Cards are issued by the University usually one week before the scheduled date of the beginning of the examinations. After checking for any discrepancies, the college distributes the same to the students. In case of any problems the University section of the College office immediately gets in touch with the University for rectification. The College office works 24x7 to help the students in all possible ways. The Principal of the College remains ever vigilant to ensure that students do not have to face any added tension due to technical glitches.

A candidate appearing at any examination as a whole may apply to the Controller of Examinations, CU for the re-examination of his/ her answer-script(s) of an examination ordinarily within 15 working days of the University from the date of the publication of result subject to the provisions as laid down by the University. Interested candidates apply online through the CU portal (www.cuexam.net) for re-examination. The College after verification immediately approves the applications through the same portal for further action by the University.

The University also has the provision for self-inspection of evaluated answer scripts. The same procedure as for re-examination is also followed for self-inspection.

As far as Internal Assessments are concerned, teachers as mentors redress the grievances of the students, if any, at the departmental level. The subject teachers discuss the evaluated answer scripts with the students. The marks are uploaded in www.bscadmission.in/imas/student-report.php for parental viewing which ensures transparency.

File Description	Document
Any additional information	View Document

2.6 Student Performance and Learning Outcomes

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

Response:

The college offers UG programmes in Arts, Science and Commerce subjects and PG programme in Bengali. The college being an affiliate of the University of Calcutta, each teaching department in the college prepares programme outcomes, programme specific outcomes and course outcomes in tune with the syllabi and general outline offered by the university. Every teacher of every subject concerned formulates the course outcomes and submit it department wise. After this, all course outcomes with respect to each subject are assembled and after final scrutiny by the respective teacher, these are uploaded in the college website so that students can access it easily.

Students are given orientation programmes at the beginning of the academic year/semester. Students thus get a better understanding of the scope and possibilities of the programme concerned and approach it with a clear objective for higher studies.

File Description	Document
Past link for Additional information	View Document

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

Response:

The college appreciates the necessity of outcome based education for the undergraduate students. All Departments have a well formulated plan for teaching and learning. Students are made aware of the knowledge and skills that they will acquire at the end of their chosen course. The context and the potential applications of the knowledge and skills are adequately explained to them. Teachers are encouraged to frame the questions in the continuous internal assessment tests so as to map their course outcome.
The course outcomes are measured based on the performance in continuous internal assessment tests, and course exit survey.

The College monitors and ensures the achievement of course outcomes through

1. Regular departmental meetings
2. Feedback is sought from students by the teachers and the Principals
3. Monitoring students' progress through tests and assignments
4. Management monitors the attainment and non-attainment of programme outcome and course outcome

File Description	Document
Upload any additional information	View Document

2.6.3 Average pass percentage of Students during last five years

Response: 70.24

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

2018-19	2017-18	2016-17	2015-16	2014-15
291	352	283	397	395

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

2018-19	2017-18	2016-17	2015-16	2014-15
402	485	438	602	522

File Description	Document
Upload list of Programmes and number of students passed and appeared in the final year examination (Data Template)	View Document
Upload any additional information	View Document
Paste link for the annual report	View Document

2.7 Student Satisfaction Survey

2.7.1 Online student satisfaction survey regarding teaching learning process

Response: 3.59

File Description	Document
Upload database of all currently enrolled students (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, Chairs in the institution during the last five years (INR in Lakhs)

Response: 7.39

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.77961	0.35385	0	1.97783	4.275

File Description	Document
List of endowments / projects with details of grants	View Document
e-copies of the grant award letters for sponsored research projects / endowments	View Document

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

Response: 0

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

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

Response: 8.57

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	0	1	3	2

3.1.3.2 **Number of departments offering academic programes**

2018-19	2017-18	2016-17	2015-16	2014-15
14	14	14	14	14

File Description	Document
Supporting document from Funding Agency	View Document
List of research projects and funding details	View Document
Paste link to funding agency website	View Document

3.2 Innovation Ecosystem

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

Response:

The IQAC of the college has taken upon itself the responsibility of creating an environment that is conducive to innovative research and transfer of knowledge to students and society and also for industry-academia interactions.

The IQAC of Bankim Sardar College is innovative with ideas to develop concept maps of customized software and web applications to fulfil the quality requirements of higher education institutes for the purpose of minimising repetitive work in system administration and also has the intent and content of working in the interest of the development of software and web applications as a part of the quality initiative of the IQAC but lacks the engineering and technical ability to develop codes for such software. The IQAC is functional in continuing research and development towards the creation and innovation of products and services that would fulfil the needs of the college in the context of research requirements under the scheme of College with Potential for Excellence (CPE) as conferred by the UGC in 2016. For the purpose of functioning as the innovation lab and incubation centre by translating knowledge into products and services by the transfer of technology from lab to land through the developer and catering the needs of the ecosystem, the College has entered into MoU with Right Brans Technology who would remain responsible for the technical development of coding and for reaching out to other colleges and deliver the fruits of innovations and would bear all necessary costs to be incurred for marketing and maintenance. The college does not share any resources of its own other than the human capital in developing the software and web applications and thus holds no stake in the profit earned.

The college is collaborating with Professor Sukumar Maiti Polymer Award Foundation (PSMPAF), a non-profit registered society, to encourage the various activities of Polymer Science and Technology by academicians, scientists, industrialists and others and popularize polymer education to the public within the country. One of the major activities of the foundation is to recognise productive scientists/ technologists by giving awards at a National Conference organised by the foundation. We have arranged two such National conferences with PSMPAF and several informal meetings where academicians and industrialists from all over the country have come together to interact and discuss the advances in Chemical Science and

Technology with special emphasis on Polymer Science and Technology thereby creating a platform for patent holders to discuss their innovative research and research scholars to present their works and students to develop new ideas.

File Description	Document
Upload any additional information	View Document

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

Response: 7

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

2018-19	2017-18	2016-17	2015-16	2014-15
3	3	1	0	0

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

3.3 Research Publications and Awards

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

Response: 0

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

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

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

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

Response: 1.02

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

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	7	8	3

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

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

Response: 1.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	6	5	0

File Description	Document
List books and chapters edited volumes/ books published	View Document
Any additional information	View Document

3.4 Extension Activities

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

Response:

We encourage our students to become socially aware, committed and responsible citizens.

The college has a campus clean and green programme round the year wherein the

1. Students, teachers and staff clean the college campus and the neighbourhood to inculcate the belief that cleanliness is next to Godliness.
2. Students participate in *briksharopan, briksha sumari* and *briksha sanrakhan*. This programme teaches the students to 'embrace our surroundings and holding on the trees' and also to inculcate the habit of 'working together'.
3. Each year our college observes Meen mongal when spawns are released in the water bodies of the College. This programme is observed in view of Gurudev Rabindranath Tagore's concepts of inclusiveness where fishermen from the local community are invited.
4. Observation of World water day and participate in poster competitions – Save Water Save Life
5. Celebration of *Bandhan dibash* by tying rakhis, distributing sweets and taking the oath to live in concord and unity
6. Celebration of *Swadhinta dibash, swatantrata dibash* and *Sourya dibash through neighbourhood relationship programmes.*
7. Rally to pay homage to the *amar jawans* of Pulwama attack
8. Drawing competitions computer literacy programs for students of neighbouring primary schools entitled *Tomar chokhe 15th August* (15th August through your eyes)
9. The NCC cadets participate in different programmes in collaboration with West Beacon scout
10. Observation of *Matri Bhasa Dibash* - International Mother Language Day to promote linguistic and cultural diversity
11. Celebrating *Bibidhero majhe milan mahan* – unity in diversity by participating in Cultural exchange programmes
12. Interactive session about the menace of gender-based violence and Human trafficking in South 24 Parganas in collaboration with GGBK
13. Workshop on Gender Disparity in India and Save the Girl Child
14. Awareness campaign against the consumption of Tobacco and Snake Bite in collaboration with the Sub divisional Hospital, Canning
15. Say no to drugs campaign by NSS and NCC
16. Awareness programs regarding diseases like Aids, Thalassemia, Cancer, Diabetes in collaboration with NGOs like *Uttaran*
17. Workshop on the importance of Yoga and celebration of Yoga day.
18. Awareness program on the role of electorate and training of election personnel in collaboration with district administration
19. Participation in traffic and crowd control duties during Durga Puja and Gangasagar mela.
20. Participation in *Safe Drive Save life* campaigns.
21. Distribution of blankets to the poor people in the neighbourhood villages
22. Repairing of tube-wells in neighbouring villages.
23. Camps for random checking of blood sugar, blood pressure and Thalassemia in collaboration with *Uttaran*.
24. Participation in blood donation camps held in the College in collaboration with West Beacon Scout, an efficient Blood Donation Forum functions in the college which maintains a readily available blood donors' directory
25. Campaigns for removing weeds 'jangal safai' after the rainy season to prevent the spread of diseases like malaria, dengue etc.
26. Awareness drive against the dangers of Malaria, Dengue and Chikanguniya
27. Programmes on disaster awareness and disaster preparedness in collaboration with local clubs.
28. Free legal aid for villagers

