SELF-STUDY REPORT

SUBMITTED FOR INSTITUTIONAL ASSESSMENT AND ACCREDITATION BY NAAC

SRIKRISHNA COLLEGE

Bagula, Nadia, West Bengal, Pin - 741502
E-mail : srikrishnacollegebagula@reddiffmail.com
Ph. : 03473-272205/273812

SRIKRISHNA COLLEGE

(Govt. Sponsored)

ESTD - 1950

(AFFILIATED TO THE UNIVERSITY OF KALYANI)

(Accreditated by NAAC)

Memo No. Sc/. Adm - 187/2014.

Date........18.12.14......

PREFACE

The contents of the Self- Study Report and the Evaluative Report of the Departments for Cycle 2 for Srikrishna College, Bagula, Nadia, West Bengal are a true reflection of the institutional growth and progress since the last assessment and accreditation of NAAC. All the reports are prepared in-house by the staff of the college.

I understand that the peer team will validate the information provided in this SSR during the peer team visit.

Saha. 18. 12. 14.

Arun Kanti Saha

Teacher-in-Charge

Teacher-in-Charge
Srikrishna College
P.O. Bagula, Dist Nadia

SECTION B: PREPARATION OF SELF-STUDY REPORT

1. Profile of the Affiliated / Constituent College

1. Name and Address of the College:

Name :	SRIKRISHNA COLLEGE	
Address :	COLLEGE PARA, BAGULA, NADIA	
City: KRISHNANAGAR	Pin :741502	State :WEST BENGAL
Website :	www.srikrishnacollegebagula.org	

2. For Communication:

Designation	Name	Telephone with STD Code	Mobile	Fax	Email
Principal/ Teacher-In-Charge	Arun Kanti Saha(TIC)	O:03473-272205 R:NA	94741362 62	03473-272205	sahaarunk@yahoo.co.in
Vice Principal		O: R:	NA	NA	NA
Steering Committee		O: R:	NA	NA	NA

3. Status of the Institution:

   Affiliated College   √

   Constituent College

   Any other (specify)

4. Type of Institution:

   a. By Gender

i.   For Men

ii.   For Women

iii.   Co-education   √

   b. By Shift

     i.   Regular

     ii.   Day √

     iii. Evening

5. It is a recognized minority institution?

Yes

No √

If yes specify the minority status (Religious/linguistic/ any other) and provide documentary evidence. NA

6. Sources of funding:

Government √

Grant-in-aid

Self-financing

Any other

7. a. Date of establishment of the college: …25th January, 1950…………………
(dd/mm/yyyy)

b. University to which the college is affiliated /or which governs the college (If it is a constituent college) University of Kalyani

c. Details of UGC recognition:

Under Section	Date, Month & Year (dd-mm-yyyy)	Remarks(If any)
i. 2 (f)	12.12.2003	
ii. 12 (B)	12.12.2003	

(Enclose the Certificate of recognition u/s 2 (f) and 12 (B) of the UGC Act)

d. Details of recognition/approval by statutory/regulatory bodies other than UGC (AICTE, NCTE, MCI, DCI, PCI, RCI etc.) NA

Under Section/ clause	Recognition/Approval details Institution/Department	Day, Month and Year (dd-mm-yyyy)	Validity	Remarks
i.	N.A.			
ii.	N.A			
iii.	N.A.			
iv.	N.A			

(Enclose the recognition/approval letter)

8. Does the affiliating university Act provide for conferment of autonomy (as recognized by the UGC), on its affiliated colleges?

Yes ☐   No ☑

If yes, has the College applied for availing the autonomous status? NA

Yes ☐   No ☐

9. Is the college recognized

a. by UGC as a College with Potential for Excellence (CPE)?

Yes ☐   No ☑

If yes, date of recognition: ………NA…………… (dd/mm/yyyy)

b. for its performance by any other governmental agency?

Yes ☐   No ☐

If yes, Name of the agency …………………… and

Date of recognition: …………………… (dd/mm/yyyy)

10. Location of the campus and area in sq.mts:

Location *	Rural
Campus area in sq. mts.	11690 sqm
Built up area in sq. mts.	14690 sqm

(* Urban, Semi-urban, Rural, Tribal, Hilly Area, Any others specify)

11. Facilities available on the campus (Tick the available facility and provide numbers or other details at appropriate places) or in case the institute has an agreement with other agencies in using any of the listed facilities provide information on the facilities covered under the agreement.

- Auditorium/seminar complex with infrastructural facilities

- Sports facilities

    * play ground√

    * swimming pool

    * gymnasium√

- Hostel

  * Boys' hostel

    i. Number of hostels-1 (Non-Living condition due to lack of maintenance resulting from paucity of funds)

    ii. Number of inmates

    iii. Facilities (mention available facilities)

  * Girls' hostel

    i. Number of hostels-1 (Under construction initiated since from financial year, 2013-14)

    ii. Number of inmates

    iii. Facilities (mention available facilities)

  * Working women's hostel : NA

    i. Number of inmates

    ii. Facilities (mention available facilities)

- Residential facilities for teaching and non-teaching staff (give numbers available — cadre wise)

- Cafeteria —

- Health centre –

First aid, Inpatient, Outpatient, Emergency care facility, Ambulance…….

Health centre staff – NA

Qualified doctor   Full time ☐ Part-time   ☐

Qualified Nurse   Full time ☐ Part-time   ☐

- Facilities like banking, post office, book shops

- Transport facilities to cater to the needs of students and staff

- Animal house

- Biological waste disposal

- √ Generator or other facility for management/regulation of electricity and voltage

Two stand by Generators :One generator having 45 KVA for main building, and another having capacity 10 KVA for Geography and Physics

- Solid waste management facility: NA

- Waste water management: NA

- √ Water harvesting (Rainwater harvesting sponsored by Deptt. Of Water Resource Development, Govt. of West Bengal, completed in 2013-14)

12.   Details of programmes offered by the college (Give data for current academic year)

SI. No.	Programme/ Level	Name of the Programme/ Course	Duration	Entry Qualification	Medium of instruction	Sanctioned/ approved Student	No.of students
	Under-Graduate	B.A(Hons and Gen) B.Sc(Hons and Gen) B.Com(Hons and Gen)	3 years	Min of 45% marks in aggregate and a min 55% marks in respective subject for	English/ Bengali	B.A(Hons)- B.A(Gen)- B.Sc(Hons)- B.Sc(Gen)- B.Com(Hons)- B.Com(Gen)-	
	Post-Graduate						
	Integrated Programmes						
	Ph.D.						
	M.Phil.						
	Ph.D						
	Certificate courses						
	UG Diploma						
	PG Diploma						

		Open and Distance Learning PG curriculum for **Bengali** and **History**	2 years	3 years UG Course	English/ Bengali	PartI- 169 Part II- 152	321
	Any Other (specify and provide details)						

13. Does the college offer self-financed Programmes?

Yes ☐   No☑

If yes, how many? [   ]

14. New programmes introduced in the college during the last five years if any?

Yes	√	No		Number	04

15. **List the departments:** (respond if applicable only and do not list facilities like Library, Physical Education as departments, unless they are also offering academic degree awarding programmes. Similarly, do not list the departments offering common compulsory subjects for all the programmes like English, regional languages etc.)

Faculty	Departments (eg. Physics, Botany, History etc.)	UG	PG	Research
Science	Physics, Chemistry, Mathematics, Computer Science	√		
Arts	English, Bengali, History, Sanskrit, Geography, Economics, Philosophy, Political Science, Education, Physical	√		
Commerce	Accountancy	√		
Any Other (Specify)				

16. **Number of Programmes offered under** (Programme means a degree course like BA, BSc, MA, M.Com…)

    a.   annual system   √

    b.   semester system

    c.   trimester system

17. **Number of Programmes with NA**

    a.Choice Based Credit System

    b.   Inter/Multidisciplinary Approach

    c.   Any other (specify and provide details)

18. Does the college offer UG and/or PG programmes in Teacher Education?

Yes ☐   No ☑

If yes, NA

    a. Year of Introduction of the programme(s)………………… (dd/mm/yyyy)

    and number of batches that completed the programme ☐

    b. NCTE recognition details (if applicable) NA

    Notification No.: …………………………………

    Date: …………………………… (dd/mm/yyyy)

    Validity:………………………

    c. Is the institution opting for assessment and accreditation of Teacher Education Programme separately?

    Yes ☐   No ☐

19. Does the college offer UG or PG programme in Physical Education?

Yes ☐   No ☑

If yes, NA

    a. Year of Introduction of the programme(s)……………….. (dd/mm/yyyy)

    and number of batches that completed the programme ☐

    b. NCTE recognition details (if applicable) NA

    Notification No.: …………………………………

    Date: …………………………… (dd/mm/yyyy)

    Validity:……………………

    c. Is the institution opting for assessment and accreditation of Physical Education Programme separately?

