



SELF STUDY REPORT

FOR

1st CYCLE OF ACCREDITATION

SANKRAIL ANIL BISWAS SMRITI MAHAVIDYALAYA

VILL- KUTIKRI, PO- KULTIKRI, PS- SANKRAIL
721135

www.sabsmkultikri.org

Submitted To

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

BANGALORE

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1. EXECUTIVE SUMMARY

1.1 INTRODUCTION

About Us:

Keeping in mind the Upanishadic mantra of (Tamaso Ma JyotirGamaya) i.e. “Lead us from darkness to light,” Sankrail Anil Biswas Smriti Mahavidyalaya, a college affiliated to Vidyasagar University, was established in the year 2007 in Kultikri which comes under Sankrail CD Block of Jhargram district in the state of West Bengal. Situating at the lap of Jungle Mahal, a region largely inhabited by the underprivileged, economically weaker sections of the society, S.C., S.T., O.B.C. and minority communities in the Sankrail and the adjoining Blocks, the college acts as a beacon to promote and impart higher education among the students of this region, who are mostly first generation learners. The college is the outcome with the genuine and sincere effort of the people of all spheres of Sankrail and neighbouring blocks. The College has been named in the memory of a person who has devoted his life for the poor and the downtrodden. The aim of this college is to cater to the needs of students belonging to diverse socio-economic background and cultivates moral, intellectual, spiritual, social, emotional and all round development of its students.

Brief History:

As there were no institutes for Higher Education in the Sankrail Block, as well as in the neighbouring blocks such as Keshiary, Narayangarh, Gopiballavpur-II in the 2000s, some local social workers and enthusiasts for education formed an NGO entitled *Sankrail Block Education and Rural Development Society*-a philanthropic Society which had been registered in the year 2003. The governing body of the society formed an organizing committee for the proposed college by the time, which did the usual preliminaries to start an Undergraduate General Degree College in the year 2007 on 15th of June which is taken to be the date of establishment of the institution. At its nascent stage, the classes were held in Kultikri S.C. High School. Later, in the year 2010, it was shifted on to its present location and building. Since then, it has been trying hard to expand the scope of higher education. Presently, the college follows the CBCS pattern in our undergraduate programme.

Vision

The **vision** of Sankrail Anil Biswas Smriti Mahavidyalaya is:

“Arise, Awake and Stop not till the goal is reached”- Swami Vivekananda

To develop and empower students through education that fosters knowledge and skills, promotes values of equality, secularism and national integration, moulds character through discipline and rigour and creates an open mind capable of assimilating the best traditions of the East and the West.

Mission

The **mission** statements of Sankrail Anil Biswas Smriti Mahavidyalaya aim at translating its vision into action plans through:

1. Dissemination of knowledge leading to academic excellence and personal growth.
2. Stimulation of the academic environment of the Institution for promotion of quality in teaching-learning.
3. Maintenance of a balance between education that promotes knowledge pursue, and training that imparts skills for employability.
4. Inculcation of egalitarian, secular and non-parochial values among students in addition to the core values of honesty, discipline, courage, compassion, self respect as well as respect for others.
5. Promotion of all-round development of the students to face the emerging and futuristic challenges arising from complexities of the rapidly changing national and international scenario.

1.2 Strength, Weakness, Opportunity and Challenges(SWOC)

Institutional Strength

- Catering as an important higher study institution in a remote locale of junglemahal
- The campus shows a picturesque appearance
- Use of ICT and good use of library
- Good student-teacher-staff relationship
- Strong management with disciplined administration
- Good student support facilities
- Commendable extension activities through NSS
- Highly qualified and dedicated teaching staff
- A pollution and plastic free campus

Institutional Weakness

- Insufficient number of teachers and staff
- Deficiency in providing girls' and boys' hostel.
- Lack of quarter for teachers and staff
- More article and book publication by teachers and students are required
- To develop communication skills of the rural-based students so that they can be made fit for job interview
- Generation of fund for infrastructural development
- Deficiency in developing entrepreneurial skill among students

- Yet to develop a good research environment for the students and teachers of this college.

Institutional Opportunity

- Ample scope to educate and empower the under privileged section of the society
- Some departments have the potentialities to introduce PG courses (In regular and distance mode)
- All around expansion of the building of the Institute is possible
- As the institute is situated in a tribal dominated area, we may, in future, develop a centre for tribal studies.

Institutional Challenge

- Shortage of permanent teaching staff
- The majority of the students are first generation learners
- Insufficient local transport facilities
- Most of the students belong to the economically and educationally backward section of society
- Meritorious students prefer urban Institutes for admission
- Very little scope to maintain network with industry
- Early marriage of girl students hampers their higher education
- To generate fund for infrastructural development and carrying out the maintenance of present infrastructure

1.3 CRITERIA WISE SUMMARY

Curricular Aspects

With a tradition of imparting quality education to all classes of students, Sankrail ABS College is actively engaged in its mission of extending the frontiers of education beyond mere classroom teaching.

- This Institute is affiliated to The University of Vidyasagar and follows the University curriculum.
- The current syllabi for every Honours & General subjects as recommended by the UG Council of the affiliating University for a particular academic session are clearly hoisted on its website as well as on the website of the Institute.
- The Institute does not enjoy academic autonomy.
- The Institute offers six Honours courses in Arts besides offering thirteen General courses in Arts & Science.

- The Institute prepares an academic calendar before the commencement of the academic session in accordance with the academic calendar of the affiliating University.
- The Institute boasts of an extremely competent teaching faculty in all the subjects it offers. Many of them are engaged in high quality research activities.
- The teachers of the Institute always respond readily to any call for workshops on changes and reforms in the syllabus.
- The syllabus & teaching plans are distributed among the departmental teachers and the same is notified to the departmental students by the departmental coordinators.
- The Institute follows the evaluation procedure as propagated by the University of Vidyasagar very strictly.

Teaching-learning and Evaluation

The following are the major highlights in Teaching-Learning and Evaluation criterion:

- The Institute reviews the admission process and student profile in order to develop a more effective admission process under the guideline of the affiliating University and State Government.
- The Institute organises special orientation program for the first year students of the Institute, immediately after the admission process is over.
- To make the learning student-centred, the following participatory learning activities are adopted: inter class seminars/symposia/workshops, Project exhibitions and encouraging students to participate in presentation/ seminars inside and outside of the institution.
- Besides the traditional lecture method, students are initiated to Interactive Learning through participation in students' seminars. ICT enabled tools like Overhead and LCD Projectors, screens etc. are used by the teachers to generate student interest in these better learning and understanding
- The teachers are always encouraged to participate in the Orientation Programmes, Refresher Courses etc.
- The Institute ensures that all stakeholders, especially the students and teachers, are aware of the evaluation process by providing requisite information through the Prospectus, Academic Calendar, institutional notification circulated amongst the faculty and students, circulating notifications and circulars from the affiliating University etc.
- The Institute has clearly stated learning outcomes and clearly defined strategies to facilitate the achievement of the intended learning outcomes.

Research, Innovations and Extension

- The faculty members also conduct Field Work, Excursions and Study Tours.
- Many Departments of the Institute organize seminars and symposiums from time to time.
- The institution under IQAC has also began a free 3 months certificate course in spoken English for all students from the Dept of English

Infrastructure and Learning Resources

The following are the major highlights in this criterion related to Infrastructure and Learning Resources:

- The College is housed in a sprawling campus area of 8215.1 sq. meters comprising of the main building and a huge campus focussing on biodiversity
- Infrastructural spaces or other arrangements are allotted to different cells like IQAC, Grievance Redressal Cell etc.
- The Institute gives greater progress towards digitalization. It has a number of desktops for administrative and academic help.

Student Support and Progression

The following are the major highlights in this criterion:

- Every year the Institute publishes a prospectus, which is handed over to the candidates willing to take admission in this Institute at the time of admission. The Institute also publishes an annual Academic Calendar consisting of detailed information regarding Institute activities, e.g., examination schedule of the Institute, tentative dates of class tests, students' seminar, annual sports, list of holidays and dates to commemorate some special events.
- Different types of financial assistance are provided to the students enabling them to continue with their studies by the State Government and other agencies.
- Students belonging to the SC/ST/OBC and economically weaker sections of the society are taken care of by the Institute. The Institute considers counseling to students in academic and personal area as a primary duty.
- The Institute provides a healthy environment to the students through several welfare means such as Canteen, Grievance Redressal Cell, Counseling Cell and a fully functional Students' Section in the Institute office.
- The Institute has constituted the Women's Empowerment Cell and Sexual Harassment Prevention Cell for gender sensitization to address the issues of sexual harassment. However, not a single case has been reported so far.
- It has an elected Students' Union, which actively participates in organization of several co-curricular and extracurricular activities such as various cultural programmes, indoor and outdoor game competitions, annual sports meet, Mock Parliament etc.
- The Students' Union also has representation in various academic and administrative bodies to facilitate smooth functioning of the Institute.

Governance, Leadership and Management

Major points in this regard are enumerated below:

- The vision of the Institute "is to make the students cognizably sound and ethically strong so as to enable them to carry out the task of building of the nation".
- The mission of the Institute is "Universal access of learning irrespective of the caste and creed and

among all the strata of the society”.

- Being a Government-Sponsored Institute, this Institute is administered jointly by the Governing Body of the Institute and the Higher Education Department of Government of West Bengal.
- The topmost management is denoted as the Governing Body with ultimate decisive capacity for approving or rejecting the hierarchical proposal. The Governing Body has representation of teachers, non-teaching staff, students, nominees of the University and Government.
- The Head of the Institute plays the pivotal role in guiding as well as monitoring the overall academic, administrative and financial activities of the Institute.
- Different academic and administrative committees and sub-committees are constituted to implement the institutional strategic plans.
- Finance Committee operates the purchasing procedure and the Principal on discussion with the Departmental Coordinators sets guidelines of fund distribution.
- The Institute has a Grievance Redressal Cell.
- The Institute regularly conducts audit by the registered auditors and the Audit and Accounts Department of the Government of West Bengal.
- The Internal Quality Assurance Cell (IQAC) plays a major role to reinforce the culture of excellence under its leadership.

Institutional Values and Best Practices

The Institutional values reflected through various innovative measures and the Best Practices adopted by the Institute are listed below:

- **Plantation:** Tree plantation and maintenance programme is our regular practice. Our NSS Department motivates our students in plantation inside as well as outside the campus. Seasonal flower garden increases scenic beauty of our Institute. We also maintain a garden of medicinal plants.
- **Encouraging the Use of Bicycle and other Eco-friendly Vehicles in the Campus:** Most of the students of our Institute use bicycle, a few local staff members use motor vehicles to come to the Institute.
- **Best Practice :** Gradual upgradation towards ICT based Institute- With help of ICT based method we can design interactive teaching strategies to gain insight into how digital tools can be used most effectively in a class room.