File Description	Document
Paste link for additional information	View Document

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

Response: 0

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

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

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

3.4.3 Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years

Response: 37

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

2018-19	2017-18	2016-17	2015-16	2014-15
15	9	5	5	3

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

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

Response: 30.43

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

2018-19	2017-18	2016-17	2015-16	2014-15
597	814	870	856	818

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

3.5 Collaboration

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

Response: 41

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	13	8	4	4

File Description	Document
e-copies of related Document	View Document
Details of Collaborative activities with institutions/industries for research, Faculty exchange, Student exchange/ internship	View Document

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

Response: 9

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

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	3	1	3

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

NAAC

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

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

Response:

1. The College has 16 fully functional classrooms for the Arts and Commerce section
2. The science (Botany, Chemistry, Physics and Zoology) and Geography departments have separate classroom spaces and well-equipped laboratories.
3. As the College follows a block routine where no two years are allotted classes at the same time, the classroom infrastructure is quite adequate.
4. The College has one air-conditioned seminar hall equipped with modern sound and projection facility and one science seminar room with a short-throw projector and sensor.
5. The college has set up a Computer centre with 32 terminals with the vision of providing training to the students along with practice sessions. The centre also has high-speed internet connectivity
6. The IQAC room has 11 terminals with high-speed internet connection for the use of faculty and students
7. The Department of English has set up an English Language classroom for the advancement of communication skills among students who during their school days did not get the opportunity to excel themselves in the field of communication skills. The Computer-Aided Language Learning facility (CALL) consists of 12 terminals and the whole system is powered by Wordsworth English Language Lab Adult Learners Programme software. This software is specifically designed for Indian students because it mainly focuses on the practices of the correct Indian accent of the English language.
8. The roof-top of the old college building serves as
9. The college is situated in a locality where uninterrupted power supply and voltage drops pose to be a recurring problem. At present, the College is equipped with two separate transformers (to prevent voltage fluctuations), a 40 KVA Kirloskar generator, online UPS and ‘Solar Panels’ to ensure continuous electric supply.
10. The College authority is on its way to replace the age-old lighting system with LED lighting systems. At present almost 40% of the replacement is complete.
11. Before 2014, there was little or no internet and online facilities in our college and work had to be done through very slow dongle based connections. In 2014 a dedicated 1:1 lease line was set up in the college. The internet connection has been further upgraded since 2017 and now the College can boast of very high-speed internet connection.
12. The College is the beneficiary of the RUSA infrastructure grant.
13. The financial assistance received under the CPE head has helped immensely in the development of infrastructure.
14. The College is thankful to the PC Chandra group for their assistance to build the Knowledge Centre.
15. The College office has been modernized and is fully computerised.
16. The old library has been shifted to the new RUSA building.
17. The old library building now houses the Netaji Subhash Open University study centre and the PG Bengali classes.

File Description	Document
Paste link for additional information	View Document

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

Response:

The college has adequate space and facilities for games and sports under the able leadership of Physical Education department of the college. It has the facilities for 8 outdoor games and 2 indoor games in its sprawling campus

1. There are two playgrounds in the college. One measuring 110mts X 90 mts is used for Football, Cricket and Track events and the other field measuring 76mts X 35mts is used for Kho Kho, Kabaddi, Volley ball, throwing events like Javelin and Shot-put and Jumping events (long jump and high jump)
2. The pond is used for water polo practice.
3. Two gymnasiums (one for boys and one for girls) measuring 6.90mts X 5.30 mts for boys and 7mts X 6mts for girls, comprising of the following :
   a) Jogging Machine (2 pc.)
   b) Cycle Argo meter (2 pc.)
   c) Rowing Machine (2 pc.)
   d) Stepper (2 pc.)
   e) Treadmill (2 pc.)
   f) Multi Gym
4. One Storeroom and one Office room for Physical Education department
   a) Measurement of Store room = 5 mts X 4.50 mts
   b) Measurement of office room = 6.90 mts X 3.00 mts.
5. The auditorium is used for badminton.
6. The college infrastructure is used by the district administration and the local clubs or organisations for hosting different events or tournaments
7. The college infrastructure is also used to host NCC camps.
8. The college has also adequate space and facilities for cultural activities. Different cultural programmes are successfully organised in the seminar hall and two large classrooms (RB01 and Room no.3)
9. The rooftop of the College building over which a truss roof has been constructed is a very popular venue for large cultural programs, the celebration of yoga day and also for games practice during the rainy season.
10. One of the grounds is also used for hosting programmes like Annual Social
11. However, the most important part behind all the successfully hosted cultural and sports events is played by our teacher mentors and our enthusiastic students

File Description	Document
Paste link for additional information	View Document

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

LMS, etc. ***(Data for the latest completed academic year)***

Response: 31.03

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 9

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

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

Response: 50.29

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

2018-19	2017-18	2016-17	2015-16	2014-15
81.92	89.73	49.43	48.84	62.24

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

4.2 Library as a Learning Resource

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

Response:

The library in the college functions in a two-tier structure: the General library and the Seminar Library.

Given the need for library automation, the college initiated the task in the year of 2012. Facing the problems of the adequate fund and skilled librarians, the college decided to develop software by a local vendor within a short budget. So, Right Brains Technology was guided by the then library-in-charge to develop a Library Management Software as per primary requirements. It was not a full-featured Integrated Library Management System (ILMS). This system sustained up to the year 2018.

In 2018 the college installed a full-featured Integrated Library Management System (ILMS) and went for KOHA open-source Integrated Library System (ILS) customized by Bengal Library Association (BLA), Kolkata, keeping view of all our requirements and compatibilities.

- **Name of ILMS software** – KOHA
- **Nature of automation** – Partially
- **Version** – 3.22.10
- **Year of automation** – 2018

In order to achieve full library automation, the College library has introduced RFID technology in the library and integrated it with KOHA. At present the College has

- **2 Desktop Reader,**
- **1 Gate Reader**
- **1 Scanner**
- **RFID tags**

So, in housekeeping operations, the College has achieved almost full automation and is at present operating almost all the modules actively like –

- **Cataloguing**
- **Circulation**
- **Reference Services**
- **Technical Services** (except)
- **Acquisition**
- **Serials Control**

Besides the teachers, non-teaching staff and advanced learners have remote access to N-List database

Internet browsing facility is being given to all in the PC Chandra Knowledge Centre

Web-OPAC has been introduced.

4.2.2 The institution has subscription for the following e-resources

1. **e-journals**
2. **e-ShodhSindhu**
3. **Shodhganga Membership**
4. **e-books**
5. **Databases**
6. **Remote access to e-resources**

Response: B. Any 3 of the above

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

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

Response: 3.27

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

2018-19	2017-18	2016-17	2015-16	2014-15
0.059	5.42946	5.73933	2.20979	2.89211

File Description	Document
Details of annual expenditure for purchase of books/e-books and journals/e- journals during the last five years (Data Template)	View Document
Audited statements of accounts	View Document

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

Response: 1.7

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

Response: 36

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

4.3 IT Infrastructure

4.3.1 Institution frequently updates its IT facilities including Wi-Fi

Response:

Bankim Sardar College understands that to cope with the rapid changes of the twenty-first century, information technology is an indispensable tool for higher education. However, the geographical location of the college is such that the broadband internet service was not readily available – thereby disabling the college to reap the benefits of ICT gateway to the extent as desired. In 2014, after prolonged negotiations, a 1:1 dedicated lease line was installed in the College. This proved to be a landmark event in the history of the College as with this the College started a new era of information technology. We can look back to the last five years as a period when the college has introduced back to back new feathers in its IT infrastructure. They may be catalogued as below-

1. A Computer centre funded by UGC, COC, CPE and RUSA infrastructure development schemes with 32 terminals and internet connectivity
2. IQAC room with 11 terminals and internet connectivity funded by UGC, CPE and RUSA infrastructure development schemes
3. Entry to service section in PC Chandra Knowledge centre with 13 terminals
4. English Language classroom
5. Physics Computer Laboratory
6. Geography Computer Laboratory
7. Computers in the Science Departments
8. Laptops for the use of faculty and students
9. Library automation
10. Fully computerized office
11. Up gradation of internet connectivity
12. Several customized Online applications and portals like

- Online admission portal
- Online fees submission (round the year)
- Online feedback website
- Profile mapping software
- Entry to service portal
- Portal for internal assessment and attendance report
- online file tracking
- https://www.bscadmission.in for financial management of student fees
- LMS
- OPAC

13. Online portals like

- PFMS
- HRMS
- NHERC MIS
- RUSA Fund tracker
- wbtender.in
- epension

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

Response: 23.38

File Description	Document
Student – computer ratio	View Document

4.3.3 Bandwidth of internet connection in the Institution

Response: A. ?50 MBPS

File Description	Document
Upload any additional Information	View Document
Details of available bandwidth of internet connection in the Institution	View Document