    Yes ☐   No☑ ☐

20. Number of teaching and non-teaching positions in the Institution

	Teaching faculty		

Positions	Professor		Associate Professor		Assistant Professor		Non-teaching staff		Technical staff	
	*M	*F	*M	*F	*M	*F	*M	*F	*M	*F
Sanctioned by the UGC / University / State Government					23		26			
Recruited			06	03	07	05	12	01		
Yet to recruit					02		13			
Sanctioned by the Management/ society or other authorized bodies										
Yet to recruit										

*M-Male *F-Female

21. Qualifications of the teaching staff:

Highest qualification	Professor		Associate Professor		Assistant Professor		Total
	Male	Female	Male	Female	Male	Female	
Permanent teachers							
D.Sc./D.Litt.							
Ph.D.			03	02	05	01	11
M.Phil.			nil	01	0	02	03
PG			03	02	02	0	07
Temporary teachers							
Ph.D.					01	02	03
M.Phil.						01	01
PG					19	07	26
Part-time teachers							
Ph.D.							
M.Phil.					01		
PG					07	04	11

22.	Number of Visiting Faculty /Guest Faculty engaged with the College. NA

23.	Furnish the number of the students admitted to the college during the last four academic years.

Categories	Year 1 (2010-11)		Year 2 (2011-12)		Year 3 (2012-13)		Year 4 (2013-14)	
	Male	Female	Male	Female	Male	Female	Male	Female
SC	1937	994	2125	1200	2621	1365	2863	1722
ST	35	14	47	16	57	16	77	33
OBC	269	148	295	161	389	200	460	259
General	1268	727	1433	854	1403	891	1458	1060
Others								

24.	Details on students enrollment in the college during the current academic year:

Type of students	UG	PG	M. Phil.	Ph.D.	Total
Students from the same state where the college is located	8854				8854
Students from other states of India					
NRI students					
Foreign students					
Total					

25. Dropout rate in UG and PG (average of the last two batches)

UG | 38.5% | PG | |

26. Unit Cost of Education

(Unit cost = total annual recurring expenditure (actual) divided by total number of students enrolled)

(a) Including the salary component | Rs. 4013.45 |

(b) Excluding the salary component | Rs.642.16 |

27. Does the college offer any programme/s in distance education mode (DEP)?

Yes | √ | No | |

If yes,

a) Is it a registered centre for offering distance education programmes of another University

Yes | | No | √ |

b) Name of the University which has granted such registration.

| Kalyani University |

c) Number of programmes offered | Two |

d) Programmes carry the recognition of the Distance Education Council.

Yes | | No | |

28. Provide Teacher-student ratio for each of the programme/course offered

29. Is the college applying for

Accreditation : Cycle 1 ☐ Cycle 2 √ Cycle 3 ☐ Cycle 4 ☐

Re-Assessment: ☐

(Cycle 1refers to first accreditation and Cycle 2, Cycle 3 and Cycle 4 refers to re-accreditation)

30. Date of accreditation* (applicable for Cycle 2, Cycle 3, Cycle 4 and re-assessment only)

Cycle 1: (17/03/2007) Accreditation Outcome/Result…B+……..

Cycle 2: ……………… (dd/mm/yyyy) Accreditation Outcome/Result……..... Cycle 3: ……………… (dd/mm/yyyy) Accreditation Outcome/Result……..…

Kindly enclose copy of accreditation certificate(s) and peer team report(s) as an annexure.

31. Number of working days during the last academic year: 265

32. Number of teaching days during the last academic year: 187

(Teaching days means days on which lectures were engaged excluding the examination days)

33. Date of establishment of Internal Quality Assurance Cell (IQAC)

IQAC …………………… (09/06 /2007)

34. Details regarding submission of Annual Quality Assurance Reports (AQAR) to NAAC

.

AQAR (i)   2013-14 (17/01/2015)

AQAR (ii)2012-13 17/01/2015

AQAR(iii) 2011-12 17/01/2015

AQAR(iv) 2010-11 (17/01/2015)

35. Any other relevant data (not covered above) the college would like to include. (Do not   include   explanatory/descriptive information) : NA

<u>EXECUTIVE SUMMARY</u>

<u>SWOC ANALYSES</u>

Executive Summary- SWOC analyses of Srikrishna College

Following a comprehensive self-study of the institution we present the Executive Summary of our college in the form of a SWOC analyses on a criteria-wise basis.

CURRICULAR ASPECTS

Strengths:-

- The college functions on a clearly stated vision and mission that lays great importance to inclusiveness as the institution is situated in a rural community with predominantly financially backward, first generation learners.
- A comprehensive action plan is implemented at the start of each academic session with academic calendars, teaching plans and class routines.
- The institution stresses upon the regular upgradation of the teaching faculty by adoption of newer technologies and by appropriate training.
- Faculty members who are members of the University Board of Studies take feedback from the institution and forward them at the BOS meetings for consideration and changes of curriculum if required.

Weakness:-

- Due to its geographical position interaction with job industry is mostly absent. Interactions with industry need to be enhanced for the interests of the students.
- Due to lack of education of most parents/ guardians suggestions/feedback from them related to academics is not obtained.

Opportunities:-

- Introduce career advancement courses that would benefit the students.

Challenges:-

- Since the college is under an affiliating University, it does not have freedom in implementing/ altering the curriculum according to the specific requirements of its students.
- Constraint of space does not at times allow the optimum implementation of the curriculum plan. This, along with financial constrains has to be addressed in more innovative ways in order to make the college a successful seat for higher education.

TEACHING, LEARNING AND EVALUATION

Strengths:-

- Maintaining transparency in the admission process.
- Making a connival teacher-student relationship by conducting counselling and orientation programs at the beginning of each academic session.
- Usage of traditional as well as modern teaching aids to enhance the teaching – learning process.
- Use of ICT in classrooms.
- Regular assessment of students through class tests, evaluations, projects.

- Conducting departmental seminars, workshops and symposiums and encouraging and guiding students to write papers.

- Career as well as personal counselling offered to students whenever required by the teachers of the institution.

- Importance given to an all round holistic development of the students.

- Initiatives are taken by the IQAC to ensure that teaching plan is properly followed.

- Remedial Classes for the weaker students who are lagging behind.

- Entry-in-Services classes to SC, ST and minority students to prepare them for competitive examinations.

Weakness:-

- Due to a large number of students the college needs to extend its building as well as the library.

- Due to its location campus interviews cannot be regularized. Despite this one of the companies has ventured to come and some of the students have been recruited in their organization.

Opportunities:-

- To set up Language Lab and Smart Classrooms.
- Special job oriented courses can increase the opportunity of employability.

Challenges:

- Due to the large number of students, quality enhancement and quality sustenance becomes a challenge. The student strength has almost doubled since the last accreditation of NAAC.

RESEARCH, CONSULTANCY, EXTENSION

Strengths:-

- Most of the faculty members are involved in research activities and they disseminate the knowledge in the class thereby enhancing the learning process.
- The NSS wing of the institution as well as different departments, involve in various extension activities throughout the year.
- The college provides institutional support to the teachers who have undertaken research work by providing them computers, laptops, round the clock internet facilities and an enriched library.

Weakness:-

- Activities related to research require more enhancement.
- Inadequate number of full-time teachers prevent them from devoting more time on their research work and do proper justice to their projects.

Opportunities:-

- Funds are available from the UGC for those willing to undertake Major and Minor Research Projects.

Challenges:-

- Arranging the academic curriculum and teaching plan in such a way that the entire syllabus may be covered at one hand and the teachers also find adequate time and space to carry out their research work.

INFRASTRUCTURE AND LEARNING RESOURCES

Strengths:-

- The college has a proper infrastructure of building, classrooms, library, gymnasium, playground and other equipments.
- The library is computerized with access to internet facilities for students.

- The computers, internet and Wi-Fi facilities are available to the faculty of every department to carry out research work.
- Laboratories are well-equipped with all modern amenities.
- Classrooms have ICT facilities to enhance the learning resources.

Weakness:-

- With the opening of new departments and installation of new infrastructure more space is required for the proper functioning of the college.
- Other than the central college library departmental libraries are also needed to accommodate the increasing number of library resources.

Opportunities:-

- The college has opened Distance Education PG course Bengali and History which has drawn a number of students.
- The college is working on introducing vocational courses for the benefit of its students.

Challenges:-

- The teachers have to constantly guide and encourage students to make optimum use of the library resources.
- The college is also continuously working on upgradation of the technologies available at present.
- There are certain departments that are yet to make optimal use of the college facilities due to absence of full-time teachers.