2. PROFILE

2.1 BASIC INFORMATION

Name and Address of the College	
Name	SANKRAIL ANIL BISWAS SMRITI MAHAVIDYALAYA
Address	Vill- Kutikri, PO- Kultikri, PS- Sankrail
City	Jhargram
State	West Bengal
Pin	721135
Website	www.sabsmkultikri.org

Contacts for Communication					
Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal(in-charge)	Haripada Mahapatra	03223-265051	9732776825	-	sankrailabs45@gmail.com
IQAC / CIQA coordinator	Prasenjit Mukherjee	03223-265004	7890021890	-	iqac.sabsm@gmail.com

Status of the Institution	
Institution Status	Grant-in-aid

Type of Institution	
By Gender	Co-education
By Shift	Regular

Recognized Minority institution	
If it is a recognized minority institution	No

Establishment Details	
Date of establishment of the college	15-06-2007

University to which the college is affiliated/ or which governs the college (if it is a constituent college)

State	University name	Document
West Bengal	Vidyasagar University	View Document

Details of UGC recognition

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

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

Statutory Regulatory Authority	Recognition/Approval details Institution/Department programme	Day,Month and year(dd-mm-yyyy)	Validity in months	Remarks
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
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Recognitions

Is the College recognized by UGC as a College with Potential for Excellence(CPE)?	No
Is the College recognized for its performance by any other governmental agency?	No

Location and Area of Campus				
Campus Type	Address	Location*	Campus Area in Acres	Built up Area in sq.mts.
Main campus area	Vill- Kutikri, PO- Kultikri, PS- Sankrail	Rural	7.27	1744.811

2.2 ACADEMIC INFORMATION

Details of Programmes Offered by the College (Give Data for Current Academic year)						
Programme Level	Name of Programme/Co course	Duration in Months	Entry Qualification	Medium of Instruction	Sanctioned Strength	No.of Students Admitted
UG	BA,English	36	XII	English	77	17
UG	BA,History	36	XII	English,Bengali	70	30
UG	BA,Bengali	36	XII	English,Bengali	77	67
UG	BA,Sanskrit	36	XII	English,Bengali	77	19
UG	BA,Political Science	36	XII	English,Bengali	55	2
UG	BA,Santali	36	XII	English,Bengali	38	4
UG	BA,Philosophy	36	XII	English,Bengali	48	48
UG	BA,Education	36	XII	English,Bengali	188	188
UG	BA,Physical Education	36	XII	English,Bengali	20	20
UG	BSc,Physics	36	XII	English,Bengali	10	0
UG	BSc,Chemistry	36	XII	English,Bengali	10	0
UG	BSc,Mathematics	36	XII	English,Bengali	10	0
UG	BSc,Geography	36	XII	English,Bengali	10	0

Position Details of Faculty & Staff in the College

Teaching Faculty												
	Professor				Associate Professor				Assistant Professor			
	Male	Female	Others	Total	Male	Female	Others	Total	Male	Female	Others	Total
Sanctioned by the UGC /University State Government	0				0				11			
Recruited	0	0	0	0	0	0	0	0	4	2	0	6
Yet to Recruit	0				0				5			
Sanctioned by the Management/Society or Other Authorized Bodies	0				0				0			
Recruited	0	0	0	0	0	0	0	0	0	0	0	0
Yet to Recruit	0				0				0			

Non-Teaching Staff				
	Male	Female	Others	Total
Sanctioned by the UGC /University State Government				7
Recruited	7	0	0	7
Yet to Recruit				0
Sanctioned by the Management/Society or Other Authorized Bodies				1
Recruited	1	0	0	1
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/DM/MCH	0	0	0	0	0	0	0	0	0	0
Ph.D.	0	0	0	0	0	0	2	0	0	2
M.Phil.	0	0	0	0	0	0	3	1	0	4
PG	0	0	0	0	0	0	4	2	0	6
UG	0	0	0	0	0	0	0	0	0	0

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

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

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

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

Programme		From the State Where College is Located	From Other States of India	NRI Students	Foreign Students	Total
UG	Male	311	0	0	0	311
	Female	585	1	0	0	586
	Others	0	0	0	0	0

Provide the Following Details of Students admitted to the College During the last four Academic Years					
Category		Year 1	Year 2	Year 3	Year 4
SC	Male	42	65	74	106
	Female	65	77	76	93
	Others	0	0	0	0
ST	Male	71	89	135	206
	Female	146	156	160	165
	Others	0	0	0	0
OBC	Male	82	84	97	84
	Female	160	145	120	103
	Others	0	0	0	0
General	Male	204	235	306	406
	Female	311	365	413	429
	Others	0	0	0	0
Others	Male	3	2	5	19
	Female	0	1	6	6
	Others	0	0	0	0
Total		1084	1219	1392	1617

Extended Profile

1 Program

1.1

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

Response: 15

File Description	Document
Institutional Data in Prescribed Format	View Document

1.2

Number of programs offered year-wise for last five years

2017-18	2016-17	2015-16	2014-15	2013-14
15	15	15	15	15

2 Students

2.1

Number of students year-wise during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
195	187	220	200	226

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 the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
179	174	155	114	108

File Description	Document
Institutional Data in Prescribed Format	View Document

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

2017-18	2016-17	2015-16	2014-15	2013-14
167	218	226	311	274
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**

2017-18	2016-17	2015-16	2014-15	2013-14
7	7	2	2	2
File Description		Document		
Institutional Data in Prescribed Format		View Document		

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

2017-18	2016-17	2015-16	2014-15	2013-14
11	11	11	11	11
File Description		Document		
Institutional Data in Prescribed Format		View Document		

4 Institution**4.1****Total number of classrooms and seminar halls****Response: 21****4.2****Number of computers**

Response: 17**4.3****Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)**

2017-18	2016-17	2015-16	2014-15	2013-14
22.84	17.21	17.16	17.86	21.11

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:

This Institute is affiliated to The Vidyasagar University and follows the university curriculum. The current syllabi for every Honours & General subjects as recommended by the UG Council of the affiliating University for a particular academic session are clearly hoisted on its website as well as on the website of the Institute. Total number of lecturers required to complete each section of the syllabi along with the details of the books recommended by the university are included in the syllabi.

Action plans for effective implementation of the curriculum:

TEACHING PLAN: Every department frames out total teaching plan for their faculty members at the beginning of each academic session. For the annual system which was prevailing before the current academic session (Choice Based Credit System i.e CBCS has been implemented from 2017-18) the whole teaching days are divided into three modules (each module contains 60 teaching days approx.). For the newly adopted CBCS each semester is divided into three (3) discrete components, viz. C1, C2 and C3 (duration of each component is about 8 weeks). The full syllabus (Hons. & Gen) of every discipline are divided into three parts which is again sub-divided among the departmental faculty members. The teachers prepare their teaching plans for the entire academic session to complete the syllabi within stipulated time. In case of non completion of syllabus as per the plan, a teacher takes extra classes.

Academic Calendar : The IQAC of the college prepares an academic calendar before the commencement of the academic session in accordance with the academic calendar of the affiliating University.

Academic Routine : The routine sub-committee of the college frames the routine for B.A/B.Sc/B.Com programmes and displays the routine on the college website, Central Notice Board and the Notice Board of the departments.

Circulation of the Syllabus & Teaching Plans : The syllabus & teaching plans are distributed among the departmental teachers and the same is notified to the departmental students by the departmental co-ordinators.

Evaluation Blueprint: For the previously prevailing annual system, after completion of first & second module class tests/unit tests are taken by the departmental teachers as scheduled in the academic calendar. On completion of the third module, pre-examination mock test is conducted on the whole syllabus, following the university question pattern under guidance of Examination Sub-committee.

For the newly adopted Choice Based Credit System, the evaluation of the candidates is totally based on continuous assessment. The structure of evaluation is as follows:

Each semester assessment is divided into three (3) discrete components, viz. C1, C2 and C3. The students are informed about the modalities of continuous assessment activities well in advance. Continuous internal evaluation is taken in different forms in different components in all the departments. Attendance of minimum 75% carries 5 marks according to University norms

1.1.2

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

Details of the certificate/Diploma programs

[View Document](#)

1.1.3

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

1.2 Academic Flexibility

<p>1.2.1</p> <p>Percentage of new Courses introduced out of the total number of courses across all Programs offered during last five years</p> <p>Response: 0</p>	
1.2.1.1 How many new courses are introduced within the last five years	
File Description	Document
Details of the new courses introduced	View Document

<p>1.2.2</p> <p>Percentage of programs in which Choice Based Credit System (CBCS)/Elective course system has been implemented</p> <p>Response: 46.67</p>	
1.2.2.1 Number of programmes in which CBCS/ Elective course system implemented.	
Response: 7	
File Description	Document
Name of the programs in which CBCS is implemented	View Document
Minutes of relevant Academic Council/BOS meetings.	View Document

<p>1.2.3</p> <p>Average percentage of students enrolled in subject related Certificate/ Diploma programs/Add-on programs as against the total number of students during the last five years</p>

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

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

[View Document](#)

1.3 Curriculum Enrichment

1.3.1

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

The efforts made by the Institute to integrate the cost cutting issues such as gender, climate change, environmental education, human values and professional ethics etc. are given below:

Gender:

The Institute ensures gender equality of students, teachers and non-teaching staff. There are more number of enrolled female students than male students in the institution. Both boy and girl students are given same facility for all activities e.g. admission, participation in NSS, Games & Sports, cultural programmes/ competitions and election of student representatives of Students' Union. Moreover, the Women's Empowerment Cell conducts various workshops/seminars for empowering the girl students through making awareness about the gender-related issues, sexual offences and different measures taken by the Govt. of India and other agencies to protect their human rights. The Institute also has a Sexual Harassment protection Cell. The gender equality is maintained in the election process of teaching/non-teaching representatives to Governing Body as well as Secretary/Assistant Secretary to the Teachers' Council. It is also taking into account in the selection process of members of different sub-committees.

Climate change:

Climate Change education includes fostering climate literacy among students, to reduce disaster risk, to motivate our young students to reduce their own carbon footprint. It will help to set the next generation the right path to address the various global problems related to climate change.

Environment and Sustainability:

In the curriculum of 3rd year BA/BSc/BCom I+I+I system there is a compulsory paper of 100 marks entitled “Environmental Studies” includes the issues of Environment and Sustainability. In CBCS (with effect from 2017-18), every 1st year Semester-II student has to study the issues of Environment and Sustainability in a course entitled “Environmental Science” of 4 credit under the Ability Enhancement Compulsory Course (AECC).

Human Values:

The Institute conducts Human Value Programme through its under-graduate programmes of BA (Honours & General), BSc (Honours & General) & BCom (General). Though the Institute has not yet introduced any other formal programmes, authority always encourages and promotes to organize Seminars, Workshops, Lectures and awareness and sensitization programmes and Human Enrichment/Holistic development programmes as an extension activities through its NSS I&II unit.

Professional Ethics:

The Institute has hoisted the Code of Conducts for the students, staff and other stakeholders as a part of Professional Ethics. It helps

1. To develop a better relationship within stakeholders on mutual trust and respect,
2. To act with honesty, integrity and fairness,
3. To take responsibility for maintaining the quality of the teaching-learning and
4. To uphold the public trust and confidence on the Institute.

The Institute has several sub-committees like Grievance Redressal Cell, Sexual Harassment Prevention Cell, Anti-Ragging Committee and Public Information Officer (RTI) for the protection of Human Rights.