4.4 Maintenance of Campus Infrastructure

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

Response: 17.32

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

2018-19	2017-18	2016-17	2015-16	2014-15
22.42	11.28	52.51	17.98	13.85

File Description	Document
Details about assigned budget and expenditure on physical facilities and academic support facilities (Data Templates)	View Document
Audited statements of accounts	View Document

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

Response:

The college management appreciates that proper maintenance and utilisation of both the academic and physical infrastructure is essential for a rewarding teaching-learning ambience. The last five years have been noteworthy in that the College was the recipient of the RUSA infrastructure grant of Rs 70 lakhs for the renovation of the physical facilities of the College and a recurring grant of Rs. 5 lakhs for maintenance of the equipment. The following are some of the significant measures taken to ensure proper maintenance and utilisation of the support facilities-

1. Civil renovation of the old college building
2. Building of truss roof over the old college building
3. Revamp of the old electrical system
4. Painting of the College building
5. Renovation and upgradation of the seminar hall and Science seminar room
6. Renovation and upgradation of the class-rooms
7. Renovation and upgradation of the Physics computer room
8. Renovation and modernisation of the office
9. Annual maintenance contract with TM Technology for all computers.
10. Regular maintenance of laboratory equipment and projectors
11. Regular maintenance of gas plant, generator, photocopiers, AC machines etc
12. Proper maintenance of asset registers for all pieces of equipment by the office and the respective laboratory-based departments.
13. It is the policy of the College authority to carry out all major renovations either through Government agencies like Zilla Parishad and WBSIDC or through e-tenders.
14. The Computer Centre, Language lab, Library all have clear rules for the users to follow.
15. The Chemistry laboratory follows a strict safety guide.
16. The entire college is covered by CCTV.

Criterion 5 - Student Support and Progression

5.1 Student Support

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

Response: 73.35

5.1.1.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2018-19	2017-18	2016-17	2015-16	2014-15
1250	1711	2187	2244	2227

File Description	Document
upload self attested letter with the list of students sanctioned scholarship	View Document
Upload any additional information Average percentage of students benefited by scholarships and freeships provided by the Government during the last five years (Data Template)	View Document

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

Response: 0.47

5.1.2.1 **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

2018-19	2017-18	2016-17	2015-16	2014-15
7	9	3	19	23

File Description	Document
Upload any additional information	View Document
Number of students benefited by scholarships and freeships institution / non- government agencies in last 5 years (Date Template)	View Document

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

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

Response: A. All of the above

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

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

Response: 53.26

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

2018-19	2017-18	2016-17	2015-16	2014-15
1401	2448	10	10	2681

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

5.1.5 The Institution has a transparent mechanism for timely redressal of student grievances

including sexual harassment and ragging cases

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

Response: A. All of the above

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

5.2 Student Progression

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

Response: 0

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

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

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

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

Response: 65.17

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

Response: 262

File Description	Document
Upload supporting data for student/alumni	View Document
Details of student progression to higher education (Data Template)	View Document

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

Response: 47.86

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

2018-19	2017-18	2016-17	2015-16	2014-15
7	2	11	2	2

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

2018-19	2017-18	2016-17	2015-16	2014-15
12	9	16	4	5

File Description	Document
Upload supporting data for the same	View Document
Number of students qualifying in state/ national/ international level examinations during the last five years (Data Template)	View Document

5.3 Student Participation and Activities

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

Response: 22

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

2018-19	2017-18	2016-17	2015-16	2014-15
2	1	9	6	4

File Description	Document
Number of awards/medals for outstanding performance in sports/cultural activities at university/state/ national/international level during the last five year	View Document
e-copies of award letters and certificates	View Document

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

Response:

All state-aided colleges in West Bengal are required to have a 'Chhatra sangsad' comprising more than 50 class representatives across all classes and levels.

During April 2017, the Govt of West Bengal has passed a new legislation which has clearly stated that the colleges will be having their own respective students' councils but has not issued any administrative instructions to any college of the state to form such council as of date. Hence the college is having no students' council.

In the absence of a statutory students' body and representation of students in the Governing Body, the Principal and the Administrator resolved to form several clubs under the mentorship of teachers who hold the passion of leading the mentees to learn, participate, perform and lead by example and in the process represents students interests in several activities of the campus life.
Students have representation in the Academic domain as well in so far as introduction and induction of the semester system under the CBCS. Each of the classes under each semester has a class observer under the tutelage of their respective HoD, and the Principal remains in constant touch with class observers and keeps them aware and apprised about all necessary changes in the evolving system. The student observer thereafter informs his/her classmates about changes in curriculum, examinations, tutorials project work etc. The class observers also communicate with the Principal about grievance (if any) and therefore, the college does not have any unrest whatsoever.

5.3.3 Average number of sports and cultural events/competitions in which students of the Institution

participated during last five years (organised by the institution/other institutions)

Response: 7.8

5.3.3.1 **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

2018-19	2017-18	2016-17	2015-16	2014-15
14	7	7	5	6

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

5.4 Alumni Engagement

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

Response:

The college does appreciate that a registered Alumni Association should exist in the college as such an association can come to help the institution in several ways ranging from giving their inputs towards necessities of curriculum change, envisioning the future growth of the college, financial contribution by those who have the ability and mind to part with their financial resources for the infrastructural development of the college and frequent interacting with the present generation of the students so as to imbibe a feeling of tradition of the college.
However for several reasons there is no alumni association. First being located in a disadvantaged geography people who generally pass out do not prefer to come back to the college for logistic reasons. Furthermore many of the successful alumni migrate to Kolkata for service or business and also change their place of residence. Somehow the alumni do not get associated neither within themselves nor with the college.
Several attempts took place towards formation of an alumni association but all such attempts have turned futile.

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

Response: E. <1 Lakhs

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

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

Response:

The core value of the institution is Vidy? Vimuktaye which means Emancipation from darkness and bondages of all kinds. From its core, the value institution builds its vision statement

1. Enlightenment - students to obtain the lights of higher education
2. Empowerment - students to find the power to cope up with work and life
3. Enrichment - students to acquire qualities that enrich society

The institution has three levels of governance

1. At the apex level- the Governing Body- as the policy-making authority meets at regular intervals and resolves policies on Enlightenment, Empowerment, Enrichment and which give directions to the college
2. At the execution level – the Principal – as the Head of the Institution remains responsible for day to day administration on Enlightenment, Empowerment, Enrichment and executes the policies adopted by the Governing Body and other statutory authorities including the university, the government and the UGC
3. At the functional level – the several committees and sub-committees, the IQAC and the Council of Teachers assist the Principal in executing the academic, financial and other auxiliary functions of the college on Enlightenment, Empowerment, and Enrichment

Upon consideration of the above vision, the governance of the institution builds the roadmap and builds the process by deciding the long term goals or the perspective plans and the short term goals & objectives which culminates into the long term goals.

The Head of the Institution always leads from the front by way of involving the Governing Body towards adopting the necessary policies on one hand and making the teachers and the staff play their catalytic and lubricating role in realising the goals of the college on the other.

The three-tier governance in the institution during the last five years since 2014 has dealt with major issues like reaccreditation of the college by the NAAC (2015) obtaining major funds from the MHRD (under RUSA scheme) (2016) and the UGC (CPE) (2017) and utilising the same for building new infrastructure, renovating and regenerating existing assets, introducing new programmes and courses, introducing new curriculum and system (CBCS and semester), and initiation and sustenance of quality initiatives in search of excellence in the rural hinterland of the Sunderbans.

The institution also takes an effective step towards the customized uses of software and web applications for the efficient functioning of the administration. The principal and the teachers remain vibrant both within and outside the classroom and stay in touch with the 'children' to make them feel 'home in campus' leading to a feeling of oneness.

The management of the institution is conscious of the inter-temporal needs of the learners and emphasises to expand the domain of the add-on curriculum every year which has generated significant enthusiasm among the students of this geographically disadvantaged location.

The management has also decided to go for a student friendly peaceful learning ambience for the students putting an effective ban on the trespassing of outsiders during college hours resulting in the peace of mind of both the students (girls) and their guardians.

File Description	Document
Upload any additional information	View Document

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

Response:

The management of the affairs of the college involves top down decentralization of policies adopted at the apex and garner top up participatory support from the teachers and the staff in almost all aspects of governance. One suitable illustration is the recent introduction of the semester system under the CBCS.

The Head of the Institution appreciates the implications of the changes in the structure and content of the CBCS syllabus and the changes in the CBCS calendar. He responded to such contexts by suitably appraising the apex administration so that necessary resolutions are made; for example, redefining the academic calendar from the annual calendar to biannual calendar, subsequent changes in class routines, introduction of changes to the system of internal assessment in conformity to the requirements of the CBCS curriculum.