STUDENT SUPPORT AND PROGRESSION

Strengths:-

- The college aims at a holistic development of the students making them socially responsible and morally upright individuals.

- The college has implemented education beyond the stipulated routine by introducing Remedial classes, Entry-in- Service classes.
- The institution and its faculty are actively involved in formal and informal counselling for students and guiding the wherever they require.
- The college encourages students to enhance their literary skills by contributing to the departmental Wall Magazines.
- The Alumni Association is strong and provides feedback.

Weakness:-

- Not enough literary publications by students.
- The Alumni Association needs to interact on a more regular basis with the college authority.
- Few active members in the Alumni Association.
- Inadequate scope of campus placement for students after graduation.
- No mechanism to keep track of the students who got employment in various places.

Opportunities:-

- Encourage students' literary activities by regularization of the college magazine.
- To groom students who have leadership qualities into strengthening their leadership roles.
- Encourage students to be active and involved as future alumnus.
- To further develop sports, games and gymnasium facilities for students.

Challenges:-

- To arrest dropouts of students due to various socio-economical reasons.
- To increase the number of scholarships and stipends to deserving students.
- To increase language and communication skills of the students who are predominantly from rural and under-privileged backgrounds.

- To increase membership of the Alumni Association.
- To make parents/guardians who have a low education level, realize the value of completing higher education.
- Instilling and inculcating the value and reward of hard work in all students.

GOVERNANCE, LEADERSHIP AND MANAGEMENT

Strengths:-

- Clear Vision and Mission.
- Dynamic and efficient leadership and management.
- Decentralized way of functioning.
- Supportive and active Governing Body.
- Pro-active IQAC
- Dedicated external members of the IQAC.
- Qualified and committed teaching faculty.
- Efficient and sincere body of non-teaching staff.
- The college has already been recognized by accreditating bodies like NAAC and UGC.

Weakness:-

- Inadequate funds for implementation of various plans and programs.
- Lack of research opportunities.
- Lack of industry interaction.

Opportunities:-

- Inculcate awareness among students about the importance of a greener and cleaner campus that would be plastic- free and as much devoid of pollution as possible.
- Availability of academic resources within the college and in neighbouring institutions.

Challenges:-

- Untimely release of funds from the funding agencies and the government.

- Preparing the large number of students for employability and placement.

- Changing trends of values and preferences among students.

INNOVATIONS AND BEST PRACTICES

Strengths:-

- ### *Environmental Consciousness:*
  - Situated against a rural backdrop, the college is surrounded by eye-soothing greenery. The institution is conserving the trees within the college campus as well as regularly planting of more trees.
  - The newly constructed buildings have proper ventilation to allow for the scope for sunlight to ensure minimum use of artificial lights.
  - College generators used in such a way so as to prevent wastage of fuel and unnecessary effusions.

- ### *Innovations:*
  - Rain water harvesting plant set up.
  - Pure drinking water made available to staff and students through Aquaguard and Water Coolers placed at different corners of the college building.
  - Safety and hygiene of staff and students adequately addressed.

- ### *Extension Activities:*
  - NSS units of the college regularly organizing various extension activities.

Weakness:-

- ### *Environmental Consciousness:*
  - Requirement of a medical room or infirmary in case of emergency.
  - Train at least one faculty per department in first-aid.

- *Innovations:*
  - Absence of a disaster-management team within the campus.
  - Considering the number of students more aquaguards ensuring safe drinking water needs to be installed.

- *Extension Activities:*
  Students are yet to make full use of the library resources available to them for preparing different project works.

Opportunities:-

- *Environmental Consciousness:*
  - Students can network and work with the local authorities in spreading environmental consciousness and take the local people in various projects like planting of trees, cleaning of waste garbage of the locality, rain water harvesting project, etc.

- *Innovations:*
  - Regular interaction with various stakeholders of the institution for an overall development of the college.
  - Increase the number of classrooms and find space to create departmental libraries.
  - Initiate various vocational courses.

- *Extension Activities:*
  - Regularize faculty exchange programs for an enhanced teaching-learning.

Challenges:-

- *Environmental Consciousness:*
  - The college intends to make the campus a plastic-free zone.
  - Encourage students to use recycled products in order to reduce pollution.

- Strive to make the college campus as much sound pollution free as possible.
- Clean and maintain the college pond and ensure eco-friendliness.

Innovations:

- Implementation of plans within the limited financial means.
- Make optimal use of resources available to the college.

Extension Activities:

Find out more creative ways to address different issues related to the various aspects in the functioning of the college.

2. Criteria - wise Inputs

CRITERION I: CURRICULAR ASPECTS

1.1 Curriculum Planning and Implementation

1.1.1 State the vision, mission and objectives of the institution, and describe how these are communicated to the students, teachers, staff and other stakeholders.

Vision:

The primary Vision of this college is **Inclusiveness**. The focus of the college is to impart quality academic program to the predominantly first generation learners in the rural community of Bagula and to play a pivotal role in the all round holistic development of every individual student. The college, while maintaining its academic quality is committed to the spread of higher education to as many students as it is the primary center of higher learning in the region. Therefore, the college has had to lay its main emphasis on a horizontal growth rather than a vertical one. Since the last accreditation the number of students of this college has almost doubled though we are still striving to enhance the respective infrastructural amenities.

Mission:

Being situated near the India- Bangladesh border and constituting predominantly of backward class, first generation learners, Srikrishna College's primary mission is to educate a community and also inculcate in them the values that would inspire students to be socially committed and morally upright. One of the key aspects of our college has been its inclusiveness keeping in mind the motto of higher education for as many students as possible. Thus the college caters to a high number of students in both Honours and General curriculum. It has been trying to make higher education accessible to the students of economically backward community- something that had already been mentioned as our goal in our previous self-study report. The college has been

committed towards including not only Schedule Caste and Schedule Tribe candidates but also students from the minority sections including minority females. It takes pride in the fact that minority female students are even opting for the science stream.

Other than academic programs, the major consideration of the college is to promote environment awareness among students and make them socially responsible individuals.

1.1.2 How does the institution develop and deploy action plans for effective implementation of the curriculum? Give details of the process and substantiate through specific example(s).

- **Teaching Plans** are prepared by the teachers of respective departments at the beginning of each academic session that accommodate the curriculum program. The whole syllabus as per University of Kalyani is accommodated within the teaching plan which is arranged in a three phase structure according to the prospectus. The phases are July-Puja Vacation, post Puja Vacation -31st December and January-May. The teaching plan is handed to the students at the start of the session. The curriculum is planned according to the expertise and experience of the teachers and the full time faculties take a larger responsibility, ably supported by a set of qualified part time and guest lecturers. The college arranges for departmental counseling of students at the beginning of each session in order to make teacher-student relationship more supportive.

- **Model Questions** are provided to students throughout the academic year as and when required along with the progress of the syllabus so that students can prepare themselves more effectively. Question paper pattern of the University are taken into consideration while preparing model questions, developing teaching material and conducting tests. Panel discussions and quiz competitions are held at regular intervals throughout the year for the Honours students as a part of Curriculum development.

- Keeping 'inclusiveness' in view, the college has been successful in maintaining both vertical and horizontal growth as it has been able to open certain new departments like

Education and **Sanskrit** on the one hand and on the other upgrade some existing departments with General curriculum into Honours curriculum like **Physics, Chemistry** and **Philosophy** with proper laboratory for science faculty with modern equipments. Obtaining feedback from students, guardians and alumni and addressing them appropriately has been one of our strong points, and which has helped in the overall development of the institution. Modernization of the library, ICT facility, gymnasium, basketball court have been some of the results of addressing the feedbacks from students.

- Set up in a rural area with inadequate internet and library facilities in the region, the students depend upon the college for these facilities and so strengthening of library resources had been one of the major plans of the college. The college now has a digital library with Wi-Fi and internet facilities with e-books and e-journals for enhancing the learning process. Students are always encouraged to use the library as extensively as possible and make a habit of frequenting the library more often, for which the library has been made more user-friendly. Giving regular class assignments and small group projects to students are some of the ways in which they are encouraged to be more library-friendly. But still a lot of students have to be encouraged and motivated to use the library more frequently as all of them are yet to make proper use of library facilities.

1.1.3 What type of support (procedural and practical) do the teachers receive (from the University and/or institution) for effectively translating the curriculum and improving teaching practices?

- The college is aware of the fact that time to time enrichment of the faculty is of as much importance in enriching the teaching-learning process. The department of Computer Science arranges workshops for the teaching faculty to bring more efficacies in the use of ICT in classrooms.
- The **Internal Quality Assurance Cell (IQAC)** overlooks the implementation of the teaching-learning process through regular quarterly meetings with all departments where guidelines are provided to different departments and feedback taken from them. The cell regularly monitors the classes according to the teaching plan and encourages

different student-oriented programs like seminars, quiz, debates, project works and assignments.