1.3.2

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

Response: 0

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

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

1.3.3

Percentage of students undertaking field projects / internships

Response: 41.54

1.3.3.1 Number of students undertaking field projects or internships

Response: 81

File Description	Document
Institutional data in prescribed format	View Document

1.4 Feedback System**1.4.1**

Structured feedback received from

1) Students, 2)Teachers, 3)Employers, 4)Alumni and 5)Parents for design and review of syllabus-Semester wise/ year-wise

Response: C. Any 2 of the above

File Description	Document
URL for stakeholder feedback report	View Document

1.4.2

Feedback processes of the institution may be classified as follows:

Response: B. Feedback collected, analysed and action has been taken

File Description	Document
URL for feedback report	View Document

Criterion 2 - Teaching-learning and Evaluation

2.1 Student Enrollment and Profile

2.1.1

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

Response: 0.1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description

Document

List of students (other states and countries)

[View Document](#)

Institutional data in prescribed format

[View Document](#)

2.1.2

Average Enrollment percentage

(Average of last five years)

Response: 57.39

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

2017-18	2016-17	2015-16	2014-15	2013-14
195	187	220	200	226

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

2017-18	2016-17	2015-16	2014-15	2013-14
394	394	378	337	312

File Description	Document
Institutional data in prescribed format	View Document

2.1.3

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

Response: 64.27

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

2017-18	2016-17	2015-16	2014-15	2013-14
113	91	99	68	89

File Description	Document
Institutional data in prescribed format	View Document

2.2 Catering to Student Diversity

2.2.1

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

Response:

The admission committee under the direct supervision of the TIC of the Institute monitors and reviews the admission process and student profile in order to develop a more effective admission process under the guideline of the affiliating University and State Government.

The admission committee collects the information of the students and studies their following aspects:

*Percentage of marks in 10th, 10+ 2nd levels

*Contact details of the students

*Economic background of the student

*Gender representation

*Caste of the student

*Whether a student is differently abled or not?

This also helps the Institute to locate the students in accordance with merit and economic background.

Slow Learners:

- In the start of the session, fundamentals are taught for the better understanding of the subject. Sometimes the students are encouraged to do board work before the class so that their level of comprehension could be increased and teachers could rectify their problems.
- Individual care is also taken as and when needed.
- Extra classes are conducted for the full coverage of the syllabus where the involvement of the students is insured which results in the interactive process.

Advanced Learners:

Advanced learners are motivated to strive for higher goals. They are provided with additional inputs for better career planning and growth like:

- Encouraging them with extra care to obtain University ranks. Motivating them with departmental activities. For independent learning, library facility is provided.
- Motivation to appear for competitive exams is given and with that purpose in mind, the college library is also well equipped with books related to General Knowledge.
- Computer facility with an internet connection and Wi-Fi connectivity for fast and precise access to information for independent learning.
- Guest lectures and interactive sessions/workshops are held to motivate the students.

In that way, the college ensures that advanced learners' needs are met and they are supported in their quest for knowledge.

2.2.2

Student - Full time teacher ratio

Response: 27.86

File Description	Document
Any additional information	View Document

2.2.3

Percentage of differently abled students (Divyangjan) on rolls

Response: 1.03

2.2.3.1 Number of differently abled students on rolls

Response: 2

File Description	Document
Institutional data in prescribed format	View Document
Any other document submitted by the Institution to a Government agency giving this 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:

To make the teaching-learning process more student-centric the teachers not only interact with the students regularly but also assist them in understanding and gathering knowledge of the subjects. It provides an essential platform for the students to become confident and self-reliant.

Experiential Learning:

Student-centred experiential learning has the following merits:

Experiential-learning teaches students to learn from their experiences and take necessary actions to improve. A student-centred approach indicates them that they are important members of our society. The students of the Institute learn from their experiences and apply better ways of doing things every day. Experiential learning is a structured way of implementing this process consciously and intentionally as an integral part of education.

Participatory Learning:

Organizing/participating expert lectures: The Institute organizes necessary expert lectures by the different renowned Resource Persons from the domain of research and academia. In addition, the Seminar is organized. The Institute also encourages students to participate in presentations/seminars inside and outside of the Institute.

Encouraging students for Group activities: Encouraging the students to participate in Youth Parliament Competition, participating in Exhibitions, Field survey/work.

Co-operative learning: It is the best way of participatory learning. The strategy adopted by the Institute is that a group of students work together, helping each other to achieve group and individual tasks. Each member of the group is responsible for his/her own learning and the learning of his/her group. There is no appointed leader but the roles are rotated from time to time. The teacher acts just as an encourager and facilitator. The classrooms are organized in such a way that the students can interact with, and learn from, one another and the teacher.

Problem-solving methodologies:

The problem-solving methodologies that our practice involve

- (1) identifying the types of problems and types of problem-solving methods to be covered,
- (2) instructing the students in problem-recognition and problem-solving methods, along with ways of choosing appropriate methods for different types of problems and student needs, (3) using teaching methods and extra co-curricular activities to motivate students to learn and (4) evaluating the results of the training in problem-solving. In order to make teaching student-centric, lectures are given in the shape of discussion involving the students and their problems. Students are given the impression that the lectures are the starting points from which they can pursue the problem further through group discussion or by spending times in the library. The above measures have proved fruitful in developing collaborative and independent learning.

Support structures and systems available:

- Library is available for all students.
- Spacious, airy and sufficient lightened well-equipped class rooms,
- Smart class room and seminar room.
- Use of LCD projectors, audio & video devices during lectures and practical demonstrations if and when necessary.
- Availability of sufficient books and magazines.

2.3.2

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

Response: 85.71

2.3.2.1 Number of teachers using ICT

Response: 6

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

2.3.3

Ratio of students to mentor for academic and stress related issues

Response: 2166.67

2.3.3.1 Number of mentors

Response: 0.09

File Description	Document
Any additional information	View Document

2.3.4

Innovation and creativity in teaching-learning

Response:

Encouragement of Teachers to keep themselves up-to-date: The Institute always encourages teachers to keep themselves updated on the latest development in their respective fields. They are encouraged to use computers, library resources and internet to enrich their teaching. The Institute faculty is also provided training for use of computers and the latest software so that they themselves can develop modern teaching aids to be used in the classroom.

Participation in Seminar/workshop: From time to time the teachers of the Institute attend seminars, conferences and special lecture programs. The teachers are also encouraged to participate in National and International Seminars. They are provided duty leave for this purpose. The teachers who attend such seminars/conferences share their experiences with students and other teachers with the latest information and developments.

Student-centric teaching-learning: To make the teaching-learning process more students centric the teachers not only interact with the students regularly but also assist them in understanding and gathering the knowledge of the subjects. It provides an essential platform for students to become confident and self-reliant.

Participatory learning activities: To make the learning student-centred, the following participatory learning activities are adopted: Organizing necessary expert lectures by expert persons on that particular field, seminars and encouraging students to participate in seminars inside and outside of the institution.

Use of ICT tools: The teachers use various ICT tools for better visualization and attractive teaching-learning processes like Computer & Laptop, Audio Device, Digital Camera, Computer-mediated audio/video conferencing, Projector, Scanner and Printer.

Special Classes: Special classes are arranged by the teachers for backward learners and interested students.

2.4 Teacher Profile and Quality

2.4.1

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

Response: 36.36

File Description	Document
Year wise full time teachers and sanctioned posts for 5 years	View Document
List of the faculty members authenticated by the Head of HEI	View Document

2.4.2

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

Response: 74.29**2.4.2.1 Number of full time teachers with Ph.D. year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
2	3	2	2	2

File Description**Document**

List of number of full time teachers with PhD and number of full time teachers for 5 years

[View Document](#)**2.4.3****Teaching experience per full time teacher in number of years****Response:** 3.16**2.4.3.1 Total experience of full-time teachers**

Response: 22.1

2.4.4**Percentage of full time teachers who received awards, recognition, fellowships at State, National, International level from Government, recognised bodies during the last five years****Response:** 0**2.4.4.1 Number of full time teachers receiving awards from state /national /international level from Government recognised bodies year-wise during the last five years**

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Institutional data in prescribed format

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

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

[View Document](#)

2.5 Evaluation Process and Reforms

2.5.1

Reforms in Continuous Internal Evaluation(CIE) system at the institutional level

Response:

1. Different committees have been formed to supervise and look after activities of the college. Each committee is headed by a convener. e.g. (Examination committee CBCS system, Part II, Part III and Academic Sub Committee) each committee is assigned with the task of conducting the different examinations.
2. The internal examination system is a continuous evaluation process taken time to time in form of written tests, seminar, presentation, oral test etc.
3. In order to improve the academic capability to the students the institute practices Internal Assessment evaluation as the scheduled has been conducted by the Vidyasagar University.
4. In the new CBCS, marks are allotted to each paper for the attendance of the students.
5. The concerned teacher of each subject gives assignments to the students along with deadlines for submission of the same. The quality of the assignments as well as the punctuality in the submission of the assignment is the basis for assessment.

2.5.2

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

Response:

All the Departments of the Institute conduct internal assessments in a consistent and at a regular interval in accordance with the academic calendar of the Institute. The internal examination system is continuous evaluation process taken time to time in form of written tests, seminar, presentation, oral test etc.

In order to improve the academic capability to the students the institute practices Internal Assessment evaluation as the scheduled has been conducted by the Vidyasagar University.

The Institute observes strict discipline in the whole examination procedure. The students are encouraged to grow healthy habits of taking the examination with full seriousness and integrity.

Independent learning is encouraged by assigning students with project works whereas communication skills are developed through group discussions on certain topics. Behavioural aspects are monitored by making them work in groups for certain projects.

Departmental teachers usually review the results of their departmental students after every class test and point out every individual's mistakes and drawbacks in front of them. They also suggest the students to improve their performance by giving some model answer. Even our teachers try to take extra care for the students showing poor performance repeatedly.

To maintain the transparency in the evaluation procedure, the internal assessment marks of the students are awarded on the basis of their performance in the class tests/assignments/students' seminar and attendance in classes

2.5.3

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

Response:

The institution takes the following measures to resolve grievances transparently and fairly. Materials of cheating are confiscated and their records are maintained. The students are given the opportunity to clarify their positions. The college takes appropriate measures judicially, transparently and within the time limit. There is a provision for revaluation of the answer sheets as per University rules. The students who are not satisfied with the marks given can apply for revaluation.

The college examination department also addresses the grievances regarding the internal assessment exam. Students are given ample opportunities to state any problem or disputes with exams. And the same is dealt positively by the concerned authority.

2.5.4

The institution adheres to the academic calendar for the conduct of CIE**Response:**

The institution strictly adheres to the academic calendar for the conduction of CIE. Unit tests, class tests, quarterly tests; half yearly and pre-final exams are conducted. At the beginning of the session, the Principal and the staff prepare the academic plans and implement it passionately and properly. Faculty-wise results are prepared. Answer books are given to students to look into the mistakes. Instructions are given by the teachers to improve their writing skills.

Departments organize classroom seminars, workshops and paper presentation activities to evaluate the students' attainment. These evaluations make the students improve themselves before the CIE and final exams.

The academic calendar is prepared by the University at the beginning of Session/ Semester and the college follows accordingly. All faculties give preference to completion of the prescribed syllabus in the specified time. Semester end tests are compulsory for every student to appear and their progress is closely monitored. All the teaching and evaluation activities follow an academic calendar.

2.6 Student Performance and Learning Outcomes**2.6.1**

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

Response:

The Programs offered by the institution are uploaded and up to date information are too gets reflected in the institutional website. The Syllabus of each programmer prepared by the affiliating university is communicated to the students by the respective faculty. The teachers also introduce the students to the specific areas of which they are going to gain knowledge. The teachers of every department instruct the student that at the end of each program, what they are supposed to obtain. The program outcomes of all the subjects are clearly made known to the students. In this regard, the students' doubts and confusions are clarified by the faculty members. Throughout the program duration through various tests and examinations, their attainment is assessed and suggestions for improvement are given. Every information and news is properly and routinely is displayed on the college website. Also, the required links are also given so that the student themselves can connect to specific data.