The policies so adopted by the governing body passes to the Academic Committee, Routine Committee, Examination Committee so that the change management takes place.

The Head of the Institution meets the teachers and staff at regular intervals and makes them aware of the changes made by the university so that the teachers and also the staff may participate in the process. .

The IQAC also plays a vibrant role:

1. IQAC meets the students at regular intervals in their classroom and makes them aware of the new curriculum, marks allocation, attendance system, tutorials, choice of curriculum (SEC, DSE) etc. Feedback is obtained from students as well regarding teaching-learning evaluation. The college also has an innovative practice wherein students under the CBCS design feedback forms and obtain feedback from their peer group and submit reports to the head of the institution through their mentors. This practice has greatly benefited the institution in de-centralising the participation of all stakeholders.

2. IQAC meets the teachers every month and appraises them about changes and their implications made in the CSR, changes to be introduced in pedagogy, evaluation pattern and thereby putting an emphasis on student-centric learning. During the meeting, teachers speak about the difficulties faced in the delivery of

the curriculum which are further communicated to the university.

3. Formal workshops (subject-related) for teachers of all colleges are organised to evolve solutions for effective curriculum delivery in all such areas where the content of the curriculum is new.

4. Books are published on new methods of teaching including instructions for laboratory/computer based pedagogy/ ICT enabled learning for the teachers and the students.

5. IQAC meets the administrative staff to cope up with the CBCS related changes in regular uploading of marks, attendance through e-governance and to cope up with the ever-increasing workload as and when required.

Teachers thus become successful in
1. Preparing for 14 core courses
2. Coping up with DSE and SEC
3. In making an academic plan for six months
4. Taking 75 hours of classes and 15 hours of tutorial for each course
5. Taking internal assessments and evaluate answer scripts every month
6. Uploading marks and attendance in college and university portal as and when necessary

6.2 Strategy Development and Deployment

6.2.1 The institutional Strategic / Perspective plan is effectively deployed

Response:

The IQAC of the college during Feb 2015 prepared a perspective plan - comprised of several quality initiatives to be taken during the period 2016-21 - for obtaining the status of **College with Potential for Excellence**. The Plan received the approval of the governing body and also went ahead to secure the recommendation of the university selection committee. The proposal was thereafter forwarded to the University Grants Commission who accepted the proposal with minor changes and conferred the status of **College with Potential for Excellence (CPE)** during April 2016.

After being conferred with the status a CPE Advisory Committee was formed and an action plan was chalked to actualize the timely utilization of the fund received under the CPE head from the UGC during Jan 2017.

All out efforts were given by the Head of the Institution, the Administrator (Government of West Bengal appointed one member GB), the CPE Coordinator, the college office and the teachers for implementation of all the projects included under the CPE plan.

Audited Utilization Certificates, other necessary documents along with CPE Project Completion Report 2017-18 were sent to UGC.

The members of the CPE Advisory Committee (as recommended by the UGC) visited the college during Nov 2018 and approved the work done as well as the accounts.

The college appreciates that the conferment of the CPE status by the UGC and continuation of the CPE funding is helping the college to aim at a perspective development over the next 5 years aiming to bring out excellence from the socially deprived students of the Sunderbans and make them included to mainstream India - one of the avowed objectives of the UGC.

The college considers that the entire extent of preparing the plan for CPE, securing recommendation from UGC, obtaining Rs 80 lakhs from the UGC utilising the same and thereafter obtaining approval of the CPE Advisory Committee are illustrations of the fact that this college can make a perspective plan, deploy strategies to utilise funds for the purpose for which it was lent.

Similarly, the IQAC drew a comprehensive plan with regard to new construction, renovation of old constructions and procurement of learning resources to match with the intertemporal requirements of institutional development with a long term vision.

Similarly, in all other contexts of obtaining RUSA fund from the MHRD (Rs 2 crores) and XII th Plan fund from the UGC (Rs 26 lakhs) the college has been able to draw a long term perspective plan, obtain funds as per plan, utilise the fund for the purpose for which it was sanctioned.

File Description	Document
Upload any additional information	View Document

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

Response:

This College is a small organisation thus enabling the head of the institution or the executive head to keep in touch with all the stakeholders at the personal level, However, to evolve a more democratic and participatory function the institution comes up with a given organisational setup as shown in the Organogram.

The functions of each of the statutory bodies are generally in conformity with the existing procedures and norms of other colleges and the University and they are subject to changes as stipulated and instructed by the Government and/or the University.

Being a state aided institution the service rules of all employees are determined by the Government of West Bengal.

The College has an anti-ragging committee as per norms and an internal complaint cell.

6.2.3 Implementation of e-governance in areas of operation

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

Response: A. All of the above

File Description	Document
Screen shots of user interfaces	View Document
ERP (Enterprise Resource Planning) Document	View Document
Details of implementation of e-governance in areas of operation, Administration etc	View Document
Any additional information	View Document

6.3 Faculty Empowerment Strategies

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

Response:

The college is a Government Aided College and thus welfare schemes are mainly provided by the state government. The College runs a Staff Cooperative Credit Society, registered under the Cooperative Society Act, to cater to the financial needs of the staff of the college by giving advance amounting to a maximum of Rs. 60000/- at a moderate rate of interest. The dividend is distributed annually based on their share and loan interest. Group Insurance Policy for substantive teaching & non-teaching staff of the college is a regular practice promoted by the college even though there is no stipulation for the same from any authoritative or regulatory body. The college provides festival bonuses annually to the management appointee teaching & non-teaching staff.
The college also provides the facility, to all non-teaching staff of the college, of drawing a ‘Puja advance’ from the college coffer every year. It is subsequently adjusted from their salary in 10 equal instalments.
The college also provides ‘advance salary’ to new faculty members during the period they do not receive salary from the state government prior to their pay fixations which is subsequently adjusted from their arrear salary.
The college provides a good staff canteen for teaching and non-teaching staff on a no-profit basis. The teaching and non-teaching staffs have formed a canteen committee which ensures homely and hygienic food at moderate price in the canteen.

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

Response: 43.84

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

2018-19	2017-18	2016-17	2015-16	2014-15
20	25	9	6	0

File Description	Document
Upload any additional information	View Document
Details of teachers provided with financial support to attend conference, workshops etc during the last five years	View Document

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

Response: 0

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

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

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

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

Response: 16.38

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

2018-19	2017-18	2016-17	2015-16	2014-15
8	7	0	2	5

File Description	Document
Reports of the Human Resource Development Centres (UGC ASC or other relevant centers)	View Document
IQAC report summary	View Document
Details of teachers attending professional development programmes during the last five years	View Document

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

Response:

The college follows informal but innovative ways of performance appraisal as enumerated below:

1. Performance appraisal of teachers

- They are required to submit monthly course completion reports in terms of the modular curriculum plan designed before the commencement of the semesters. The principal makes one-to-one communication with the teachers about their performance every month.
- The Principal provides Teacher's diary and obtains a written account of classes taken in accordance to classes allotted, academic administrative work, administrative work, in terms of number of minutes spent in a day.
- The performance of each teacher is also evaluated in terms of their research work, publications, performances in seminars & conferences and extension activities which are maintained by the IQAC.
- Performances of teachers are also made by way of obtaining closed-door feedback of students about the teaching of teachers.
- The college conducts a 360-degree performance appraisal method for performance appraisal of teachers which is a documented integration of self-appraisal by teachers (1st quadrant)

2. Performance appraisal of staff

- The college prepares an administrative calendar wherein monthly works are allocated for each staff in the following form.
- The Head Clerk monitors the status of the work done by each staff and reports the same to the Head of the Institution. The work audit calendar, therefore, acts as a tool for monthly performance appraisal for each of the staff.
- The college also prepares a daily work distribution calendar wherein daily works are allocated for each staff and the Head Clerk monitors the status of the work done/work not done during the closure of the office – which acts as the tool for appraisal of daily work.

Under the given service conditions the Principal is armed with nothing which allows the Principal to pursue the policy of carrot and stick. However, the institution has evolved an innovative practice for providing accolades to achievers. Teachers having significant contributions in the field of research in terms of PhD, MPhil, MRP etc are awarded with *Bankim Kriti* every year. Teachers and staff who render round the clock and round the year service to the institution for problem-solving in any field of academic administration are awarded with *Bankim Samadha*. The college also puts on record the exemplary contribution of teachers, staff and also the department for enabling parametric shift and all-round development of the college by way of conferring the highest honour of *Bankim Sanmanana* which goes a long way in establishing an institutional culture to recognise excellence. In order to encourage and strengthen the practice of mentoring by the teachers, the college provides *mentor of the year award* to mentor(s) every year.