- The full time faculty of every department has to undergo **Orientation Program** and **Refresher Course** from time to time. Orientation Programs give a broad perspective of inclusiveness in higher education and Refresher Courses help in keeping the teachers abreast of the latest developments in a particular subject. These in turn help not only in research works of teachers but also the students.

1.1.4 Specify the initiatives taken up or contribution made by the institution for effective curriculum delivery and transaction on the Curriculum provided by the affiliating University or other Statutory agency.

- Since the University has abolished the **internal assessment** system, the college now follows the system of **annual pattern** of taking test examinations before each University Examination as per University guidelines for both Honours and General curriculum. Besides these the college regularly takes internal tests in every department in order to evaluate the progress of students.

- Though the college has no scope to play an active role in syllabus revision or change, as the same is decided by the University of Kalyani, some of the college teachers from departments of Philosophy, English are members of the Board of Studies of different departments of the University where they can give recommendations for syllabus revision or upgradation, if any.

- Some of the departments regularly maintain and upgrade a departmental **wall magazine** in which students as well as teachers contribute. It gives a platform to budding literary talents and encourages students' literary activities by initiating to publish their writings, which in the long run gives them confidence to make literary publications in different journals and write seminar papers.

- Student –oriented programs like Departmental Seminars, Symposium, Debates, Quiz are organized from time to time. Presenting papers in these Seminars help in developing the writing as well as oratory skills of the students which become their strength in the long run.

1.1.5 How does the institution network and interact with beneficiaries such as industry, research bodies and the university in effective operationalization of the curriculum?

- Though the curriculum of the Honours and General UG Courses are developed, revised and restructured by the University of Kalyani, yet the college forwards its recommendations through the college teachers who are also members of the Board of Studies of the University.

- The recommendations are based on departmental meetings, meetings of the teacher's council and the feedbacks from students, guardians and alumni.

1.1.6 What are the contributions of the institution and/or its staff members to the development of the curriculum by the University?(number of staff members/departments represented on the Board of Studies, students' feedback, teacher feedback, stakeholder feedback provided, specific suggestions etc.

- Faculty members of the Department of Philosophy and the department of English are represented in the Board of Studies of the University of Kalyani.

- There are many faculty members who are paper setters of University Under Graduate Examinations and almost all of them are examiners of University examinations. Many of these teachers are examiners of M.A examinations of other Universities also.

- As the college caters to a high rate of first generation students who hail from backward classes there are many slow learners and students for whom only regular classes are not enough. For such students **Remedial classes** are also taken by the college faculty beyond

their stipulated classes for both Honours and General students for their benefit. This academic support gives the students opportunities to improve their performance and slowly there is a visible change in their way of expressing their ideas. The gaining of self-confidence in the students is noteworthy and a matter of extreme satisfaction to the teachers. The objective is to make students prepare themselves according to the best of their abilities and potential.

- Based on the feedback from students, guardians and the alumni teachers note down the drawbacks of the curriculum or the loopholes of the teaching-learning process and have departmental meetings which are then communicated to the University through teachers who are members of the Board of Studies.

1.1.7. Does the institution develop curriculum for any of the courses offered (other than those under the purview of the affiliating university)by it? If 'yes', give details on the process ('Needs Assessment', design, development and planning) and the courses for which the curriculum has been developed.

- The College, though aware of the last NAAC recommendation to introduce Vocational Courses, has not been able to initiate there as it has to abide by the affiliating Universities Laws and Guidelines.

  At present the college only has B.A., B.Sc. and B.Com. programmes whose curriculum is developed by the University of Kalyani.

  Does the University permit the college plans to introduces Agro-Based Vocational Courses and comes for the female students which are in the pipeline.

  The College also plans to implement certain skill - oriented programmes in computers relevant and regional and global employment markets.

1.1.8 How does institution analyze/ensure that the stated objectives of curriculum are achieved in the course of implementation?

- Regular departmental meetings are held to review the progress made in implementation of teaching and other curriculum. One of the purposes of the meetings is to identify the weaker students based on results of class tests and class response, who take a longer time in coping up with the curriculum.

- Students are evaluated on a regular basis through class tests, assignments and project works.

- Different course of actions are thought of which might help bring those lagging behind at par with other students. Extra classes are arranged for them and teachers always extend their full support. Teachers also appreciate the fact that the speed and pace of teaching fit the absorption capacity of students. The pace has to be picked up gradually along the progress of each academic session.

- Subjects where practical experience is needed, like **Geography** and **Physical Education**, arrange **excursions** and field trips with students to relevant places as per curriculum requirement in a view to enhance the learning process. The Geography department had taken students to Vizag in Andhra Pradesh for excursions but from the previous year the University of Kalyani has decided to restrict these excursions to a diameter of 100 metres of the college.
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- The recommendations of the guardians and alumni along with that of the students that the college receives in the form of feedback are seriously looked into in the meetings and the college tries its best to address them at the best of its abilities.

- Free and open dialogue with students have been made possible during counselling in order to enhance teacher- student relationship.

1.2 Academic Flexibility

1.2.1 Specifying the goals and objectives give details of the certificate/diploma/ skill development courses etc., offered by the institution

The college does not provide any skill development course.

1.2.2 Does the institution offer programs that facilitate twinning /dual degree? If 'yes', give details.

The institution does not offer any program that facilitate any twinning or dual degree.

1.2.3 Give details on the various institutional provisions with reference to academic flexibility and how it has been helpful to students in terms of skills development, academic mobility, progression to higher studies and improved potential for employability. Issues may cover the following and beyond:

- **Range of Core / Elective options offered by the University and those opted by the college**

The range of core/elective options offered by the college is same as that offered by the affiliating University of Kalyani.

- **Choice Based Credit System and range of subject options**

The college has not implemented CBCS.

- **Courses offered in modular form**
  The College does not offer any courses in modular form.

- **Lateral and vertical mobility within and across-programs and courses**
  Lateral mobility is not permissible under present University framework.

- **Enrichment courses**

  Environmental Science is included in the curriculum so as to create awareness of the environment and social responsibility.

  The active **NSS** unit of the college organizes various functions every year with participation of a number of students. There are two **Program Officers** for NSS (Unit I and II) from among the faculty who take leadership roles in making students aware of their social responsibilities as citizens of the nation. Different activities like **Blood Group Detection Program, AIDS awareness program, Program on awareness on Cancer and Food Habits** and others have been organized over the years.

1.2.4 Does the institution offer self-financed programs? If 'yes', list them and indicate how they differ from other programs, with reference to admission, curriculum, fee structure, teacher qualification, salary etc.

The institution does not offer any self-financed program.

1.2.5 Does the college provide additional skill oriented programs, relevant to regional and global employment markets? If 'yes' provide details of such program and the beneficiaries.

One of the missions of the college had been to arrange vocational courses that would help the students in employment opportunities. The college has implemented education beyond the curriculum in initiating **Entry-in- Services** coaching classes guiding students in the field of employment. The college provides up-to-date information of all higher education opportunities and competitive sources along with relevant newspapers. Question paper pattern of various competitive examinations are taken into consideration while preparing teaching materials.

1.2.6 Does the University provide for the flexibility of combining the conventional face-to-face and Distance Mode of Education for students to choose the courses/combination of their choice". If 'yes', how does the institution take advantage of such provision for the benefit of students?

The University of Kalyani does not provide for flexibility of combining the conventional face-to-face and distance mode of education for students. So the college has no option for the same.

1.3 Curriculum Enrichment

1.3.1 Describe the efforts made by the institution to supplement the University's Curriculum to ensure that the academic programs and Institution's goals and objectives are integrated?

- Besides the regular curriculum different departments engage in departmental seminars, workshops on creative writings, quiz, debates, symposium as part of curriculum enrichment.

- The college has been dynamic and actively involved in students' counselling and mentoring which is done by the experienced members of the teaching faculty. Orientation and counselling early in the session helps in breaking the ice between students and teachers and eventually it only enhances the teaching-learning process.

- The college takes initiative in observing special days like **World Environment Day**, *'Antarjatik Matri- Bhasha Divas' (***International Mother-Tongue Day**), **International AIDS Day**, etc. in order to create awareness among students. The college NSS has organized different awareness programs on AIDS and the Bengali department has been organizing various cultural activities to commemorate International Mother Tongue Day.

- Some of the departments organize field trips and educational excursions to places related to their studies as a means of enriching the curriculum.

- The students of this college have always been a source of pride where sports is concerned. There is already a Physical Education department and students have won a number of awards at various state and national meets. The college has set up a new gymnasium for the general well being and an overall holistic development of the students. A basketball court is also in the making.