2.6.2

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

Response:

The institution uses to test and examination method to measure the attainment of program outcome and course outcomes. Unit tests, monthly tests, quarterly examinations are taken according to the schedule set By the college/university is strictly followed by the institution the answer books of these examinations and tests are shown to the students and they are made known of their shortcomings and irrelevant part in their answers. Students are advised as to how they can improve their answers to any questions. All sort of guidance and support are offered to each student for the betterment and improvement. The answer books of the students are valued and marks are given. Finally, with the result of the semester end examination conducted by the affiliating university, the attainment gained by the students of the college comes out. The attainment of the students is also exhibited by the students securing a position in the merit list of the university, they get jobs or self-employment

2.6.3

Average pass percentage of Students

Response: 87.56

2.6.3.1 Total number of final year students who passed the examination conducted by Institution.

Response: 169

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

Response: 193

File Description	Document
Institutional data in prescribed format	View Document

2.7 Student Satisfaction Survey

2.7.1

Online student satisfaction survey regarding teaching learning process

Response: 3.44

Criterion 3 - Research, Innovations and Extension

3.1 Resource Mobilization for Research

3.1.1

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of project and grant details

[View Document](#)

3.1.2

Number of research projects per teacher funded, by government and non-government agencies, during the last five year

Response: 0

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

3.1.2.2 Number of full time teachers worked in the institution during the last 5 years

Response: 6

3.2 Innovation Ecosystem

3.2.1

Institution has created an ecosystem for innovations including incubation centre and other initiatives for creation and transfer of knowledge

Response:

The institution is very much committed to creating an atmosphere of healthy and equal learning where students from every stratum of the society will participate in the academic as well as the extra-curricular activity of the institute in order to construct a well-balanced Eco-System which keeps in mind the diversity of nature. The College gives special importance to Herbal Garden in the campus. The institution has started to create a herbal garden to maintain a balanced eco-system in the college. The huge campus has a number of flower plants which invites various birds and butterflies. Our Students, teaching staff and non-teaching staff have planted herbal plants in a selected area in the college campus. These herbal plants are useful in headache, cough, problem, indigestion, in sugar and BP abnormality. These herbs look good, taste and smell amazing and many of them are magnets for bees and butterflies and also are easy to grow. Some herbs are used to neutralize the acid produced by the stomach. They serve as antacids. The healthy gastric acid needed for proper digestion is retained by such herbs. Certain medicinal herbs have disinfectant property, which destroys disease-causing germs. The institution has a separate area for medicinal plants. All planted plants are taken care of by students, teaching staff and non-teaching staff of the college. When developed, this garden will prove medically beneficial to the stock - holders and needy people of the locality. This herbal gardening of the institution is created and maintained by NSS Unit I & II

3.2.2

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of workshops/seminars during the last 5 years

[View Document](#)

3.3 Research Publications and Awards

3.3.1

The institution has a stated Code of Ethics to check malpractices and plagiarism in Research

Response: No

File Description	Document
Institutional data in prescribed format	View Document

3.3.2

The institution provides incentives to teachers who receive state, national and international recognition/awards

Response: No

3.3.3

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

Response: 0.03

3.3.3.1 Number of research papers in the Journals notified on UGC website during the last five years

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description**Document**

List of research papers by title, author, department, name and year of publication

[View Document](#)

3.3.4

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

Response: 0.75

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	0	0	0	0

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

3.4 Extension Activities

3.4.1

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

Response:

The institution promotes the participation of students in various extension activities like NSS through college notice soliciting an application for joining the NSS. Faculty sensitizes them regarding issues which are relevant for the purpose of serving as NSS volunteer. Regular NSS activities are held every year within the college campus and also in the neighbouring village camps as is time to time instructed by the University. There is a separate NSS cell for both UNIT I and II in the institution and the faculty take part in NSS training as well.

The main objective of the college is to make its students a responsible citizen of India, rather than just producing scholars. The college strives to provide an environment to help its students to become a better individual. To achieve this goal, the college focuses on the holistic development program for the students and has initiated efforts to introduce a course on value education. A

The sense of social responsibility is developed among the students by conducting various extension activities such as cleaning of campus, awareness program, community service etc. The students' union as well as college administration selects needy students from the college and provides academic assistance.

To help the local community, various outreach programs and initiatives undertaken by the college involving various communities are Health Awareness Programme and Blood Donation Camp. The NSS of the college organize blood donation camp in the college premises, different NSS units are also invited to attend the camp and to be aware of the importance of blood donation.

The NSS units of the college are praised for extension activities

3.4.2

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.4.3

Number of extension and outreach Programs conducted in collaboration with Industry, Community and Non- Government Organizations through NSS/ NCC/ Red Cross/ YRC etc., during the last five years

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.4.4

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.5 Collaboration

3.5.1

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

3.5.2

Number of functional MoUs with institutions of National/ International importance, Other Institutions, Industries, Corporate houses etc., during the last five years (only functional MoUs with ongoing activities to be considered)

Response: 0

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 (only functional MoUs with ongoing activities to be considered)

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

Criterion 4 - Infrastructure and Learning Resources

4.1 Physical Facilities

4.1.1

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

Response:

The institution has minimum required rooms so far within the limits the institution has been able to accommodate the following factors like Classrooms as well as Technology enabled learning spaces We have 20 clean classrooms; out of which exclusively 4 rooms are equipped with ICT facility for convenient screening of powerpoint presentations, short films and documentaries to improve and boost the classroom experience. Faculty members are provided with adequate assistance for convenient use of the LCD facility for teaching.

There are four ICT rooms, 1 smart classroom; a dedicated ICT enabled digitalized seminar hall room available in the Institute for better teaching-learning.

1. Seminar Room: We have 1 well-equipped seminar room.
2. Tutorial Spaces: Our classrooms are the main tutorial spaces.
3. Our institute has an exquisite garden with a variety of plants with a section devoted to medicinal plants.
4. Animal House: Nil
5. Specialized facilities and equipment for teaching, learning and research etc.

Blackboards

Audio-Visual facility

LCD projectors

Smart classroom

Digital camera

Black & White printer

Scanner

Desktops

ICT rooms with internet facility

Photocopier

Cheap Store for students

4.1.2

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

Response:

Yes, the institution provides facilities for sports, games (indoor, outdoor, etc.,) and cultural activities. In the following lines, we have tried to outline the infrastructural facilities allotted to sports, games (indoor, outdoor etc.,) and cultural activities.

- The institution has a huge playground dedicated to games like football, basketball, indigenous games like kabaddi etc.
- Certain indoor facilities are also available.
- The institution holds annual sports every year in order to promote physical health and health awareness among students
- The institution has students who have represented the institution to the national level
- The institution has just proposed started a yoga centre
- day celebration, Rabindra Jayanti, and other cultural activities like recitation, drama etc
- Public speaking and communication skills development are promoted in the institution. The institution through IQAC has also just started a 3 months certificate course on Spoken English.
- There is a primary health kit (First Aid Box) in college to meet minor emergency situations. There is provision for filtered (UV) drinking water for students and staff.
- The NSS Units of the college play an active part in spreading awareness regarding health and hygiene.

4.1.3

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

Response: 23.81

4.1.3.1 Number of classrooms and seminar halls with ICT facilities

Response: 5

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

4.1.4

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Details of budget allocation, excluding salary during the last five years	View Document
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 is under the process of being equipped with ILMS. The institution shall take the help of KOHA. It is also proposed to completely digitalize the accession of book facility for students. The institution is newly formed and doesn't have any permanent library staff so it became impossible to digitalise and organise the entire library system. However, the institution has taken the necessary steps to complete the process. the institution has also proposed to apply inflibnet in the ILMS for better e-accession of journals and study materials for students.

4.2.2

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

enrichment**Response:**

The institution is newly formed and doesn't have any permanent library staff so it became impossible to digitalise and organise the entire library system. Lack of fund and lack of proper authority to authorize the channelization of the fund, therefore, it has not been possible to create any collection for rare book materials or special reports. However, the institution is striving hard to create such a valuable collection. the institution now is also in an attempt to create an e-resource on rare articles and books.

4.2.3**Does the institution have the following:**

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

Response: E. None of the above

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

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

4.2.5**Availability of remote access to e-resources of the library****Response:** No**4.2.6****Percentage per day usage of library by teachers and students****Response:** 0.99

4.2.6.1 Average number of teachers and students using library per day over last one year

Response: 2

File Description	Document
Any additional information	View Document

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

There is an annual budget allocation for procurement, upgradation, deployment and maintenance of the computers and their accessories. Maintenance of computers and their accessories are done from the funds available in the college. The administrative works and admission system is thoroughly done online. There is a digital office management system which is used.

There are 4 classrooms and 1 seminar hall which is ICT enabled for better upgradation of the education process of the institution. It has a number of computers with wifi facility In order to emphasize on the ICT enabled teaching-learning process and to make it more effective and student-centric the Institute is aiming at making all the rooms digitalized where the teaching-learning method can make more interactive.

In the process, the library management system is also being digitalized with the help of KOHA

4.3.2**Student - Computer ratio****Response:** 11.47**File Description****Document**

Any additional information

[View Document](#)**4.3.3****Available bandwidth of internet connection in the Institution (Lease line)****Response:** 20-35 MBPS**File Description****Document**

Any additional information

[View Document](#)**4.3.4****Facilities for e-content development such as Media Centre, Recording facility, Lecture Capturing System (LCS)****Response:** No**File Description****Document**

Facilities for e-content development such as Media Centre, Recording facility,LCS

[View Document](#)**4.4 Maintenance of Campus Infrastructure****4.4.1****Average Expenditure incurred on maintenance of physical facilities and academic support facilities excluding salary component, as a percentage during the last five years****Response:** 75.45

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

2017-18	2016-17	2015-16	2014-15	2013-14
16.91	11.41	12.68	14.73	17

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

4.4.2

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

Response:

The institution has ways of maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc which are as follows:

Academic Facilities:

The college has a building with 20 classrooms, 1 seminar room, 2 student common room, canteen, Principal's Chamber, Staff room, Offices, Administrative building, Library and a play ground for sports and cultural activities. The building has separate toilet facilities for staff and students . For smooth functioning of the institution under the guidance of the head of the institution various committees have been formed to look after the various academic and literary activities. Also student welfare schemes such as scholarships facility offered by state government are also notified to students.

Building infrastructure:

The Institution is fully government aided. A constant effort is made to provide a dedicated and secure space for types of equipment and tools. There is a building committee to look after the maintenance, repair and constructional work related to the building. Construction, repair and maintenance of the main building and physical infrastructures like water, power supply and gas is looked after by this committee. All work is done through web tender& e-tender system as per standard norms.

During all maintenance and up gradation work related to civil and electrical a supervisor is assigned by the college authority to verify the work done by the contractors.

All minor faults are attended and repaired by hired technicians, carpenters etc.

Common Room:

The college has separate common rooms for boys and girls students. There are carom board, table tennis board, football etc. in the common rooms for students' recreation. The institution provides sanitary napkins free of cost to girls students and those are available in the girls' common room. The girls' common room has a wash zone.

Computer & IT infrastructure-

The admission process is done in online mode. The institution is moving towards complete digitalization.

Maintenance and up gradation is looked after by a computer maintenance committee from time to time.