6.4 Financial Management and Resource Mobilization

6.4.1 Institution conducts internal and external financial audits regularly

Response:

The mechanism for external audit is as follows

Objective – To provide an assessment of the accuracy and reliability of the financial statements made by the college accountant and the steps followed are as follows

- Step-1: The accountant-in-charge prepares books of accounts under the tutelage of the finance committee convener and the bursar
- Step-2: The book of accounts so prepared are audited by statutory auditors (appointed by the state government)
- Step-3: The statutory auditors thereafter prepare and submit an audit report with audit observations
- Step-4: The Governing Body takes the said report into consideration and the same is then communicated to the Government of West Bengal
- Step-5: The Governing Body also takes into consideration the Auditor’s notes or objections (if any) and complies with the same.

The scope and mechanism for internal audit in the college however is different

The college appreciates that the role of the internal auditors would be to design the internal control process to provide reasonable assurance regarding the achievement of

1. Effective and efficient operations
2. Reliability and integrity of financial and informational reporting
3. Compliance with applicable laws and regulations
4. Safeguarding of assets
5. Detection of fraud
6. To ensure efficient use of existing resources
7. Evaluation of risks

Objective – To focus on operations and systems of the college accounts and not on the financial records and accountancy

File Description	Document
Upload any additional information	View Document

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

Response: 6.1

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

2018-19	2017-18	2016-17	2015-16	2014-15
3.6	0.5	2	0	0

File Description	Document
Details of Funds / Grants received from of the non-government bodies, individuals, Philanthropers during the last five years	View Document
Annual statements of accounts	View Document

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

Response:

In order to maintain effective and efficient use of available resources of the college, the institutional mechanism runs as follows -

1. In every Governing Body meeting, the convener of the Finance Sub Committee submits a Finance Report thereby appraising every member of the Governing Body about the trends of college finance
2. The statutory audit process in the college is regularly done and the observations of the statutory auditors are complied with
3. The college has an internal audit mechanism that monitors the financial transactions in the college with a goal of strengthening larger internal check and control
4. The bursar of the college adheres to strict expenditure discipline and conforms to the purchase procedures as set by the internal auditors
5. The convener of the Finance Sub Committee makes efficient fixed deposit plans with an eye to strike balance between profitability and liquidity

6. Financial receipts are made through banks while most payments are made through account payee cheques.
7. Funds obtained from UGC and other funding agencies (for specific purposes) are maintained in separate bank accounts and utilized in accordance with central/state finance rules
8. Payments from central government funds like RUSA and UGC-CPE are made through PFMS
9. Funds obtained from the State Government for payment of salary to employees is done through HRMS
10. Wherever an expenditure of more than Rs 500000/- is made, the procedure is either done through Government agencies like South 24 Parganas Zilla Parishad, WBSIDC or through e-tendering.
11. Funds mobilized from students' fees is maintained in a separate bank account and is used for teaching-learning
12. TALLY has been introduced for maintaining financial account system
13. During the last 5 years, the college has benefitted from the RUSA infrastructure grant and UGC-College with potential scheme as detailed in the report.
14. The college has also been the beneficiary of PC Chandra Gyandhara Prakalpo - a CSR project. The funds have been utilized as per norms and utilization certificates have been duly submitted

6.5 Internal Quality Assurance System

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

Response:

During the last 5 years, the main focus of the IQAC was to bring out the latent excellence embedded in our students. Most of them come from the Sunderbans - one of the most challenging topologies of the mother earth, who during their childhood had very little opportunity to be excellent. IQAC recognises that bringing out the latent potentials caged within our students is our main challenge.

Attendance Policy:

At the onset, our main challenge was students' attendance. Over the years students as in almost all other colleges, were showing lesser propensity to come to classes and rely more on tutoring, suggestion based preparation and rote learning. However, we at Bankim Sardar College understood that empty classrooms were discordant with institutional development and we were determined to **BRING STUDENTS BACK TO CLASSROOM.** The IQAC insists on 75% of attendance in classes as the minimum eligibility for appearing in university examinations. Despite initial resistance, the IQAC and the college administration under the leadership of the Principal have held steadfast in their objective and the last 3 years have seen a sharp increase in attendance from an average of ~10% to ~80%. We impose not only punishment but encourage our students by rewarding them for their attendance with attendance scholarships. Students are also commended on their performance in university exams and also on their sports achievements by *pathagourab* and *kriragourab* medals respectively during Gourab Dibash.

Holistic development of the students and students' participation in campus life

In order to provide for an opportunity of holistic development of the students and to provide them with an ambience harmonious with our vision statements of Enlightenment, Empowerment and Enrichment IQAC has taken the following initiatives

1. Trespasser free peaceful ambience where students feel secure to pursue their dreams

- *“Non-student outsiders” free campus life,*
- *Security guards*
- *CCTV surveillance*
- *Bar-coded ID card for students, teachers and non-teaching staff*

2. Development of learning infrastructure

- *Improved classrooms and seminar halls*
- *Modernised science laboratories*
- *Computer centres*
- *Language laboratory*
- *New Seminar Library where the learners are motivated by their mentors to read books of all genres. -'Nije paro anyo ke parao'*

3. Building an ambience of home in campus

- *Teacher as Mentor keeps in touch with the Student Mentees even after college hours through mentoring sessions, WhatsApp groups etc.*

4. Students Participation in Campus Life

- *Campus life is brimming with round the year students’ centric activities and the students are participating in such activities leading to their holistic development. The teachers have stepped in as mentors to encourage the students to participate in activities and to inculcate the feeling- Even I can – amio o pari in them*

5. Empowering students

- *Six Add-on courses introduced,*
- *Students are given access to online competitive examination training,*
- *Career counselling on Carpentry and interior designing by Ankur Industries*
- *Publication and printing by Levant*

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

Response:

The IQAC meets at regular intervals. The proceedings of the meetings remain minuted in the IQAC book (website). Every year in the month of May, IQAC meets to review the experience of teaching-learning during the previous year, considers changes in curriculum as suggested by the university and makes plans to enhance the efficacy of admission, enrolment, catering to diverse needs, methods of teaching, routine and continuous internal assessment.

During the month of November/December, the IQAC meets to review students' attendance, teachers' attendance, performance in internal assessment, tutorial and other related areas. In the month of April, IQAC meets and discusses the feedback obtained from students and/or other stakeholders for bringing in changes in curriculum and pedagogy.

6.5.3 Quality assurance initiatives of the institution include:

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

Response: B. 3 of the above

File Description	Document
Upload e-copies of the accreditations and certifications	View Document
Upload details of Quality assurance initiatives of the institution	View Document
Upload any additional information	View Document
Paste web link of Annual reports of Institution	View Document

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

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

Response:

The college is imparting lights of higher education in the region of Sunderbans, where the general tendency is one of giving greater priority to son child in the question of providing higher education. During 2013-14 percentages of female students enrolment was as low as 34.2% which means 2 out of every 3 students taking admission in the college were male students. This college has its core value as Vidy? Vimuktaye, which means Education which Emancipates and liberates from all darkness and bondages. The college, therefore, appreciated the need for higher education.

We appreciated the need of enlightening the “parivars” of this region – during the Abhibhabak Dibash – and making them encouraged to send their daughters to the college by way of emphasizing on the value of Higher Education for the Girls.

Vidy? Vimuktaye is getting reflected as the female enrolment have risen to 48.7% in 2018-19

Every year the college conducts gender audit during the time of commencement of the 1st year classes and observes the Nari Dibash and students across all genders express their opinions with regard to several gender sensitizing issues, followed by teachers’ seminar /students’ seminar and/or experts’ seminar, workshop, poster presentation etc.

The college has the system of bar-coded attendance tracking, as bar-coded I Card is given to all students and entry and exit of each student is put thorough scrutiny by the security guard and entry of trespassers is strictly prohibited. All classrooms are under CCTV surveillance and the campus is free from any influence of the outsiders. The girls have a separate common room meeting all their purpose.

The teachers in this college are more than teachers as they act as guardian-mentors by way of allowing all students – in particular, the girl students – to meet them whenever felt necessary and obtain counseling on academic and personal problems. The Principal of the college never disallows any student from meeting him in his office whenever needed.

The teachers as mentors encourage the girl students to participate in campus life and perform in several Sundarmon events.

The evidence of success with regard to gender equality is getting observed in the college

1. Female enrolment has become almost equal to male enrolment
2. Female participation in students’ centric events - round the year – is more than male participation
3. Female achievers in the domain of Patho Guarabs (achievers in studies) and Krira Gourab (achievers in sports) is as high as the number of the Male achievers

During the last few years, no complaint has been received from any girl student about any instance of

ragging or sexual harassment or eve teasing.

File Description	Document
Link for specific facilities provided for women in terms of: a. Safety and security b. Counselling c. Common Rooms d. Day care center for young children e. Any other relevant information	View Document

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

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

Response: B. 3 of the above

File Description	Document
Geotagged Photographs	View Document
Any other relevant information	View Document

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

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

Response:

The College is situated in a lush green environment of 30 acres including 5 water bodies with unique biodiversity. In other words, the campus is Eco-friendly and green. The problems of waste management are not that acute. However, the college appreciates the necessity in the greater interest of sustainable development and for that matter, several steps have been taken to make the campus eco friendly.