1.3.2 What are the efforts made by the institution to enrich and organize the curriculum to enhance the experiences of the students so as to cope with the needs of the dynamic employment market?

- Faculty members in the different Board of Studies recommend necessary changes in the curriculum keeping in mind the demands of employability.

- There has been campus interview by Anada Bazar Patrika Pvt. Ltd. for placement. Though campus interview by companies is not yet done on a regular basis, the college is trying to regularize the process for the benefit of the students.

- The departments provide the students necessary literary and communicative skills that would increase their employability in the job market in future.

1.3.3 Enumerate the efforts made by the institution to integrate the cross cutting issues such as Gender, Climate Change, Environmental Education, Human Rights, ICT etc., into the curriculum?

Gender Issues:

- The college is aware of the importance of sensitizing students, both male and female on the issues of gender. The college has formed a sexual harassment cell in 2008 with senior female teachers as members. Regular interactions are held with male and female students to sensitize them on the issues of gender and gender discrimination and different seminars and workshops are held from time to time on related issues.

- Though there has not been any compliant yet on any Sexual Harassment Case, still the college is ever alert on the matter and has made it very clear that in case of any compliant the college authorities shall be very strict in dealing with it.

Climate Change:

- The college, along with the Department of Water Resources, Govt. of West Bengal has initiated a Rain Water Harvesting Project inside college premises in a view to recharging groundwater.

- Environmental Studies, which is a compulsory subject in the First year degree course deals with the issues of climate change in its syllabi.

Environmental Education:

- The college, situated in a backward area is not only a seat of higher learning, but also a social institution that plays a responsible role in the overall betterment of the environment and society at large. It plays an active role in making students environment conscious by taking various steps like prohibition of use of plastic inside college premises and educating students about the importance of using recycled products.

- The mission of the college is to form a greener and more eco-friendly atmosphere with as less pollution as might be possible.

- Environmental Science has been made a compulsory subject in the First year. Students have to do field works in the subject which eventually makes them conscious about the various environmental issues. Students are increasingly realizing the necessity of a greener and cleaner surrounding.

Human Rights:

- Workshops and informal discussions have been organized by the Sexual Harassment Cell on the issues of Human Rights.

- Teachers and students have attended seminars in other colleges on Human Rights.

Information Technology:

- The department of Computer Science has IT programs in its syllabus.

1.3.4 What are the various value-added courses/enrichment programs offered to ensure holistic development of students?

§ **Moral and Ethical values:**

The college does not offer any Value Education course as it is not prescribed by the University, but the teachers always hold informal discussions in the classrooms about Value Education so as to inculcate in the students a sense of the moral and ethical concerns of society.

§ **Employable and life skills:**

➢ Computer skills are imparted to students to meet the demands of the modern job market.

➢ Entry-in-Services classes help students in the field of employability. Informal discussions are always on and suggestions given about goal orientation which proves to be helpful in achieving the objectives of the institution of ensuring holistic development of students.

§ **Better Career Options:**

➤ Different departments carry on one-to-one discussions with students that help them broaden their perspectives and enabling them to choose the right career options.

➤ Entry—in-Services classes train them in their preparations for various competitive examinations.

➤ The college faculty keeps the students updated about the job market by giving them updated information about advertisements, employment related newspapers, job opportunities and related career guidance information.

➤ Though not on a regular basis but the college has organized campus interviews for students and plans are on to hold them on a more frequent basis.

§ **Community Orientation:**

➤ The college NSS unit has been instrumental in spreading awareness among students by organizing Blood Group Detection Programs.

➤ Alongwith Independence Day and Republic Day, the college observes and commemorates the birth anniversaries of leaders like Swami Vivekananda and observes occasions like International Mother-Tongue Day.

➤ Different Community Awareness Programs among local residents from time to time have been a part of the college NSS activities.

➤ The College allows its playground to be used as venues of various local cultural events.

➤ Athletic meets of district and regional level is held in the college playground.

➤ The college has permitted flood affected homeless victims to stay inside the college premises.

1.3.5 Citing a few examples enumerate on the extent of use of the feedback from stakeholders in enriching the curriculum?

➤ Formal feedbacks are obtained from outgoing Third Year Students, Guardians and Alumni in the form of a questionnaire.

➤ Informal feedbacks are obtained from First and Second Year students throughout

the year in the class by the faculty and initiatives taken to address the same.

➢ The Parent-Teacher Cell and the Alumni Association hold meetings regularly and the observations in the feedbacks received are seriously taken into account for consideration.

1.3.6 How does the institution monitor and evaluate the quality of its enrichment programs?

The IQAC plays a pivotal role in monitoring and evaluating the quality of enrichment programs and in the overall development of the college. The body ensures that teaching plans are properly chalked out and executed, that a proper balance is maintained among the academic progress of the institution and an all-round holistic development which encompasses environmental issues, and the other basic concerns of society. Through the inputs of the Feedback System, the Grievance-Redressal Cell, and the Sexual Harassment Cell the IQAC monitors and evaluates the progress of the institution.

The decisions taken in the IQAC meetings, the suggestions and proposals are then forwarded to the Governing Body of the college for consideration and necessary action.

1.4 Feedback System

1.4.1 What are the contributions of the institution in the design and development of the curriculum prepared by the University?

➢ Faculties have attended workshops in the University on curriculum development.
➢ The suggestions of Students, Guardians and Alumni reflected in the feedbacks on curriculum aspects are forwarded to the University in the meetings of the Board of Studies by the faculties who are members.

1.4.2 Is there a formal mechanism to obtain feedback from students and stakeholders on Curriculum? If 'yes', how is it communicated to the University and made use internally for curriculum enrichment and introducing changes/new programs?

Yes, there is a formal mechanism to obtain feedback from Students, Guardians and Alumni of the institution.

Various drawbacks regarding curriculum, as highlighted in the feedbacks, are discussed in the college meetings. When the opportunity arises, the teachers who are members of the Board of Studies of the University carry forward the suggestions to make necessary changes.

Though the college cannot alter or revise a curriculum it can always contribute to its qualitative enrichment through various panel discussions, seminars and debates and by bringing esteemed speakers from outside to speak on a particular topic.

1.4.3 How many new programs/courses were introduced by the institution during the last four years? What was the rationale for introducing new courses/programs?)

- **Department of Sanskrit**

The Department of Sanskrit was launched in 2012 with qualified Guest lecturers. At present the department only has the General curriculum but plans to open Honours course shortly.

Department of Education

- The Department of Education was also launched in 2011 with the General curriculum and competent Guest faculty.

- **Honours in Physics**

The Department of Physics, which only had the General Course, has enriched itself with the launch of the Honours curriculum in 2009.

- **Honours in Philosophy**

With a view to qualitative enhancement the Department of Philosophy has also opened a Honours curriculum in 2012.

- **Honours in Chemistry**

The latest addition to the college's vertical growth is the inclusion of Honours curriculum in the Department of Chemistry and has drawn a number of students.

CRITERION II: TEACHING - LEARNING AND EVALUATION

2.1 Student Enrollment and Profile

2.1.1 How does the college ensure publicity and transparency in the admission process?

The college maintains a well-planned and transparent admission process where details of programs offered, date of distribution of forms, date of admission and every other relevant detail are published in the college website well in advance. While maintaining full transparency and abiding by the admission rules of the University of Kalyani, the college has to keep in mind the issues that it caters to a large section of the students from underprivileged community, it has to meet up the demands of a vast region and that it belongs to the rural background and has to cater to mostly first generation Schedule Caste and Schedule Tribe learners. The college thus has to fulfill the social responsibility of intaking maximum students from the region while not forgetting its primary vision of not compromising on quality.

The office staff of the college extends their full cooperation in helping the students/ guardians with all necessary information or help, whatever needed.

2.1.2 Explain in detail the criteria adopted and process of admission (Ex. (i) merit (ii) common admission test conducted by state agencies and national agencies (iii) combination of merit and entrance test or merit, entrance test and interview (iv) any other) to various programs of the Institution.

- Once the results of the Higher Secondary examinations of different Boards are out the college admission process is started. The admission system has been fully computerized keeping in pace with the demands of the time. The course of admission work is processed by the Admission Committee with due representations from the teaching as well as non-teaching faculty..

- The college strictly adheres to the Reservation norms as per Government Rules. A seat reservation of **22%** for students belonging to the **Schedule Caste**, **6%** for students of the **Schedule Tribe** and **17%** for **OBC** students **(OBC A- 10% and OBC B- 7%)** in each stream is maintained. Almost **58%** of the present student strength belong to the **Schedule Caste** community and an overall **69%** of the students are from the **backward communities** and the list is published in the college website. Before admission the students undergo a counselling process where the syllabi, the interest of the student in opting for the course and the prospects of the subject are discussed.