Annual Maintenance Contracts (AMC) for computers used in different departments as well as those used as a central facility like the Wide Area Network (WAN), Intercom etc. are renewed regularly to ensure their good service.

Furniture related items-

There is staff to look after the maintenance and repair work of furniture and fixtures and other physical infrastructure. He brings into the notice of the authority the needs of repair work and certifies after the work has been completed.

Play Ground:

The institution has a big playground for outdoor games like cricket, football etc. Sports are also organized in this playground. Students play there. It plays a crucial role in preparing the students to be psychologically strong. It helps to impart a spirit of cooperation and coordination among the students.

Library:

The college has a well-stocked library with around 5000 books. There is an open-access library system from which the students may borrow books

Criterion 5 - Student Support and Progression

5.1 Student Support

5.1.1

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

Response: 53.26

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

2017-18	2016-17	2015-16	2014-15	2013-14
190	173	168	0	0

File Description

Document

Upload self attested letter with the list of students sanctioned scholarships

[View Document](#)

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

[View Document](#)

5.1.2

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
000	000	000	000	000

File Description	Document
Number of students benefited by scholarships and freeships besides government schemes in last 5 years	View Document

5.1.3

Number of capability enhancement and development schemes –

1. For competitive examinations

2. Career counselling

3. Soft skill development

4. Remedial coaching

5. Language lab

6. Bridge courses

7. Yoga and meditation

8. Personal Counselling

Response: E. 3 or less of the above

File Description	Document
Details of capability enhancement and development schemes	View Document

5.1.4

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
000	000	000	000	000

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

5.1.5

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

5.1.6

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

Response: Yes

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

5.2 Student Progression**5.2.1**

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

Details of student placement during the last five years

[View Document](#)

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

Response: 74.25

5.2.2.1 Number of outgoing students progressing to higher education

Response: 124

File Description**Document**

Details of student progression to higher education

[View Document](#)

5.2.3**Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)**

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

2017-18	2016-17	2015-16	2014-15	2013-14
3	1	0	2	0

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

5.3 Student Participation and Activities

5.3.1

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

Response: 1

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

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

5.3.2

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

Response:

In Sankrail Anil Biswas Smriti Mahavidyalaya, in accordance with the statute of V.U, there has been a democratically elected Students` union which maintains a constructive relationship between the students and administration. Critical inputs are welcome from the students union and at the same time, it is ensured that no working days are lost due to students` unrest.

Aims and Objectives:

The Students' Union is very active in the sense that they help in organizing various cultural programmes, sports and games, Annual Cultural Programme and celebrating various observation days. Apart from that in this context, we can also mention the fact that the students union plays a pivotal role to encourage the common students to shake off their normal shyness and express themselves. The Union serves as a unifying force that honors each individual and values diversity. The Union fosters a sense of community that cultivates enduring loyalty to the college.

Constitution:

The elected members of the Students' Union in their first meeting elect among themselves the office bearers to the union. The Students' Union constitutes the following office bearers with a teacher as the president of respective sub-committees:

- President: Principal (Ex-officio)
- Vice President
- General Secretary
- Asst. General Secretary
- Cultural Secretary
- Assistant Cultural secretary
- Games Secretary
- Assistant Games Secretary
- Magazine & Literature Secretary
- Assistant Magazine & Literature Secretary
- Students Welfare Secretary
- Assistant Students Welfare Secretary
- Common-room Secretaries (Two: one for boys and the other for girls)
- Assistant Common-room Secretaries (Two: one for boys and the other for girls)

Funding:

A part of the fees collected from the students by the College is utilized as the fund for the Students' Union. Funding of the council are collected from the students' subscription and our Institute also helps

them when necessary.

The Institute has student representative in the following bodies:

- Governing Body
- Admission sub-committee
- Examination sub-committee
- Concession and student Aid fund committee
- Academic sub-committee
- Disciplinary committee
- Library sub-committee

c) Activities: The Student's Union is supposed to

Assist the college administration in interacting with students;

Identify and seek to realize the legitimate demands of the students;

Try to find solutions to the grievances of students;

Look after the welfare of students;

Negotiate with the administration for better amenities to be made available for students;

Organize cultural functions, festivals, annual 'Socials' and cultural events to welcome new entrants into the college.

Organize participation in various games and tournaments and Annual Athletics Meet under the guidance of the Director of Games and Sports.

File Description	Document
Link for Additional Information	View Document

5.3.3

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

Response: 3.6

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

2017-18	2016-17	2015-16	2014-15	2013-14
18	0	0	0	0

File Description**Document**

Number of sports and cultural activities / competitions organised per year

[View Document](#)

5.4 Alumni Engagement**5.4.1**

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

Response:

The college has an Alumni Association. The association recently has been formed. It is worth mentioning here that the college maintains a good relationship with its former students. It is evident from the fact that a large number of former students of this college have chosen their *alma mater* as their workplace. The teaching and non-teaching staffs of our Institute maintain a very good relationship with the Alumni and former faculty members of the departments. They are regularly invited to College in various cultural programmes, sports & games, and other activities.

Many Alumni members of the college are now placed in the respective positions of cultural, professional and academic fields to seek their suggestions and support regarding various matters such as up- gradation of a teaching tool, infrastructural facility, arrangement of the seminar and cultural programmes.

The retired teachers are cordially invited to all cultural functions and seminars held by the college. Through such functions, the present faculty members and students get an opportunity to interact with former faculty of the institution.

File Description**Document**

Link for Additional Information

[View Document](#)

5.4.2

Alumni contribution during the last five years(INR in Lakhs)**Response:** <1 Lakh

File Description	Document
Alumni association audited statements	View Document

5.4.3**Number of Alumni Association / Chapters meetings held during the last five years****Response:** 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description	Document
Number of Alumni Association / Chapters meetings conducted during the last five years.	View Document

Criterion 6 - Governance, Leadership and Management

6.1 Institutional Vision and Leadership

6.1.1

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

Response:

Keeping in vision the Upanishadic mantra of “???? ?? ????????????” (Tamaso Ma Jyotir Gamaya) i.e. “Lead us from darkness to light,” Sankrail Anil Biswas Smriti Mahavidyalaya, situating at the lap of Jungle Mahal, a region largely inhabited by the underprivileged, economically weaker sections of the society, S.C., S.T., O.B.C. and minority communities in the Sankrail and the adjoining Blocks, aims to cater to the needs of students belonging to diverse socio-economic background and cultivates moral, intellectual, spiritual, social, emotional and all-round development of its students.

Keeping in tune with the vision and mission of the college, the institution is effectively governed and managed through active participation, sincere effort of various administrative and academic bodies and sub-committees.

Administrative and Academic Set Up:

Governing Body
IQAC
Academic Sub-Committee
Teachers’ Council
Students’ Union
NSS Advisory Board
Online Admission Committee
Seminar Committee
Anti-Ragging Committee
Discipline committee
Library Committee
Sports Committee
Cultural Committee
Purchase Committee
Finance Committee
NAAC Committee
Routine Committee
Women Welfare Cell
Sexual Harassment Cell
O.B.C.
Minority Cell
Grievances Cell
Career Counseling Cell

The confluent approach of the management, Teacher-in-Charge (who is also the Vice Principal of our college) and Faculty develops and implements the quality policy and plans in order to uphold the mission and vision of the college. The Governing Body of the college works in close collaboration with the Vice Principal to regulate and maintain an amicable and scholastic environment required for this purpose. The Vice Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implements the decisions and policies of the management. The head of the Institution personally communicates with staff members to ensure they are not encountering any problem in regard to their work. The Teachers' Council and Academic Sub-Committee meet regularly to discuss and further implement important decisions regarding academic and co-curricular activities of the college. The institution strictly adheres to the Academic calendar to accomplish its objectives. The management encourages individual research work in the form of Faculty Development Programmes (FDP), seminar, conferences by the members of teaching staff.

Additionally, IQAC collects feedback from students which are incorporated within the purview of the future plan of action of the institution. Academic Audit is also conducted annually. Moreover, under the guidance and leadership of IQAC, all Faculty members actively participate in designing and implementing the strategic action plans as well as maintain an eco-friendly green and clean college campus.

In order to alleviate the rigors of a demanding CBCS curriculum, the students are encouraged to participate in co-curricular activities such as Seminars, Quiz, Debates, workshop, Annual college social, Annual college sports and Cultural programmes. Along with the present commitments, the college aims to continue its interaction with students even after they have formally left the institution through an active and vibrant Alumni association.

The management specifically ensures the welfare of all the casual staff members through yearly salary increment, a bonus during festivals and provision for leave when necessary.

File Description	Document
Link for Additional Information	View Document

6.1.2

The institution practices decentralization and participative management

Response:

In accordance with the policy of decentralization adopted by the management, both teaching and nonteaching members are adequately represented in the Governing Body of the college and their opinions are sought in making and implementation of different policies. Apart from the Governing Body meetings, sub-committees like IQAC, Academic sub-committee, Examination subcommittee, Students' Support and, Library Committee, Teachers' Council, Students' Union hold meeting on a regular basis and help to formulate and implement the strategic plans of the institution. The responsibilities are defined and communicated through face to face meetings with the non-teaching staff members of the college as well as by notifications.

Top management decentralizes the work distribution, empower and groom leadership to the teachers, students and administrative/support staff by the following way:

Teachers:

- i. Tasks are allotted to teachers to act as coordinator of various programmes and are encouraged to arrange special talks, invited lectures, special training.
- ii. Faculty members are motivated to participate in leadership training, community service, etc.

Student:

- i. Student union composed of the Vice-President, General Secretary, Asst. General Secretary and other sectional secretaries of Games, Culture, Magazine, Students' Aid and Welfare and Common room for boys and girls are engaged in their specific activity under the guidance of teacher member(s).
- ii. Students are engaged to organize fresher's welcome, teachers' day function, social functions, blood donation camps, various social activity like "Safe Drive and Save Life", anti-drug campaign in association with the local authority.
- iii. Students are given responsibility in the educational tour, species/data/sample collection.
- iv. Students are motivated to actively participate in NSS, co-curricular and extra-curricular activities.
- v. To improve the presentation skills of a student, Departments arrange seminar where every student are engaged to give at least 5 min talk on their pre-assigned topic.

Administrative/Supporting Staff:

- i. To motivate Administrative/Supporting Staff of the college, Principal periodically holds meeting with them and distributes their role to create an efficient administrative system.
- ii. The representatives of Non-Teaching Staff are elected for Governing Body who involve in making policies and plans.

The Institute delegates authority and provides operational autonomy to the departments/units of the institution and look towards decentralised governance system in the following way:

The Co-coordinator of each department is endorsed to perform necessary administrative duties within his/her department. The Co-coordinator of each department is endorsed to prepare the departmental load distribution, library book requisition, holding the educational tour, conducting class tests, quiz, organizing departmental seminars with the knowledge of the Principal.

6.2 Strategy Development and Deployment

6.2.1

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

Response:

One example of activity successfully implemented based on the strategic plan is furnished below:

Strategy: Digitize student records and the Online Admission System.

Action Plan: Introduce Online Admission System for bringing transparency in Admission system.

- To identify the requirements for the academic session.
- To select a suitable online admission system provider.
- To implement the system and optimize its efficiency through real-time monitoring.

Process &Outcome of Implementation:

The college started its Online Admission system for 1st-year students from the academic year 2015-2016.

The process of Online Admission process starts every year after publication of Class 12th results of the West Bengal Council of Higher Education (WBCHSE).

The College has a separate Online Admission Committee, in addition with Academic Sub Committee to coordinate the admission process.