1. It holds on to the regular practice of separating waste in the form of non-biodegradable solid waste and biodegradable solid waste
2. The wastewater generated from the laboratories of the college is channelled through a layered filter

bed. The purified water is then allowed to percolate into the ground.

3. The rainwater collected from the rooftops is channelled through a de-mineralised water plant and used for qualitative analysis in the Chemistry laboratory.
4. At present, the college does not have much e-waste. Whatever e-waste and unusable computer peripherals are stored in the *E-borjjosthan* on the rooftop of the annex building for future disposal/auction to authorised companies.
5. The college does not have much hazardous chemical, radioactive waste, biomedical waste etc and management of these materials are not in question.

7.1.4 Water conservation facilities available in the Institution:

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

Response: A. Any 4 or all of the above

File Description	Document
Geotagged photographs / videos of the facilities	View Document
Link for any other relevant information	View Document

7.1.5 Green campus initiatives include:

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

Response: Any 4 or All of the above

File Description	Document
Various policy documents / decisions circulated for implementation	View Document
Geotagged photos / videos of the facilities	View Document
Link for any other relevant information	View Document

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

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

Response: A. Any 4 or all of the above

File Description	Document
Reports on environment and energy audits submitted by the auditing agency	View Document
Certification by the auditing agency	View Document
Any other relevant information	View Document

7.1.7 The Institution has disabled-friendly, barrier free environment

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

Response: B. 3 of the above

File Description	Document
Policy documents and information brochures on the support to be provided	View Document
Geotagged photographs / videos of the facilities	View Document
Any other relevant information	View Document

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

Response:

The college is situated in a location inhabited by the person who belongs to predominantly SC and OBC families. Quite a significant portion of the families are belonging to the Muslim minority communities. Almost all families belong to Bengali speaking linguistic groups.

The institute recognises its role in initiating and sustaining efforts and moves towards the promotion of an

inclusive environment

1. The NCC wing of the college, the teachers and the Head of the Institution “walk-in” to the adjoining villages on the days of Independence Day and Republic Day and establish neighbourhood relations with inhabitants of the region.
2. The Head of the Institution along with the NCC cadets goes to the adjoining haat (the market place) on the day of the Raksha Bandhan and encourages the spirit of harmony among the Hindus and the Muslims and spreads the feeling of universal brotherhood among the students including the students of local schools.
3. The IQAC observes Bandhan Dibash on the day of Rakhi Bandhan (during Aug) and Sampriti Dibash on the day Swami Vivekananda delivered his famous Chicago Address (during Sept). The objectives behind observing these two days are to inculcate the **values of tolerance, communal harmony, secularism** and **national integration.** Bandhan Dibash is also celebrated as Anti-Ragging Day.
4. The IQAC also celebrated the 125th Anniversary of the Chicago Address of Swami Vivekananda during Sept 2018, by way of organising Students Elocution, Essay Competition, Poster Competition and Experts’ Seminar with the objective of **inculcating human values and broadness** in the minds of the students.
5. The College observes Meen-mangal a custom of releasing spawns in the water bodies of the College where fishermen of the local community are invited to participate. This programme again is observed embracing Gurudev Rabindranath Tagore’s concepts of inclusiveness.

The definite outcome of all these efforts gets reflected in the peaceful and harmonious living of the people in this region.

File Description	Document
Link for supporting documents on the information provided (as reflected in the administrative and academic activities of the Institution)	View Document

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

Response:

The NCC and the NSS observe Republic Day (26th Jan) as Ganatantra Dibash and Independence Day (15th Aug) as Swadhinata Dibash. Although it is a holiday, students, teachers and staff come to the college in large numbers to hoist the national tri-colour, march-past to the adjoining villages to establish **neighbourhood relation** followed by **film show on nationalism and patriotism**. Students of the neighbourhood schools are also invited to participate in these programmes. Principal as Mentor spells out the **value of Swadhinata** (Freedom) and the **significance of Ganatantra** (Democracy) and reminds the students about **civic responsibility, constitutional duties and obligations**. Teacher mentors encourage the students to take part in the “Know your Country Quiz” and elocution competitions followed by **lunch for all**.

The Department of Bengali observes the International Mother Language Day as *Bhasa Dibash* and remembers the martyrs who sacrificed their lives to **uphold the value and dignity of the mother language**. Teachers as Mentors speak on the occasion and remind the threat to the Bengali language due to the intervention of slang, use of English in Bengali, and above all the undue influence of Facebook and WhatsApp and other social networking platforms. Student mentees take part in different cultural events.

The IQAC observes International Women's Day as *Nari Dibash* to uphold the institutional policy of **equal respect and rights for all genders.** Gender Audit is conducted to appreciate the discrimination faced by women in the polity, society, family and the institution. **Gender sensitization programmes** are also held in the form of Experts' Seminar, Students' Seminar, Poster Competition and Film Show on the subjects like Gender Disparity in India, Women in Scientific research etc. Mentors organise cultural programmes on the **lives and sacrifices of Mothers**.

File Description	Document
Link for details of activities that inculcate values necessary to render students in to responsible citizens	View Document

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

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

Response: B. 3 of the above

File Description	Document
Details of the monitoring committee composition and minutes of the committee meeting number of programmes organized reports on the various programs etc in support of the claims	View Document
Any other relevant information	View Document

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

Response:

Every year the institute observes the birthday of

1. Swami Vivekananda as the *Yuva Dibash*
2. Netaji Subhas Chandra Bose as the *Sourya Dibash*
3. Rabindranth Tagore as the *Kabi Pranam Dibash*
4. Sarvapalli Radhakrishnan as the *Sikkshak Dibash*
5. Mahatma Gandhi as the *Swachata Dibash*
6. APJ Abdul Kalam as the *Sikkharti Dibash*

The institute also observes every year

1. *Antarjatik Bhasa Dibash* on the day of the International Mother Language Day
2. *Nari Dibash* on the day of the International Women's Day
3. *Bandhan Dibash* on the day of Raksha Bandhan

In addition, the IQAC organises several students centric events like

1. Essay Competition- Mera Bharat Mahan Hai, Mera Desh Mera Swabhiman
2. Dance Competition – Theme - National Integration

The NCC organises International Yoga day and Swachhata Pakhwada

File Description	Document
Link for Annual report of the celebrations and commemorative events for the last five years	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:

Best Practice 01

- **Title of the Practice**

Sundarmon (Beautiful Minds)

- **Objectives of the Practice**

The objective is the empowerment of students through skill development.

Every student is born with a Beautiful Mind (***Sundar*** means Beautiful & ***mon*** means Minds) which is to be unearthed and cultured. The teachers in the HEIs by way of becoming mentors of their student mentees can play a catalytic role in this regard. The college organises an event called *Sundarmon* every year and its objective is to carry out programmes and events beyond the narrow domain of regular teaching-learning-

evaluation and to provide a platform to the students so that they can discover their pent up skills and latent potential for excellence.

- **The Context**

The region called Sunderbans, undoubtedly is one of the most challenging topologies of the mother earth but is latent with caged potentialities in terms of human resources. Bankim Sardar College since its establishment in 1955 is transmitting smiles in the Sunderbans by way of spreading the lights of higher education among the thousands of socially deprived students, to reflect their potential and be inclusive in the national mainstream. During 2016, UGC recognized the potential of the college to serve families in the Sunderbans and conferred upon the college the status of **College with Potential for Excellence**. The college is thus committed to bring out excellence from among those who during their childhood had very little opportunity to be excellent as three-quarters of the children come from the SC, ST & OBC communities and BPL families living in the disadvantaged locations throughout the islands of Sunderbans by way of organising the Sundarmon every year.

- **The Practice**

1. Teachers as mentors inspire the student mentees to take part in several contesting events that would help them to develop **visual skills** (photography contest, poster contest, pencil sketch contest etc), **oratory skills** (debate, seminar, mock parliament etc) **performing art** (dance, singing, recitation), **creative art** (science exhibition, art exhibition, creative writing publications), **functional skills** (bio-data contest, letter/email writing contest, interview contest, report writing contest).
2. Mentors make concerted efforts to guide the students to develop skills, build mindsets to perform and imbibe the feeling "**even I can**."
3. During
    - 2017-18 altogether 218 participants participated in 14 intra-college events.
    - 2018-19 a total of 183 students took part in 12 intra-college events.
    - 2019-20 the Sundarmon events were made open to students from twenty two other colleges and altogether 244 participants participated in 13 inter-college events of which 107 were from the college itself
4. During 2019-20, IQAC invited creative writing in the form of imaginary dialogue, imaginary interview, autobiography, short stories etc from students. Altogether 51 students from several colleges across all geographical boundaries contributed their writings towards the compilation of an ISBN anthology of creative writings, *Beautiful Minds*.
5. The uniqueness of this practice is that *Sundarmon* is not a cultural programme in itself but in entirety, it addresses the requirements related to the Skill Enhancement Courses of the CBCS curriculum and makes the students learn to identify skills that are to be acquired, relative strengths and weaknesses in them and brings improvement in them through performances.
6. Another important aspect of this practice is that *Sundarmon* is a programme that does not incur a high expenditure. Here, teachers as mentors guide and train the students. As a result, expenditures for training become nil.
7. *Sundarmon* goes a long way in building healthy teacher-student relations and makes the students feel "home in campus."