2.1.3   Give the minimum and maximum percentage of marks for admission at entry level for each of the programs offered by the college and provide a comparison with other colleges of the affiliating university within the city/district.

- Students opting for Honours curriculum have to secure at least 45% marks both   in the subject concerned as well as the aggregate as per University Rules.

- Admission to the General Courses is based on a first-come-first-served basis. The college has to adhere by the government policy not to refuse local candidates in the general curriculum , though the college is aware that quality is compromi   sed in the process of in taking such huge quantity of students.

2.1.4   Is there a mechanism in the institution to review the admission process and student profiles annually? If 'yes' what is the outcome of such an effort and how has it contributed to the improvement of the process?

Yes, the college has an Admission Committee that reviews the entire admission process. The Committee plans the whole selection process in its meeting every year before the admission process begins.

Review meetings are held every year after the admissions to take corrective measures where required.

Computerization has made the entire admission process more streamlined and time saving. The effort of the college has been to make the admission process least stressful

and as much student friendly as possible. There are instances when the members of the Committee guide the students in selecting their General subjects.

The college, due to its geographical position, attracts a large number of students and while striving to keep up quality it has to keep this very important aspect in mind.

2.1.5 Reflecting on the strategies adopted to increase/improve access for following categories of students, enumerate on how the admission policy of the institution and its student profiles demonstrate/reflect the National commitment to diversity and inclusion

∗ **SC/ST**—For each subject a seat reservation of 22% for Schedule Caste and 06% for Schedule Tribe students maintained as per Government Rules. Due to its position more than 50% student of the college belong to the Schedule Caste and Schedule Tribe.

∗ **OBC**—17% seats (10% for OBC A and 07% for OBC B) reserved each year in each subject.

∗ **Women**- The college is committed to the overall development of the region by providing equal opportunities to the male as well as the female students. The college takes pride in stressing the fact that there has been a gradual increase of female students over the years in honours as well as general curriculum. Representation of female minority students are also on the increase which shows that in spite of being a backward region, the place does not exhibit any pronounced gender prejudice.

The college encourages female students to enroll in Physical Education department and participate in NSS and NCC activities. A number of female students have enrolled in these curriculums.

Year	Total Students	% of Female Students
2009-10	4561	34.44
2010-11	5392	34.92
2011-12	6573	33.85
2012-13	6942	35.27
2013-14	7932	39.13

* **Differently- abled students** —The college has always been positive towards differently-abled students and stands by them in their need and requirement.

* **Economically weaker sections**—The college caters basically to students belonging to the economically weaker section of the society. So it arranges for the Government stipends and aids for the students belonging to Schedule Castes and Schedule Tribes, the minority female students and for the wards of Bidi workers studying in this college. The female students are also receiving stipends from the State Government under the "*Kanyashree*" scheme and the college ensures that these stipends reach the students.

* **Minority community**—One of the major achievements of the college is certainly the inclusion of minority students in the different departments, the number of which is increasing day by day. Not only males but female minority students are also getting admission in higher education. There are stipends for the minority female students. One of the heartwarming traits that the college takes pride in putting forth is the fact that minority females are getting admitted even in the Science curriculum. Situated in the fringes of West Bengal and with all its drawbacks and infrastructural lacking this is a feat in itself.

2012-13						2013-14					
Gen	SC	ST	OBC	Physically Challenged	Total	Gen	SC	ST	OBC	Physically Challenged	Total
2294	3986	73	589	12	6942	2518	4585	110	719	17	7932

2.1.6   Provide the following details for various programs offered by the institution during the last four years and comment on the trends. i.e. reasons for increase / decrease and actions initiated for improvement.

Programs UG	Number of applications	Number of students admitted	Demand Ratio
2010-11	8638	2375	3.6:1
1011-12	9227	2998	3:1
2012-13	10567	3674	2.88:1
2013-14	10262	4357	2.36:1
2014-15	10873	4237	2.57:1

*on the basis of First Year admission

2.2   Catering to Student Diversity

2.2.1   How does the institution cater to the needs of differently- abled students and ensure adherence to government policies in this regard?

The college extends its full cooperation to the differently -abled students. Though the number of such students is quite few yet the departments are always ready to extend their full support so that they are at par with other students. Use of teaching aids other than the conventional chalk-blackboard, like the LCD projectors and audio-visual aids and taking extra classes according to their needs are some of the measures taken up in this regard.

2.2.2 Does the institution assess the students' needs in terms of knowledge and skills before the commencement of the program? If 'yes', give details on the process.

Before admission students attend the extensive counselling on their chosen Honours subjects. Students are interviewed on their basic knowledge of their chosen subjects and basic introductory books are suggested to them in order to build up their base. Free and open dialogues with the students allow them to clarify their doubts concerning the nature and scope of the subject they wish to choose as their major subject. The process of counselling also makes the teacher-student relationship mutually supportive. The students are made aware of the demands of the subject that they wish to take up in their Honours curriculum. After admission

students are given the flexibility to change their optional subjects within a certain period if they choose to do so. Seats in both Honours and General subjects are increased every year to cater to the growing number of candidates though that certainly does have an adverse effect on the quality of results. Another constraint of the college is the Government policy of not refusing admission of students in the General curriculum in a view to the "higher education for all" concept.

2.2.3 What are the strategies adopted by the institution to bridge the knowledge gap of the enrolled students (Bridge/Remedial/ Add-on/Enrichment Courses, etc.) to enable them to cope with the program of their choice?

The college has been dynamic in its response to bridging the knowledge gap of students through various methods. The faculties take Remedial classes in both Honours and General curriculum for students who are lagging behind.

Though the college cannot revise or restructure the syllabus, the different departments are constantly endeavouring to enrich the given curriculum by organizing Seminars, Quiz on related subjects, Debates and discussions. Students are encouraged to take active participation in these programs.

With the progress of the session, slow and disadvantage learners are known to teachers. Extra time is given to them after class hours and extra care is taken to help them come at par with the other students.

Students of the Science departments have extra practical classes arranged for the weaker students in addition to the theoretical ones. Teachers ensure that more time is spent by these students in the laboratories.

2.2.4 How does the college sensitize its staff and students on issues such as gender, inclusion, environment etc.?

The college has opened **Sexual Harassment Cell** in July 2008 with the female faculties of the college as its members. The Cell organizes programs to sensitize both male and female students on issues of gender and gender-discrimination. Different Seminars, Workshops and formal as well as informal discussions are held from time to time to create social awareness and responsibility. Though no complaint against sexual harassment has been received by the college yet, but the college management has made

it very clear that in case of any such instance the institution will take the strictest measure to deal with it.

Inclusiveness has been the basic mission of the college. Situated at the fringes of the state and almost 100 km from Kolkata, the institution functions as a regional centre for dissemination of knowledge and at the same time, is committed to an all-round development of the students. The college has to take into account the fact that due to its geographical location it has to make quantitative inclusion and cater to this huge set of mostly first generation learners. This is one of the main reasons that though the college has not been able to take mammoth leap towards qualitative progress, the student strength has almost doubled in the last five years.

One of the prime focuses of the institution has been to make students aware of the **environment**. Environmental Science is a compulsory subject in the First Year which deals with the issues of environment. Other than this the college arranges various programs to instill environment friendliness among students like planting more trees, banning the use of plastic goods within the college premises, encouraging students to use recycled products, keeping the college playground and the college pond clean and pollution free.

Various community services have been organized by the NSS unit of the college.

2.2.5 How does the institution identify and respond to special educational/learning needs of advanced learners?

Just as the college extends its full support to the weaker students, it is similarly attentive towards its advanced learners. Through class discussions teachers get to know about these advanced learners and they are encouraged to spend more time in the library and read more reference books beyond their texts. They are given assignment and projects that would help them hone their skills.

The college provides a platform for these students to showcase their skills by writing in the departmental Wall Magazines. Departmental Seminars give them opportunity to enhance their writing abilities.

2.2.6 How does the institute collect, analyze and use the data and information on the academic performance (through the program duration) of the students

at risk of drop out (students from the disadvantaged sections of society, physically challenged, slow learners, economically weaker sections etc. who may discontinue their studies if some sort of support is not provided)?

The college has different ways to keep track of student performance and dropout. Student performance is evaluated through class tests, assignments, project works and group discussions within the classrooms.

A well formulated attendance register is maintained in order to keep track of a student's regularity in class. If any student is found to be absent over a prolonged period or if any student is not faring as expected in the class evaluations, a one-to –one discussion is held with the student or a background check is done in order to gather information on what might be the factors affecting his/her studies or regularity. Corrective measures are then taken accordingly and the institution makes every effort to check such dropouts.

Government as well as non-Government stipends are arranged for the economically backward student so that their studies are not affected due to financial constraints.