The Academic Sub Committee prepares the subject combinations, cut off marks as per the norms of Vidyasagar University.

The same is placed to the Governing Body and the Finance Committee for Approval and after that, the information is sent to the Online Admission Committee for implementation.

The Online Admission committee selects the Software provider after the demonstration and finally implements the system.

The implemented Online Admission system ensures ready availability of data regarding the admission procedure, the vacancy of seats, college regulations etc. to the prospective candidates.

It also ensures greater clarity regarding the ongoing admission, as students are able to check the readily available data at the leisure of their home.

Prospective candidates, who are not computer literate, or face technical issues otherwise regarding the online procedure may avail the facility of a Help Desk operated by Principal's administrative assistant Mr. Debashis Das & Samik during the college hours. This temporary Help Desk remains active during the entire period of admission. Furthermore, the teachers on duty during the admission also assist and guide those candidates in such a scenario.

6.2.2

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

Response:

The Governing Body of the college works in close cooperation with the Principal to regulate and maintain a congenial and academic environment required for this purpose. The Principal as the Head of the Institution along with the members of Teaching and Non-Teaching staff implement the decisions and policies of the management.

The Organogram of the Institution is attached in the additional information.

In the context of the college administration, the Governing Body takes the leadership role in decision-making process. The Governing body of the college consists of

1. President
2. Principal (Secretary)
3. Govt. Nominee-02
4. University Nominee -02
5. Teachers' Representative-04
6. Non- teaching Staff Representative- 02
7. Students' Representative-01

Principal executes any academic and administrative plans and policies with the help of sub-committees , viz.

Governing Body
IQAC
Academic Sub-Committee
Teachers’ Council
Students’ Union
NSS Advisory Board
Online Admission Committee
Seminar Committee
Anti-Ragging Committee
Discipline committee
Library Committee
Sports Committee
Cultural Committee
Purchase Committee
Finance Committee
NAAC Committee
Routine Committee
Women Welfare Cell
Sexual Harassment Cell
O.B.C.
Minority Cell
Grievances Cell
Career Counseling Cell

File Description	Document
Any additional information	View Document

6.2.3

Implementation of e-governance in areas of operation

- 1.Planning and Development**
- 2.Administration**
- 3.Finance and Accounts**
- 4.Student Admission and Support**
- 5.Examination**

Response: E. Any 1 of the above

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

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

The institution has a number of important resolutions which are implemented.

Body	Important resolutions implemented	Date of implementation
Governing Body	<ul style="list-style-type: none"> Approval of service confirmation of all Asst Prof joined in 2017 Approval of dr. Haripada Mahapatra from TIC to Vice Principal Library books under new CBCS system purchased 	13/12/18 & 8/6/18 8/6/18
IQAC	<ul style="list-style-type: none"> CAS promotion of two Asst Professors 3-month certificate course in Spoken English Seminar by Dept of Bengali on Importance of Field survey in undertaking folklore studies 	10/11/17 14/9/18 14/9/18
Academic Subcommittee	<ul style="list-style-type: none"> Implementation of class routine through unitization method under CBCS Forming Academic calendar 	11/05/18 11/5/18
Teachers' Council	<ul style="list-style-type: none"> Provision of staffroom computers 	9/3/18

6.3 Faculty Empowerment Strategies

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

The institution has various effective welfare measures for teaching and non-teaching staff, some of them are

1. Payment of advance is granted to the employee(s) whenever the disbursement of salary is delayed or fixation of pay is not approved for a staff by Higher Education Department.
2. All permanent employees are covered under General Provident Fund (GPF) rules of Government of WB.
3. Medical Treatment for employees through West Bengal Health Scheme.
4. All permanent employees are covered under the pension scheme of Govt of WB.

6.3.2**Average percentage of teachers provided with financial support to attend conferences/workshops and towards membership fee of professional bodies during the last five years****Response: 0**

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

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

[View Document](#)

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description**Document**

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

[View Document](#)

6.3.4

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

Response: 10

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	1

File Description**Document**

Details of teachers attending professional development programs during the last five years

[View Document](#)

6.3.5

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

Response:

The institution has Performance Appraisal System in place for teaching staffs following UGC regulations 2010 (and the two amendments thereafter). Candidates may offer themselves for assessment for

promotion, if they fulfil the minimum API scores indicated in the appropriate API system tables by submitting an application and the required PBAS (Performance Based Appraisal System) proforma (Old or Revised, as may be applicable time to time by the UGC) as per the UGC Career Advancement Scheme guideline (which also includes Second Amendment of UGC Regulation titled Minimum Qualification for Appointment of Teachers and other Academic Staff in Universities and measures for the maintenance of Standards in Higher Education). Candidates who do not consider themselves eligible can also apply at a later date.

For Non-Teaching staffs UGC regulated Career Advancement Scheme is not applicable. They are subject to promotion in their respective fields after a period of service not less than 10 years. They may however, sit for exams conducted by the state government from time to time and be subject to an immediate promotion if they qualify in the said exams.

6.4 Financial Management and Resource Mobilization

6.4.1

Institution conducts internal and external financial audits regularly

Response:

The Institute conducts an external audit to make an assessment of the accuracy and reliability of the financial statements made by the accountant in every financial year.

The external/statutory audit is carried out by a Government auditor appointed by the Department of Higher Education, Government of West Bengal. The external/statutory audit has been completed up to the session 2015-16. The process of auditing of 2016-17 along with 2017-18, is under progress.

The last audit was done on 31st March 2016 for the financial year 2016-17.

There is no significant objection/adverse report in the audit report.

The major sources of funding are:

Salary grant received from Govt of WB.

Fees collected from the students as prescribed by the affiliating University.

Funding from WB Higher Education Department through various schemes.

Summary of the audited Income-expenditure statement of the last 4 years is given below:

Financial Year	Income (I)	Expenditure (II)
2017-18	Under Process	Under Process
2016-17	Under Process	Under Process
2015-16	Rs.-2,05,49,496.32	Rs.-2,05,49,496.32
2014-15	Rs.-16,432,126.62/-	Rs.-16,432,126.62/-
2013-14	Rs.- 15,889,479.02/-	Rs.- 15,889,479.02/-

File Description	Document
Any additional information	View Document

6.4.2

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

6.4.3

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

Response:

As the college is yet to be affiliated with UGC, it does not receive grants from UGC. The only funding authority is WB Higher Education Department. The college moderates student's fee structure every year in order to procure additional funding.

After receiving the grant it goes through various processes involving the Principal who is the Chief Disbursing Officer, the Bursar, the Finance Committee, the Purchase Committee, and the college Office before it is finally disbursed to the concerned person or the respective department(s). The Finance and Purchase committees are newly formed.

There are established procedures and processes for planning and allocation of financial resources. The institution has developed strategies for mobilizing resources and ensures transparency in the financial management of the institution. The income and expenditure of the institution are subjected to regular audit

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:

Institutional policy and its continuation regarding quality assurance:

1. **Teaching and Learning:** The policy and its contribution for quality Teaching and Learning adopted by IQAC are:

- Framing Academic Calendar and monitoring/ensuring its implementation
- Recommendation for recruiting Guest lecturers to maintain the teacher-student ratio
- Encouraging teachers to use AV aids and ICT more
- Improvement of the Internal Evaluation Process
- Encouraging Departments to organize inter & intra Institutional Workshops/Seminars
- Encouraging Departments to conduct Educational Tour/Field Study
- Encouraging Departments to conduct tutorial/remedial classes
- Analyze the results of Class test and final university examination and plans for the future improvement.
- Promoting workshop/seminar: IQAC inspires the Departments to conduct:

2. Promoting workshop/seminar: IQAC inspires the Departments to conduct:

- Workshops/seminars on Quality related themes
- Seminar presentation by the departmental students and teachers

6.5.2

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

Response:

Two examples of institutional reviews and implementation of teaching learning reforms facilitated by the IQAC are--

1. Students Feedback on Faculty, Teaching- Learning Process &Evaluation

Students' feedback significantly showcases the actual quality of teaching-learning process.

2. **Through Internal Assessment** as per the norms of Vidyasagar University. The internal assessment includes written exam, seminar presentation, group discussions etc.

With a tradition of imparting quality education to all classes of students, Sankrail ABS College is actively engaged in its mission of extending the frontiers of education beyond mere classroom teaching.

- This Institute is affiliated to The University of Vidyasagar and follows the University curriculum.
- The current syllabi for every Honours & General subjects as recommended by the UG Council of the affiliating University for a particular academic session are clearly hoisted on its website as well as on the website of the Institute.
- The Institute does not enjoy academic autonomy.
- The Institute offers six Honours courses in Arts besides offering thirteen General courses in Arts &Science.
- The Institute prepares an academic calendar before the commencement of the academic session in accordance with the academic calendar of the affiliating University.
- The Institute boasts of an extremely competent teaching faculty in all the subjects it offers. Many of them are engaged in high quality research activities.
- The teachers of the Institute always respond readily to any call for workshops on changes and reforms in the syllabus.
- The syllabus & teaching plans are distributed among the departmental teachers and the same is notified to the departmental students by the departmental coordinators.
- The Institute follows the evaluation procedure as propagated by the University of Vidyasagar very strictly.

Teaching-learning and Evaluation :

The following are the major highlights in Teaching-Learning and Evaluation criterion:

- The Institute reviews the admission process and student profile in order to develop a more effective admission process under the guideline of the affiliating University and State Government.
- The Institute organises special orientation program for the first year students of the Institute, immediately after the admission process is over.
- To make the learning student-centred, the following participatory learning activities are adopted: inter class seminars/symposia/workshops, Project exhibitions and encouraging students to participate in presentation/ seminars inside and outside of the institution.

- Besides the traditional lecture method, students are initiated to Interactive Learning through participation in students’ seminars. ICT enabled tools like Overhead and LCD Projectors, screens etc. are used by the teachers to generate student interest in these better learning and understanding
- The teachers are always encouraged to participate in the Orientation Programmes, Refresher Courses etc.
- The Institute ensures that all stakeholders, especially the students and teachers, are aware of the evaluation process by providing requisite information through the Prospectus, Academic Calendar, institutional notification circulated amongst the faculty and students, circulating notifications and circulars from the affiliating University etc.
- The Institute has clearly stated learning outcomes and clearly defined strategies to facilitate the achievement of the intended learning outcomes.

The following are the major highlights in this criterion:

- Every year the Institute publishes a prospectus, which is handed over to the candidates willing to take admission in this Institute at the time of admission. The Institute also publishes an annual Academic Calendar consisting of detailed information regarding Institute activities, e.g., examination schedule of the Institute , tentative dates of class tests, students’ seminar, annual sports, list of holidays and dates to commemorate some special events.
- Different types of financial assistance are provided to the students enabling them to continue with their studies by the State Government and other agencies.
- Students belonging to the SC/ST/OBC and economically weaker sections of the society are taken care of by the Institute. The Institute considers counseling to students in academic and personal area as a primary duty.
- The Institute provides a healthy environment to the students through several welfare means such as Canteen, Grievance Redressal Cell, Counseling Cell and a fully functional Students’ Section in the Institute office.
- The Institute has constituted the Women’s Empowerment Cell and Sexual Harassment Prevention Cell for gender sensitization to address the issues of sexual harassment. However, not a single case has been reported so far.
- It has an elected Students’ Union, which actively participates in organization of several co-curricular and extracurricular activities such as various cultural programmes, indoor and outdoor game competitions, annual sports meet, Mock Parliament etc.
- The Students’ Union also has representation in various academic and administrative bodies to facilitate smooth functioning of the Institute.