- **Evidence of Success**

The objective was to encourage the students to participate and perform. During the first two years of the

programme, events were Intra College. Thus, students who performed to win prizes in the events during the first two years obtained their success from within, without any competition from outside, particularly from students from urban areas and the metros. During the third year, when the events were made open to students of other colleges, the students from Bankim Sardar College continued their chariot of success. They continued to participate, perform and win prizes to reflect their excellence.

1. Out of the 38 prizes declared in the 14 events, students of the college won 14 prizes.
2. Out of the 26 writings selected in *Beautiful Minds*, 3 writings from the college got selected

This reflects the success of the best practice as the college becomes able to bring out the *Sundarmons* in the *Sundarbans* and make them align and be included in the mainstream.

Yet another success of this practice is that two other colleges have expressed their willingness to join hands in extending this programme to the city of Kolkata and spread the idea amongst other colleges to give *Sundarmon* a much broader horizon.

- **Problems Encountered and Resources Required**

The practice does encounter problems in the areas of **time resources**. With the introduction of the CBCS and the semester system, time is becoming the limiting factor – for both the teachers and the students - in actualizing the practice

Best Practice 02

- **Title of the Practice**

Bibidher Majhe Dekho Milano Mahan (Identifying Unity in Diversity and be inclusive)

- **Objectives of the Practice**

The objective is the enrichment of students by way of extending them beyond the narrow concept of self.

The life process of people differs across person, place, culture, religion etc. Such diversity often causes disharmony. Thus one holistic objective of people is to remain identified with the diverse life processes of others and find out the unity in diversity. HEIs can play a pivotal role in imbibing the vision of harmony and unity among the students by way of observing and commemorating observable days, identifying citizenship roles by way of establishing neighbourhood relations and most importantly strengthening cultural exchange among diverse communities.

- **The Context**

Students who are living in this part of the mother earth are predominantly introvert in nature and lack exposure to the diverse life processes beyond their narrow geographical boundary. Students in this college come from pre-dominantly rural backgrounds and belong to SC, OBC and minority communities (about 85%). Teachers on the other hand come from urban areas. It is felt that the college in general and the teachers, in particular, can therefore play a greater role in making the students much more open-minded

and free thinkers by way of appraising them with the larger life processes of communities beyond the narrow provincial domain in which the students live. Under the context of such diversity, the college plans to observe “dibash” (days) following a pre-scheduled calendar where each *dibash* holds a different connotation and enables the students to get identified with different value systems.

- **The Practice**

The IQAC aims to organise

1. Regular counselling of the students by the Principal
2. Cultural visits for the students every year – to places like Santiniketan (the place of Kabi Guru Rabindranath Tagore), Belurmath (the place of Sri Ramakrishna & Swami Vivekananda), Kolkata (The City of Joy) and also cultural exchange programmes where teachers and students from other premiere institutions (e.g. Patha Bhawana, Visva Bharati) come to the college for conducting cultural programmes with the college and school students of the Sunderbans.
3. The celebration of the birth anniversaries of Swami Vivekananda, Subhash Chandra Bose, S. Radhakrishnan, APJ Abdul Kalam every year and the birth centenaries of Mahatma Gandhi and Ishwar Chandra Vidyasagar
4. The celebration of the Communal Harmony day on the day of *Rakhi Bandhan* when the teachers, the staff and the students go out to the local villages and spread the spirit of oneness and harmony. College students and school students in unison participate in *Rakhi Bandhan* and conduct cultural programmes. The college also observed the 125th year of Chicago address of Swami Vivekananda as *Sampriti Saptaha*.
5. Regular visits to the neighbouring villages on the days of Netaji Birthday, Republic Day and the Independence Day. Teachers, staff and the students take part in such marches to the villages and such visits help the students and teachers to get identified with the life process of the villagers and spread a feeling of oneness among the villagers.
6. Occasional visits to the local primary schools to encourage the young students to come to the college and learn computers courses from the college students. The objective is to imbibe the dream of higher education among young kids.
7. The celebration of the Fisherman’s day by celebrating and observing the *meen mangal* utsav. The objective is to recognise the contribution of the fisherman community of this region
8. Free legal aid service camps (in collaboration with the advocates of the Law College) for the residents of adjoining villages with the objective of making the villagers feel at home and discuss their legal issues.
9. Regular extension services by the NSS and the NCC units of the college often in collaboration with the West Beacon Scout with the objective of making the students to learn to think for the society beyond narrow self-interest.

- **Evidence of Success**

The objective was to encourage the students to learn to extend them beyond the narrow domain of their self-interest and spread their being to the neighbouring villages, get identified with their objective problems and realities.

After three years of effort in this regard, most of the students today by and large have started appreciating that they cannot afford to live within the narrow boundaries of their home and have started identifying themselves with the world beyond.

This is becoming evident as they are showing larger interests to participate in inter-college events and writing papers, letters and essays on inter-temporal and inter-spatial issues.

- **Problems Encountered and Resources Required**

The practice does encounter problems in the areas of time resources. With the introduction of the CBCS and the semester system, time is becoming the limiting factor, for both the teachers and the students, in actualizing the practice. Furthermore, there are inhibitions in the minds of the local people about the manner in which free thinking is encouraged. Finally, as students, in general, are accepting "broadmindedness" as a social value, some narrow-minded parochial "non-students" feel insecure and pose resistance to the best practices.

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:

The distinctiveness of this college is Mentoring of students by teachers. The objective of mentoring is

1. make them feel at home
2. build their self belief "even I can do" and
3. reflect their pent up potential in a *College with Potential for Excellence*

The college is located in the Sunderbans, and inhabitants of the region are constrained to feel alienated from mainstream India and when asked to perform they pause and feel "can I do it?" This College with Potential for Excellence – believes the students too have beautiful minds - the SUNDARMON – ???????? – ???????? and the college goes forward relentlessly in search of the Sundarmon (the excellence) in the Sunderbans and make the students feel "even I can do."

Vidy? Vimuktaye – our core value - enshrines our vision as **Enlightenment** (emancipate and liberate from all darkness and bondages) **Empowerment** (building self belief) **Enrichment** (building qualities to enrich society) and all performances of the institution aim at fulfilling these vision through the constant acts of mentoring of students by the teachers.

Towards **enlightening** the students, the college adheres to a number of "distinctive practice" remaining in touch with the learners through 24x7 mentoring and monitoring and pursuing to make the students feel at home while in campus.

Towards **empowering** the students, the college organises a college week whose name is Sundarmon. This college week is not the same as what is being called as fest where **hired artists and celebrities come from outside and perform and earn**. But in Sundarmon, the main objective is to organise **several skill-displaying events and** make **the students participate and perform and learn.**

The success of Sundarmon depends on a year-long talent search by the mentors amongst the students who

have pent up talents but never had the opportunity to bring them out before others. The mentors try to find out the talents in each department by way of organising smaller events throughout the year at the departmental levels. For example, students are allowed to celebrate Teachers' Day at the Departmental level every year over and above the Teachers' Day being celebrated by the college. After the talent search is made, the IQAC declares the several events of the Sundarmon programme ranging from dance competition to debate to bio data contest. Principal encourages the teachers to play the role of mentors and guide the students to take part in any/all of the events. The mentors work relentlessly to give training and guidance for two to three months involving rounds of rehearsal The performers are than elevated to perform in the Sundarmon function.

For example, a teacher-mentor has thirty five student-mentees who have shown their interests to perform dance. The mentor declares that a National Integration Dance contest will be held during Sundarmon where each group of five mentees will represent a state – Punjab, Assam, Goa, Bengal etc and perform the respective folk dances of these states. This event requires videos of the folk dances of other states, identification with their culture, script building, costumes, anchoring and above all repeated words of confidence building, "you can do it."

Another example can be drawn in this regard. A teacher acting as a Mentor encourages the students to learn to draw their SWOT. Students learn how to write a bio-data that includes their strengths, weaknesses, threats and opportunities. Then they are required to prepare Powerpoint slides to present their SWOT before the Principal and judges during the Sundarmon followed by interview questions about their selves. This entire exercise is conducted to develop a self directional skill and attitude among the students.

Let us cite another example. The teacher mentors of Political Science department take their students to the West Bengal State Assembly and make them aware about the live proceedings of legislative practices. Then teachers as mentors guide the students in the department to perform a mock parliament session where students enact in several roles and successfully create the ambience of legislative assembly in the college campus.