2.3 Teaching-Learning Process

2.3.1   How does the college plan and organize the teaching, learning and evaluation schedules? (Academic calendar, teaching plan, evaluation blue print, etc.)

The **Academic Calendar** is prepared with consultation of different departments and in keeping with the University guidelines. The Academic Calendar of the college is segmented into three quarters- i) July- Puja Vacation, ii) Post-Puja Vacation- December 31 and iii) January 01- May. Dates of college tests and class evaluations are decided after consulting with the different departments and keeping in mind the Part I, II, and III Examinations of the University.

The Academic Calendar is comprehensively planned and chalked out and includes the dates for different Seminars and workshops, annual sports, co-curricular activities and a list of college holidays sanctioned by the Governing Body of the college.

According to the Academic Calendar the **Teaching Plan** is duly prepared by the individual departments after having respective departmental meetings. The entire syllabus is accommodated within the teaching plan. The syllabus is arranged in a trimester pattern according to the academic calendar and every effort is genuinely taken to complete the entire syllabus within an academic session including practical classes in case of Science subjects.

Dates for class tests and evaluations are decided well in advance and the students are informed about the same so that they get adequate time for preparing themselves. Model Questions are given to students along with the progress of the syllabus in the class and these questions are prepared according to the question pattern of the University examinations for their benefit.

2.3.2 How does IQAC contribute to improve the teaching –learning process?

Through its quarterly meetings the IQAC ensures the proper implementation of the Teaching Plan according to the Academic Calendar in order to enhance the teaching-learning process. It has also organized various formal and informal discussions and workshops to enrich the academics of the institution. The IQAC has conducted ICT training programs for the college staff. As a result of the active initiative measures of the IQAC, use of LCD projectors in classrooms, better equipped laboratories, upgradation of the library has been made possible.

2.3.3 How is learning made more student-centric? Give details on the support structures and systems available for teachers to develop skills like interactive learning, collaborative learning and independent learning among the students?

Instead of a purely one-sided lecture- based class, the faculties give more stress on an interactive mode of teaching where students are given free space to ask questions and air their views on any particular topic. They are encouraged to have a mind of their own and think independently.

Students are also encouraged to give presentations in the classroom on a given topic to hone their written as well as oratory skills. The seminars are made mandatory and grades are given so as to ensure 100% participation of students.

Individual and group Project Works are given that would require students to do extensive library work thus enriching the learning process.

Internet facility in the library is provided to students and use of LCD Projectors inside classrooms enhances quality of learning.

2.3.4 How does the institution nurture critical thinking, creativity and scientific temper among the students to transform them into life-long learners and innovators?

Departmental Seminars, Debates, Paper Presentations, writings in Wall Magazines are various ways that the college undertakes for nurturing critical thinking and creativity among students. Positive and innovative thinking are encouraged and students are instigated to look beyond their text book purview.

The library makes journals and research papers easily available to students to make them avid and interested learners.

2.3.5 What are the technologies and facilities available and used by the faculty for effective teaching? Eg: Virtual laboratories, e-learning - resources from National Program on Technology Enhanced Learning (NPTEL) and National Mission on Education through Information and Communication Technology (NME-ICT), open educational resources, mobile education, etc.

The college is committed towards providing optimum facilities to the faculty for effective teaching. LCD Projectors help to screen films related to the syllabus of some Humanities departments and make Powerpoint Presentations whenever necessary. Access to e-books, e-journals (INFLIBNET) and print journals help in imparting the latest developments in a subject.

2.3.6 How are the students and faculty exposed to advanced level of knowledge and skills (blended learning, expert lectures, seminars, workshops etc.)?

Through the initiatives of the IQAC, departmental seminars, workshops and formal/informal discussions are organized as part of student enrichment programs. The college invites eminent resource persons who share their knowledge and experience and throw light on the new areas of scientific research.

Students are also encouraged to attend inter-departmental seminars as a means of increasing their overall perspective.

2.3.7 Detail (process and the number of students benefitted) on the academic, personal and psycho-social support and guidance services (professional counseling/mentoring/academic advise) provided to students?

Academic counselling is done at the beginning of each academic session at the time of admission. The counselling session is crucial for the studentsas well as teachers during the initial stages of the session.

The faculties of each department play not only the role of teachers but also that of a guide and counsellor to the students who are always there to extend all help and support. The college authority is committed towards its goal of catering to the diverse needs of the students in their all round development and well-being. It understands the importance of physical as well as psychological well-being of a student to realize his/her full potential. The college faculty is always keen on guiding students in any aspect that they need and provide valuable advice and suggestions to them.

2.3.8 Provide details of innovative teaching approaches/methods adopted by the faculty during the last four years? What are the efforts made by the institution to encourage the faulty to adopt new and innovative approaches and the impact of such innovative practices on student learning?

The faculty of the college encourages active participation of students inside classrooms as part of the teaching-learning process. Specific time is kept at the end of each class for students to ask questions as well as air their views on the same. Independent and innovative thinking is encouraged. Remedial classes, departmental and inter-departmental seminars are arranged besides an extensive use of ICT in the classroom to make the whole process more interesting.

2.3.9 How are library resources used to augment the teaching- learning process?

The college faculty makes an extensive use of the text books, reference books, print journals and e-journals available in the central library to enrich themselves, to prepare

lectures keeping in mind the latest developments of a subject in order to make the learning process more meaningful. Students are also encouraged to make use of the library resources as much as possible through class assignments, project works, seminar paper presentations, book reviews to augment the teaching-learning process.

2.3.10   Does the institution face any challenges in completing the curriculum within the planned time frame and calendar? If 'yes', elaborate on the challenges encountered and the institutional approaches to overcome these.

The faculty of the college takes every initiative to complete their teaching assignment according to the teaching plan. However, unforeseen events like unscheduled holidays, strikes, elections or other natural calamities sometimes hamper the completion of the curriculum. Extra classes are arranged in these situations so as to ensure completion of the entire syllabus.

2.3.11   How does the institute monitor and evaluate the quality of teaching learning?

The IQAC monitors the quality of teaching-learning through its regular meetings with teachers giving them suggestion and obtaining feedback of the class from them. The mechanism of obtaining feedback from the students and guardians and dwelling seriously upon them to try and take corrective measures, also helps in the learning process. Interaction with the students, learning their views also help in evaluating the evaluation process.

2.4 Teacher Quality

2.4.1   Provide the following details and elaborate on the strategies adopted by the college in planning and management (recruitment and retention) of its human resource (qualified and competent teachers) to meet the changing requirements of the curriculum

Highest Qualification	Associate	Professor	Assistant	Professor	Total
Permanent Teacher	Male	Female	Male	Female	
Ph.D	03	02	03	01	09
M.Phil	nil	02	01	01	04
P.G	06	03	06	05	20
PartTime /ContractualTeacher			01		
M.Phil			01		
P.G			07	04	11
Guest Lecturer					
M.Phil				01	01
P.G			17	07	24

The **Permanent Teachers (Assistant and Associate Professors)** of the college are recruited by the College Service Commission, Government of West Bengal.

The **Part-time** and **Contractual teachers** were recruited by the college and were initially temporary in nature. But their posts have been sanctioned as permanent post as per Government rules.

Guest Lecturers are now recruited by the college on basis of their qualification and competency whenever there is a need and they are directly remunerated by the college.

2.4.2 How does the institution cope with the growing demand/ scarcity of qualified senior faculty to teach new programs/ modern areas (emerging areas) of study being introduced (Biotechnology, IT, Bioinformatics etc.)? Provide details on the efforts made by the institution in this direction and the outcome during the last three years.

New areas and latest developments are continually being explored in every subject and the faculty of the college has to equip themselves accordingly in order to augment the learning process. This is achieved variously by organizing and attending national and regional seminars and workshops and bringing competent guest lecturers to speak on a particular topic in the college.

In keeping with the growing needs of modern education the college has been a pioneer in introducing courses in Computer Science. There are experienced and qualified teachers to handle the subject efficiently. Moreover, the senior faculty of the institution plays a very responsible role of mentoring the junior faculty members guiding them in the much needed direction in the subject.