File Description	Document
Link for Additional Information	View Document

6.5.3

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

Response: 0.2

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

2017-18	2016-17	2015-16	2014-15	2013-14
1	0	0	0	0

File Description**Document**

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

[View Document](#)

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

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

Response: E. None of the above

File Description**Document**

Details of Quality assurance initiatives of the institution

[View Document](#)

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

Response:

Here is a selected list of incremental improvements from which the institution has tried to develop:

1. Use of ICT in Teaching Learning: We have a well-equipped ICT enabled virtual classroom. Students from various departments are facilitated according to the programme schedule provided by their departments. Almost all departments use audio-visual aids in teaching learning process. Some of the classrooms & departmental classrooms have been equipped with LCD projectors, Microphones, and internet.
2. Online Admission: The primary innovations introduced during the last few years were the introduction of the online admission process at the entry level as well as the second and third year level by the authority. This process not only helped the students but also avoided unnecessary funds which often took place at the time of issuing admission forms. This also helped in maintaining transparency during the admission process.
3. Cashless Transaction: The institute encourages cashless transaction like fees collection from the students. Moreover, the amount of student concession is also refunded through online banking.
4. Computerization of the Administrative Work: The Institute has implemented a computerized work culture for almost all administrative processes. The Institute uses office management software & financial software.
5. Feedback Mechanism: The Institute collects feedback from the stakeholders and analyzes the forms.
6. Special Classes: Special classes are arranged by the teachers for slow learners and interested students.
7. Digitalization of Central Library: The central library of the Institute is under process to be digitalized.
8. Village Adoption: The NSS wing of this Institute adopts village each year to sensitize and educate villagers about the real-life problems such as sanitation, nutrition, health & hygiene, Govt schemes for skill development, legal aid, consumer protection and allied field etc at the grass root level.
9. Student's Seminar: Almost all departments organize student seminar & talks through power point presentation on the basis of their syllabi. This has generated a profound interest in students & equips them in their studies.
10. Installation of CCTV: The installation of CCTV in the entire college campus is under process. Sixteen quality CCTV cameras with large storage capacity were installed to monitor and record on campus for the purposes of safety and security.

Criterion 7 - Institutional Values and Best Practices

7.1 Institutional Values and Social Responsibilities

7.1.1

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

File Description

Document

List of gender equity promotion programs organized by the institution

[View Document](#)

7.1.2

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

1. Safety and Security

2. Counselling

3. Common Room

Response:

1. Safety and Security:

The female students can also directly contact the Principal and lodge their respective complaints regarding any incidents related to the ragging, sexual harassment and other forms of accidents inside the campus.

. 2) Counselling

In the beginning of each academic year, the Principal, in his welcome address, focuses on the goals and objectives of the Institution and its commitment to gender sensitization inclusive growth and healthy

environment practices. Thus, freshers are sensitized on such issues on the very first day of College. Throughout the academic session periodic lectures are organized to sustain awareness on issues of women emancipation, safety and security among the staff and students of the College. The IQAC along with the Women's Empowerment Cell of the Institution address issues such as gender equality, women's rights and responsibilities, their multifarious roles in society and other women-centric concerns including health. Women staff and students are also informed about the Sexual Harassment Redressal Cell that has been formed under the VISHAKHA guidelines of the Supreme Court of India. The IQAC newly formed has further proposed to organise regular seminars under the Equal Opportunity Scheme are regularly organized to build the concept of social justice and gender equality.

3) Common Room

There is a separate Girls' Common Room in the College where the female students of the college can spend their leisure hours in complete safety and security

7.1.3

Alternate Energy initiatives such as:

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

Response: 4.6

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

Response: 262.8

7.1.3.2 Total annual power requirement (in KWH)

Response: 5714.8

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

7.1.4

Percentage of annual lighting power requirements met through LED bulbs

Response: 90

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

Response: 5143.32

7.1.4.2 Annual lighting power requirement (in KWH)

Response: 5714.8

File Description**Document**

Details of lighting power requirements met through LED bulbs

[View Document](#)**7.1.5****Waste Management steps including:**

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

Response:

Waste Management steps taken by the Institute includes

Solid waste management

We took following measures to keep our campus clean and free from any form of solid waste:

1. Waste-paper baskets and dustbin are kept in every corner and department of our Institute.
2. Smokers are not allowed to smoke inside college campus.
3. Plastic is prohibited in our college campus as far as practicable. For dumping of plastic materials we provide separate bin.
4. Toilets are cleaned properly and regularly.
5. Waste chemicals and garbages are properly disposed.
6. Sweepers are very careful and efficient to make our campus clean.

Liquid waste management

The Institute instructed the sweepers to dispose the waste materials in the required ways as directed by teachers or authority concerned.

E-waste management

The institution is yet to set up e waste management system.

7.1.6**Rain water harvesting structures and utilization in the campus****Response:**

Answer: Our objective is to create awareness among the students and staff of the Institute for the consequence of water scarcity for the next generation. Provision has been made within the college campus to preserve rainwater and channelize the same for purpose of gardening. The rainwater preservation is done through the natural process by digging the backyard. Rainwater harvesting has two motives:

1. Create a natural irrigation process and harvesting process since the particular locality faces a good amount of rain which can be utilised.
2. The institution has a garden with indigenous species of plants which are harvested in an indigenous natural way through the rainwater harvest process.

7.1.7**Green Practices**

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

Response:**Green Practices**

Institute encourages students, staff and other stakeholders for using bicycle, public transport instead of private/personal cars.

The Students and staff of the Institute use

a) Bicycles:

About 40% of the students, 35% of non-teaching staff and 10% of teaching staff

b) Public Transport:

About 60% of students, 0% of non-teaching staff, 70% of teaching staff

c) Pedestrian friendly roads:

About 35% of the students, 60% of non-teaching staff, 10% of teachers

No students use family cars. Generally, vehicles are not allowed to enter into the main campus area.

Plastic free campus:

Campus is totally free from the use of plastic bags, cups, chocolate wrappers and plastic sheets. The college has sufficient

number of dustbins (bio-degradable and non-biodegradable) at all major parts of the campus. Following initiatives were taken to

make the campus plastic free:

1. Displaying slogan declaring a plastic free zone: Signboards at several locations in the campus are displayed to motivate the students and staff not to use plastic. It is also declared to the visitors to the campus that he/she is expected not to use plastic.

2. Bring about awareness to the students: NSS units take vital awareness initiatives among the students and staff regarding the plastic-use hazards.

3. Clearing of the dustbins by the cleaning staff: The dustbins are cleared regularly by the cleaning staff. The plastic

collected within dustbins are handed over to local vendors.

4. Avoid burning of plastic waste: Plastic wastes are not burned anywhere.

5. Avoid plastic cups in the canteen: The canteen uses paper cups instead of plastic ones and disposable leaf plates for serving food.

Paperless office:

The college is going towards a “paperless office work” environment in which the use of paper is almost eliminated or greatly reduced. Some of the examples of paperless work initiated by the Institute are as follows:

1. Admission, prospectus, fee payment processes are done online and purely paperless.
2. Keeping of student data is almost paperless and greatly reduced.
3. Account system is partly paperless.
4. Study notes/materials are provided to the students through uploading to the website to save papers
5. Online salary disbursement process (HRMS) is functioning for this Institute.
6. SMS service for circulation of important notices for mass students is adopted.
7. WhatsApp is used for circulation of information among teachers and other staff.

Green landscaping with trees and plants

About 60% of the open space of the campus is filled up with trees, plants and green grasses. Tree plantation and maintenance

programme is our regular practice. Our NSS Units motivate students in plantation inside as well as outside Institute campus.

Seasonal flower garden increases scenic beauty of the Institute. The Institute also maintains a garden of medicinal plants

7.1.8

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

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

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

Response: D. At least 2 of the above

File Description	Document
Resources available in the institution for Divyangjan	View Document
link to photos and videos of facilities for Divyangjan	View Document

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

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

7.1.11

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

Response: 0

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

2017-18	2016-17	2015-16	2014-15	2013-14
0	0	0	0	0

7.1.12

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

Response: Yes

File Description**Document**

URL to Handbook on code of conduct for students and teachers , manuals and brochures on human values and professional ethics

[View Document](#)

7.1.13

Display of core values in the institution and on its website

Response: Yes

File Description**Document**

Provide URL of website that displays core values

[View Document](#)

7.1.14

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

Response: Yes

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

7.1.15

The institution offers a course on Human Values and professional ethics

Response: No

File Description	Document
Provide link to Courses on Human Values and professional ethics on Institutional website	View Document

7.1.16

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

Response: Yes

File Description	Document
Provide URL of supporting documents to prove institution functions as per professional code	View Document

7.1.17

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

Response: 32

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

2017-18	2016-17	2015-16	2014-15	2013-14
9	7	7	5	4

File Description	Document
Any additional information	View Document

7.1.18

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

Response:

Year 2013	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
Year 2014	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
Year 2015	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
Year 2016	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
5 Sept	Teachers' Day
Year 2017	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
15 August	Independence day
5 September	Teachers day
31 October	National Unity Day
Year 2018	Day
12 January	Vivekananda birthday/ Youth Day Celebration
23 January	Netaji birthday
26 January	Republic day
9 May	Rabindranath Tagore birthday
15 August	Independence day
5 September	Teachers day

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

Answer: Yes, the institution maintains complete transparency in its financial, academic, administrative and auxiliary functions.

1. The entire admission process of the institution is conducted online in paperless method. It is fair and in parity with the affiliating University with the and the transactions are readily done through the associate bank of Punjab National Bank
2. Transparency in the Administrative Field: The Institute has an integrated framework for Quality assurance of the academic and administrative activities. The Governing Body, Principal, IQAC, Teachers' council, various sub-committees are the integrated parts of the administrative and academic interest for quality assurance.
3. The internal examination process of the institution is completely fair and bias free.
4. Admission is made strictly on the basis of merit lists through open counseling in presence of students, parents, teachers and members of Students' Union.
5. Admission is done phase wise. If there is any vacancy after the ensuing phase of admission, the next phase of admission is done from the pre-published waiting list.

7.2 Best Practices**7.2.1****Describe at least two institutional best practices (as per NAAC Format)****Response:**

The institution believes in the motto of Swami Vivekananda (Arise Awake and wait not till the goal is reached) it is true that the institution has stood strong in its motto against extreme strong situations under social and political odds; against a time where faculty and students had to risk their lives in an area with Maoist disturbances of 'Junglemahal' and yet it has not given up its shining lamp of enlightenment and imparting education to students who are mostly first generation learners and especially to the female students of the backward casts and classes not only aiding the issue of female empowerment but also

following the motto of educate a woman and thereby you educate the entire society. The institution has undertaken a lot of practices over the years for the improvement and overall betterment of the locality. The two most significant practices of the institution are:

Best Practice I

Title of the Practice: Creation of Nature Park in the college campus

Objective:The institution has a huge campus and the area is surrounded by lot of trees and natural growths. The institution aims to establish a nature park within the campus. It is aiming to start a nursery with a separate section for colourful flowers. It will have a separate section for medicinal plants and natural plants with medicinal and utility values. There will be a separate area for growth and nurturing of indigenous plants.