Another example that requires to be mentioned is the one where teacher as mentor encourages the students to think laterally by way of introducing to the idea of lateral thinking (Edward Bono) and preparing question answers on lateral thinking. Then, during the final round a quiz contest on lateral thinking is organised where students contest and perform.

Mentoring has assumed a new dimension during the COVID 19 pandemic and the resultant lockdown. Each teacher as a mentor is attached to 30 to 40 students and he/she as a group admin opens a WhatsApp group where the Principal also joins and thus enables each student to remain in constant touch with the HoI. The students are receiving round the clock counselling from the teachers with regard to their regular online classes, project preparation and submission, internal assessment through google evaluation, training for making use of the college portal for university examination etc. Principal issues notifications to all students through the mentors and thus students remain well appraised about their examination schedules mode of examinations etc. Teachers and mentors also keep in touch to do stress counselling of the students and never allow them to feel that they are alone during this lock down. Mentors have also guided the students to keep them safe from the COVID 19, following the importance of masks, sanitisation social distancing etc. Mentors have also guided the NCC cadets of the college to reach out to the neighbourhood villages and act as volunteers to help them in their distress.

All these acts of mentoring by the teachers are the **distinctive performance of the institution to realise**

its vision, priority & thrust and realisations of its core value **Vidy? Vimuktaye.**

NAAC

5. CONCLUSION

Additional Information :

The college has peculiar difficulties that require to be mentioned

1. Three elections are held in every five years – the parliamentary election, the assembly election and the local panchayat election – and during each of these elections the college building and the offices and the entire campus gets requisitioned by the State Election Commission for thirty to forty-five days. The college, as a result, faces a loss of teaching-learning days, exams get postponed, pieces of furniture get damaged, current costs like electricity get incurred etc.
2. The college being located near the Sunderbans and the Bay of Bengal faces frequent cyclones and super cyclones almost every year - like *Amphaan* and *Yash* in recent times - which causes heavy damage and losses to the college to a significant extent.
3. The prolonged lockdown has put the college property under tremendous stress due to a lack of regular housekeeping and day to day maintenance. This is a formidable task for the college authority to tide over.

Concluding Remarks :

The college looks forward towards further quality initiatives as we have developed the passion for value addition and we strive for quality in all spheres of our existence. However, we have challenges in the days to come.

First and foremost is the challenge from within; i.e. if we are willing to bring changes in us. Needless to mention if we do not change the institution will not change.

Secondly, there are non-academic contexts mostly related to vested interests who not being identified with the vision of the institution intrudes into the mission which derails the entire quality journey

Thirdly, we are required to appreciate that the world around us is changing very fast. We need to identify the changes, identify their implications for the future and readily change our roadmap without disowning the roots of tradition and the age-old wisdom

Fourthly, there might be pressures to break the rule of law citing the inter-spatial and inter-temporal instances. But we should remember that examples across cross-sections and periods are not rules because examples can be deviations from such rules.

Lastly, we are in front of a crossroad – presently in a state of pandemic and a lockdown – waiting for a transition to a new normal. The future is uncertain. Compounded with such uncertainties are the glimpses of the new economic policies which speak of more and more proliferation of technology, flexibility, accountability, blended learning and what not. We, the stakeholders of higher education, need to embrace such new normal but the quality journey should continue unabated. The change should be treated as a challenge and not as a crisis.

NAAC

6.ANNEXURE

1.Metrics Level Deviations

<table>
<tr><td>Metric ID</td><td>Sub Questions and Answers before and after DVV Verification</td></tr>
<tr><td>1.2.3</td><td>Average percentage of students enrolled in Certificate/ Add-on programs as against the total number of students during the last five years

1.2.3.1. Number of students enrolled in subject related Certificate or Add-on programs year wise during last five years
Answer before DVV Verification:
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>295</td><td>225</td><td>100</td><td>98</td><td>145</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>249</td><td>223</td><td>100</td><td>97</td><td>141</td></tr>
</table>
Remark : As per documents and clarification received from HEI,DVV input is recommended.</td></tr>
<tr><td>2.1.1</td><td>Average Enrolment percentage (Average of last five years)

2.1.1.1. Number of students admitted year-wise during last five years
Answer before DVV Verification:
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>874</td><td>987</td><td>1331</td><td>1351</td><td>1115</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>833</td><td>909</td><td>1052</td><td>1064</td><td>986</td></tr>
</table>
2.1.1.2. Number of sanctioned seats year wise during last five years
Answer before DVV Verification:
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>1279</td><td>1279</td><td>1279</td><td>1224</td><td>1224</td></tr>
</table>
Answer After DVV Verification :
<table>
<tr><td>2018-19</td><td>2017-18</td><td>2016-17</td><td>2015-16</td><td>2014-15</td></tr>
<tr><td>1279</td><td>1279</td><td>1279</td><td>1224</td><td>1224</td></tr>
</table>
Remark : As per the documents received from HEI, based on that only students who have been registered by affiliating university should be considered and in few programs admitted students are</td></tr>
</table>

more than sanction so only no. of sanction seats should be considered for that particular program, so we have calculated accordingly and DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
403	433	492	477	508

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
280	433	492	477	483

Remark : As per the documents and clarification received from HEI,DVV input is recommended.

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

2.3.3.1. Number of mentors

Answer before DVV Verification : 36

Answer after DVV Verification: 35

Remark : As per the clarification received from HEI that they have exclude principal from the list, DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
13	12	12	12	12

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	11	10	12	10

Remark : As per the documents and clarification received from HEI, based on that DVV input is

recommended.

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

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

Answer before DVV Verification : 423.41

Answer after DVV Verification: 448.79

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
9	2	6	9	9

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
6	2	7	8	3

Remark : As per the data and documents received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
15	7	7	2	4

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
10	12	6	5	0

Remark : As per the clarification and data received from HEI, based on that DVV input is recommended.

3.4.3 **Number of extension and outreach programs conducted by the institution through NSS/NCC, Government and Government recognised bodies during the last five years**

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
27	20	21	12	14

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
15	9	5	5	3

Remark : As per the data and clarification received from HEI, based on that only the extension programs which have been organized outside side college and for the benefit of others and society only those programs should be considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
2445	2106	2345	1672	1656

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
597	814	870	856	818

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

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

4	5	8	12	13

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
12	13	8	4	4

Remark : As per the clarification received from HEI,DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
4	3	2	3	3

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
0	2	3	1	3

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

5.1.1.1. **Number of students benefited by scholarships and free ships provided by the institution, Government and non-government bodies, industries, individuals, philanthropists during the last five years (other than students receiving scholarships under the government schemes for reserved categories)**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1124	593	1702	1914	2024

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1250	1711	2187	2244	2227

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
1505	2458	10	10	2681

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
1401	2448	10	10	2681

Remark : As per the data and clarification received from HEI, based on that DVV input is recommended.

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

5.3.3.1. **Number of sports and cultural events/competitions in which students of the Institution participated year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
37	26	19	14	16

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
14	7	7	5	6

Remark : As per the clarification and data received from HEI, based on that only Competitions organized by the institution/other institutions are considered so DVV input is recommended accordingly.

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

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

Answer before DVV Verification:

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

20	25	9	6	1

Answer After DVV Verification :

2018-19	2017-18	2016-17	2015-16	2014-15
20	25	9	6	0

Remark : As per the clarification received from HEI, based on that DVV input is recommended.

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

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

Answer before DVV Verification : B. 3 of the above
Answer After DVV Verification: B. 3 of the above

Remark : As the clarification and bills for the equipment's received from HEI, based on that DVV input is recommended.

7.1.7 **The Institution has disabled-friendly, barrier free environment**

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

Answer before DVV Verification : A. Any 4 or all of the above
Answer After DVV Verification: B. 3 of the above

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

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

Answer before DVV Verification : A. All of the above
Answer After DVV Verification: B. 3 of the above

2.Extended Profile Deviations

ID	Extended Questions
1.1	**Number of students year-wise during last five years** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 2122 | 2491 | 3038 | 2737 | 2681 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 2081 | 2491 | 2999 | 2737 | 2681
1.2	**Number of seats earmarked for reserved category as per GOI/State Govt rule year-wise during last five years** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 545 | 545 | 545 | 522 | 522 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 575 | 575 | 575 | 550 | 550
1.3	**Number of outgoing / final year students year-wise during last five years** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 374 | 390 | 461 | 472 | 414 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 402 | 485 | 438 | 602 | 522
2.1	**Number of full time teachers year-wise during the last five years** Answer before DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 36 | 27 | 27 | 24 | 24 Answer After DVV Verification: 2018-19 | 2017-18 | 2016-17 | 2015-16 | 2014-15 35 | 26 | 22 | 24 | 21

2.2 **Number of sanctioned posts year-wise during last five years**

Answer before DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
45	35	35	35	35

Answer After DVV Verification:

2018-19	2017-18	2016-17	2015-16	2014-15
44	34	34	34	34

NAAC