Context:Biodiversity and saving nature is a burning issue in the world environment. Due to increase in human population, and rapid deforestation lot of indigenous plants are getting extinct and their natural values are lost. The institution in its microscopic way aims to nurture and promote ecological park and biodiversity. These will attract birds and butterflies which add to the beauty as well as nature shelter for their nests. It is important that the students shall understand and learn the value of nature and preservation of nature, incorporate nature in their daily lives and can promote their learning in the nature preservation in their surrounding as well.

Practice:Some of the strategies adopted for nature park preservation are:

- The institution has collaborated with the private nursery body for maintenance and plantation and preservation of the flowers and plants.
- “One student one plant” such motto has been promoted by incorporating our students within the system and giving the responsibility of each plant to each student so that they can understand their human and social responsibility towards nature.
- In the different floors of the institution, provision for water for the birds during summer has been made which is also maintained by the students.
- Sitting arrangements have also be made in the abode of nature so that the teachers and students can promote nature class or open-air classes in the natural environment
- The old huge existing trees are being preserved with proper care
- The medicinal plants are being preserved for social use and experiment
- The indigenous plants are being nurtured and preserved for the future.

Evidence of Success: Growing awareness among students on nature and environment

Future Goals: To start outreach programs on nature and natural preservation

Challenge: Lack of fund

Best Practice2

Title: Gradual Upgradation of the academics and institutional management toward being digitalised

Objective: Technology indeed makes administrative and academic functioning smooth, time-efficient and effortless. The institution in spite of all its drawbacks is attempting to increase its facilitation towards students by making the entire system of administration and academia upgraded with the latest technical methods and implementing the ICT methods which shall benefit the functioning of students as well as the teacher and office staffs. The digitalisation shall help the teachers to design the presentation and preparation of their syllabus and help the students understand the changing dynamics of their subject under globalization. Digitally enabled classrooms shall help the students to have a progressive environment of education. At the same time, the office administration management shall become smoother, hassle-free and more efficient as well as completely paper free.

Context: We live in essentially a digital era. Staying away from the rapid digitalization and progression is a regressive step and it is necessary to use the power of internet so that increase the accessibility and faster and more efficient way of knowledge distribution than the traditional methods. ICT increases research openings. The use of ICT facilitates the quality of understanding and gives

greater scope of performance to both students and teachers.

Practice: Some of the strategies used and adopted /started towards the process of digitalization

- The admission process of the students is completely paperless and done online
- The record of the students are also maintained in an online database
- The institutional library has already begun the process of being digitalised admission has
- The important departments have the facility to use ICT enabled classes.
- The institution has also has started using CCTV for better surveillance and security.
- The teachers exchange important information and notice through SMS/Whatsapp
- The institution has an informative website where all important notices are displayed

Evidence of success:

- The online admission has made the admission procedure fair and hassles free
- The students are showing progress and interest and are coming up with their own innovative ideas due to their introduction to smart classes.

Future Goal: To 100% digitalize the institution incorporating all the sections.

Challenges:

- Lack of fund
- The necessity to increase more ICT enabled classes.
- The requirement of more Wifi access in campus

7.3 Institutional Distinctiveness

7.3.1

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

Response:

Situating at the lap of Jungle Mahal, a region largely inhabited by the underprivileged, economically weaker sections of the society, S.C., S.T., O.B.C. and minority communities in the Sankrail and the adjoining Blocks, the college acts as a beacon to promote and impart higher education among the students of this region, who are mostly first generation learners. The college is the outcome with the genuine and sincere effort of the people of all spheres of Sankrail and neighbouring blocks. It has faced many barriers as this area had faced Maoist intrusion and violent disturbances for a long time and yet in spite of that the institution aims to develop and empower students through education that fosters knowledge and skills, promotes values of equality, secularism and national integration, moulds character through discipline and rigour and creates an open mind capable of assimilating the best traditions of the East and the West catering to its Vision of

“Arise, Awake and Stop not till the goal is reached”- Swami Vivekananda

The institution also moves towards constant progression in keeping with its mission of dissemination of knowledge, inculcation of egalitarian, secular and non-parochial values among students in addition to the core values of honesty, discipline, courage, compassion, self respect as well as respect for others and promotion of all-round development of the students.

5. CONCLUSION

Additional Information :

1. The institution has received affiliation to start B.Sc. General Courses in the following subjects: Physics, Chemistry, Mathematics, and Geography. We are yet to introduce the courses in these subjects. The courses shall begin from the session 2019-20.
2. General programmes do not have a sanctioned intake capacity.
3. We have eleven Govt. Approved Part-Time Teachers and Twelve Guest Teachers.
4. We have a casual technical staff.

Concluding Remarks :

Situating at the lap of Junglemahal, a region largely inhabited by the underprivileged, economically weaker sections of the society, S.C., S.T., O.B.C. and minority communities in the Sankrail and the adjoining Blocks, the college in spite of being a new set up college, with its limited human resources (only 6 Full time Asst. Prof., most of whom joined in the year 2017 and 7 non-teaching staff) is yet to be fully blown. It acts as a beacon to promote and impart higher education among the students of this region, who are mostly first generation learners. The college is the outcome with the genuine and sincere effort of the people of all spheres of Sankrail and neighboring blocks. It has faced many barriers as this area like the maoist intrusion and violent disturbances for a long time and yet in spite of that the institution aims develop and empower students through education which was established only eleven years back, the college has undergone a difficult phase in its process of development. The purpose of conducting NAAC assessment of our college is to become aware of the national framework of higher education. The institution aims to aware and ascertain itself of the systematized academic and administrative setup. Though in its nascent stage, the institution is solely dedicated to progress and advancement and therefore through the opportunity of NAAC, the institution aims to learn and begin the process of making its place in the national educational frame.

For more details, please click on the link of our college website:

<http://www.sabsmkultikri.org>

6.ANNEXURE

1.Metrics Level Deviations

Metric ID	Sub Questions and Answers before and after DVV Verification																				
1.3.3	<p>Percentage of students undertaking field projects / internships</p> <p>1.3.3.1. Number of students undertaking field projects or internships Answer before DVV Verification : 100 Answer after DVV Verification: 81</p>																				
2.1.3	<p>Average percentage of seats filled against seats reserved for various categories as per applicable reservation policy during the last five years</p> <p>2.1.3.1. Number of actual students admitted from the reserved categories year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>91</td> <td>99</td> <td>68</td> <td>89</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>113</td> <td>91</td> <td>99</td> <td>68</td> <td>89</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	113	91	99	68	89	2017-18	2016-17	2015-16	2014-15	2013-14	113	91	99	68	89
2017-18	2016-17	2015-16	2014-15	2013-14																	
113	91	99	68	89																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
113	91	99	68	89																	
3.4.4	<p>Average percentage of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. during the last five years</p> <p>3.4.4.1. Total number of students participating in extension activities with Government Organisations, Non-Government Organisations and programs such as Swachh Bharat, Aids Awareness, Gender Issue, etc. year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>4</td> <td>2</td> <td>1</td> <td>1</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	4	2	1	1	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
4	2	1	1	0																	
2017-18	2016-17	2015-16	2014-15	2013-14																	
0	0	0	0	0																	
4.2.3	<p>Does the institution have the following:</p> <p>1. e-journals</p>																				

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

Answer before DVV Verification : C. Any 2 of the above

Answer After DVV Verification: E. None of the above

Remark : Revised as per clarification provided by HEI

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

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

Answer before DVV Verification:

2017-18	2016-17	2015-16	2014-15	2013-14
16	11	12	14	17

Answer After DVV Verification :

2017-18	2016-17	2015-16	2014-15	2013-14
16.91	11.41	12.68	14.73	17

5.1.3 Number of capability enhancement and development schemes –

1. For competitive examinations
2. Career counselling
3. Soft skill development
4. Remedial coaching
5. Language lab
6. Bridge courses
7. Yoga and meditation
8. Personal Counselling

Answer before DVV Verification : C. Any 5 of the above
 Answer After DVV Verification: E. 3 or less of the above
 Remark : No supporting documents provided

5.2.1	<p>Average percentage of placement of outgoing students during the last five years</p> <p>5.2.1.1. Number of outgoing students placed year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2</td> <td>1</td> <td>0</td> <td>3</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Remark : REvised as per HEI's clarification</p>	2017-18	2016-17	2015-16	2014-15	2013-14	2	1	0	3	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0
2017-18	2016-17	2015-16	2014-15	2013-14																	
2	1	0	3	0																	
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0	0	0	0	0																	

5.2.3	<p>Average percentage of students qualifying in State/ National/ International level examinations during the last five years (eg: NET/ SLET/ GATE/ GMAT/ CAT/ GRE/ TOEFL/ Civil Services/State government examinations)</p> <p>5.2.3.1. Number of students qualifying in state/ national/ international level examinations (eg: JAM/CLAT/NET/ SLET/ GATE/ GMAT/CAT/GRE/ TOEFL/ Civil Services/ State government examinations) year wise during last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>5.2.3.2. Number of students who have appeared for the exams year-wise during the last five years</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification :</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>1</td> <td>0</td> <td>2</td> <td>0</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	3	1	0	2	0	2017-18	2016-17	2015-16	2014-15	2013-14	0	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	3	1	0	2	0	2017-18	2016-17	2015-16	2014-15	2013-14	3	1	0	2	0
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	Remark : Pass Certificates not produced and therefore unable to accept HEI claim
6.2.3	<p>Implementation of e-governance in areas of operation</p> <ol style="list-style-type: none"> 1. Planning and Development 2. Administration 3. Finance and Accounts 4. Student Admission and Support 5. Examination <p>Answer before DVV Verification : D. Any 2 of the above Answer After DVV Verification: E. Any 1 of the above Remark : No screen shots nor any form of relevant document provided.</p>
7.1.9	<p>Differently abled (Divyangjan) Friendliness Resources available in the institution:</p> <ol style="list-style-type: none"> 1. Physical facilities 2. Provision for lift 3. Ramp / Rails 4. Braille Software/facilities 5. Rest Rooms 6. Scribes for examination 7. Special skill development for differently abled students 8. Any other similar facility (Specify) <p>Answer before DVV Verification : C. At least 4 of the above Answer After DVV Verification: D. At least 2 of the above</p>
7.1.15	<p>The institution offers a course on Human Values and professional ethics</p> <p>Answer before DVV Verification : Yes Answer After DVV Verification: No Remark : No course on Human Vlaues</p>

2.Extended Profile Deviations

ID	Extended Questions																									
1.3	<p>Total Expenditure excluding salary year-wise during the last five years (INR in Lakhs)</p> <p>Answer before DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>2284637.0</td> <td>1721800.0</td> <td>1716710.0</td> <td>1786339.0</td> <td>2111733.0</td> </tr> <tr> <td>0</td> <td>0</td> <td>0</td> <td>0</td> <td>0</td> </tr> </tbody> </table> <p>Answer After DVV Verification:</p> <table border="1"> <thead> <tr> <th>2017-18</th> <th>2016-17</th> <th>2015-16</th> <th>2014-15</th> <th>2013-14</th> </tr> </thead> <tbody> <tr> <td>22.84</td> <td>17.21</td> <td>17.16</td> <td>17.86</td> <td>21.11</td> </tr> </tbody> </table>	2017-18	2016-17	2015-16	2014-15	2013-14	2284637.0	1721800.0	1716710.0	1786339.0	2111733.0	0	0	0	0	0	2017-18	2016-17	2015-16	2014-15	2013-14	22.84	17.21	17.16	17.86	21.11
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