2.4.3 Providing details on staff development programs during the last four years elaborate on the strategies adopted by the institution in enhancing the teacher quality.

a) **Nomination to staff development programs**

Academic Staff Development Programs	2010-11	2011-12	2012-13	2013-14
Refresher courses	02	04	04	01
HRD programs	-	-	-	-
Orientation programs	01	-	01	-
Staff training conducted by the university	-	-	-	--
Staff training conducted by other institutions	-	-	-	-
Summer / winter schools, workshops, etc.	-	-	-	-

b) **Faculty Training programs organized by the institution to empower and enable the use of various tools and technology for improved teaching-learning**

- **Teaching learning methods/approaches**
- **Handling new curriculum**
- **Content/knowledge management**
- **Selection, development and use of enrichment materials**
- **Assessment**
- **Cross cutting issues**
- **Audio Visual Aids/multimedia**
- **OER's**

- **Teaching- learning material development, selection and use**

c) Percentage of faculty

◆ Invited as resource persons in Workshops / Seminars / Conferences organized by external professional agencies

Approximately 10%

◆ Participated in external Workshops / Seminars / Conferences recognized by national/ internationalprofessional bodies

More than 90%

◆ Presented papers in Workshops / Seminars / Conferences conducted or recognized by professional agencies

Approximately 40%

2.4.4 What policies/systems are in place to recharge teachers? (eg: providing research grants, study leave, support for research and academic publications teaching experience in other national institutions and specialized programs industrial engagement etc.)

Study Leaves are granted to teachers who are undergoing research as per UGC guidelines for the duration of their research works in institutions in and outside the country. The college extends its full cooperation in encouraging research activities of its faculty by adjusting their classes within the department so that the department can function smoothly and the concerned faculty can concentrate on his/her research work.
It also gives institutional support to researchers by maintaining an enriched library with adequate number of text books, reference books, journals, e- books and e-journals.
The college does not have provision for providing research grant to its faculty.

2.4.5 Give the number of faculty who received awards / recognition at the state, national and international level for excellence in teaching during the last four years. Enunciate how the institutional culture and environment contributed to such performance/achievement of the faculty.

The college does not have any of its faculty receiving national or international level award for excellence in teaching.

2.4.6 Has the institution introduced evaluation of teachers by the students and external Peers? If yes, how is the evaluation used for improving the quality of the teaching-learning process?

In its feedback the college allows students to freely air their views on the teaching-learning mechanism of the faculty of every department. Based on these feedbacks corrective measures are taken, wherever required, for improving the quality of the teaching-learning process.

2.5 Evaluation Process and Reforms

2.5.1 How does the institution ensure that the stakeholders of the institution especially students and faculty are aware of the evaluation processes?

The Academic Calendar of the college gives the tentative dates of class tests and evaluation at the beginning of each academic session. The syllabus that is to be covered in a particular semester is also told beforehand to the class. The deadlines for Project Work submission are informed to the students at the onset of classes. So the teachers and students are well aware of what is to be done.

Moreover, every department gives model questions to students that have been prepared as per the University question pattern. Model answers are discussed in the classrooms so that students become aware of the University evaluation process.

Answer scripts of class tests are shown to students after evaluation so that they can see their own strengths and areas where they are lacking and may prepare themselves accordingly.

Regular discussions on Examination Process, Question Paper Setting, Evaluation of Scripts are held in the meetings of IQAC.

2.5.2 What are the major evaluation reforms of the university that the institution has

adopted and what are the reforms initiated by the institution on its own?

The University of Kalyani had introduced the Internal Assessment System in 2007 in which 15% marks of the final University Examination was through Internal Assessment. The University decided to revoke this examination pattern in 2010. On its own initiative the college has been conducting departmental class tests, giving assignments of project works on topics, having a question –answer session after each class for gauzing student evaluation.

As per University guidelines the college holds a general Test Examination for both Honours and General students before they sit for the University Examination.

2.5.3 How does the institution ensure effective implementation of the evaluation reforms of the university and those initiated by the institution on its own?

Till date the college has always been able to effectively implement all evaluation reforms introduced by University.

Reforms initiated by the college have also been implemented without difficulty. The IQAC has been monitoring the implementation of both University, as well as college reforms through its meetings, discussions and workshops.

2.5.4 Provide details on the formative and summative assessment approaches adopted to measure student achievement. Cite a few examples which have positively impacted the system.

Group and Panel discussions, question answer sessions, individual interaction in class with teachers help in the formative approach in the development of a student as he learns to interact and cooperate with others while retaining his independent way of thinking. Writing seminar papers on their own enhances their analytical and presentation skills besides increasing their self-confidence. Students are given genuine feedback so that they realize their potentials in the right measure.

In terms of summative approach class assignments, project works, class attendance, class tests and evaluations are used. Regular feedback help students realize in which areas they would have to concentrate upon in order to overcome their drawbacks.

2.5.5 Detail on the significant improvements made in ensuring rigor and

transparency in the internal assessment during the last four years and weightages assigned for the overall development of students (weightage for behavioral aspects, independent learning, communication skills etc).

Corrected answer scripts of class tests and terminal tests with remarks wherever necessary are shown to students. Teachers also encourage personal interaction with students regarding the areas that need improvement.

The college does not give weightage in respect of marks on behavioral aspects, independent learning and communication skills though the faculties of every department encourage every student to think independently and increase their communication skills through participating in seminars, workshops and debates and discussions.

2.5.6   What are the graduates attributes specified by the college/ affiliating university? How does the college ensure the attainment of these by the students?

The institution strives to make its college graduates responsible, compassionate human beings beyond giving the academic degree and extends all infrastructural and other support in view to achieve the desired mission.

In terms of teaching classrooms lectures, tests, seminars, workshops, assignments, project work, etc are usually taken up as measures to ensure academic ability.

In terms of holistic development of a student different awareness programs, cultural events, sports, etc play a pivotal role.

2.5.7   What are the mechanisms for redressal of grievances with reference to evaluation both at the college and University level?

Evaluated scripts of class tests and college terminal tests are shown to students. Remarks are given on the script wherever the evaluator feels the need for and corrective measures are suggested for better performance. However, in case of any grievance with reference to evaluation the student can have a free discussion with the concerned teacher and the teacher clears all doubts that arise in the mind of the student.

At the University level grievances with reference to evaluation are handled by the Department of Controller of Examination. Students can apply for re-evaluation under

certain guidelines and against paying a fee per paper. Under the Right to Information Act a student might see the answer script following the norms stipulated in the rules and regulations of the University.

2.6. Student performance and Learning Outcomes

2.6.1 Does the college have clearly stated learning outcomes? If 'yes' give details on how the students and staff are made aware of these?

The vision of the college has been to contribute to the higher goal of nation- building besides creating graduates. Situated on the borders of the country the college aspires to include as many first generation learners as possible and make them sensitive, compassionate, responsible young citizens of modern India. This mission of the institution is conveyed to the staff members of the college in general meetings. Moreover, the IQAC conducts different orientation programs for the faculty to make them aware of the vision and mission of the college.

2.6.2 Enumerate on how the institution monitors and communicates the progress and performance of students through the duration of the course/program? Provide an analysis of the students results/achievements (Program/course wise for last four years) and explain the differences if any and patterns of achievement across the programs/courses offered.

Progress and performance of a student is monitored through class tests and evaluations. In case a student is found to be lacking in a particular area one-to one discussion is held by the concerned teacher with the student and proper corrective measures are taken. Extra classes are arranged if required. For science students extra practical practice sessions are held in addition to the theoretical classes.

The teachers are always aware of the fact that there are both advantaged as well as slow learners and the faculties are very patient with the disadvantaged learners. Special care is taken so that the slow learners can improve their writing skill and come up to be at par with the rest of the class.

In spite of belonging to predominantly first generation learners hailing from economically disadvantaged background the percentage of results at the University level has been quite encouraging.

Some students have done extremely well in the undergraduate programs and have gone on to fare very brightly in other Universities across the country for higher education.

❖ CASE STUDY 1

Kamalesh: A Journey From the Grassroots

Kamalesh Poddar is the only son of his parents residing in a village five km. from Bagula. He has two younger sisters at home. His forefathers migrated from erstwhile Purba Pakistan and settled at *Rupdaha* village during the period of independence. Presently they have less than one hectare of cultivable land only at their disposal. Being a ward from the family of a marginal farmer belonging to Schedule Caste community Kamalesh started his early education in the village primary school. After completing primary level he entered into a school nearby his village. During these school days he had to share many family responsibilities including paddy sowing. His father could not afford any private tuition for him in those days, so Kamalesh had to struggle on his own. In 2008 he got admitted in Srikrishna College, the only existing higher education institution within his vicinity. He got a breakthrough here after getting a chance in Political Science honours course. He started to use the College library and interactions with teachers helped him a lot. He completed his UG course successfully and after that he never looked back. In 2014 he joined Srikrishna College as Assistant Professor in his Department where he was a student few years ago.

❖ **CASE STUDY 2**

Malabika : A Story of Grit and Determination

Malabika Biswas got admitted in Srikrishna College as being a resident of Bagula, this was her nearest institution of higher education. She opted for Honours in English as she had a penchant for the subject from her school days. But hailing from a Bengali medium background little did she know that she had the potential to touch the skies. The department had a large number of students with only one full-time faculty, supported by Part-time lecturers. But Malabika, at a very initial level caught the eyes of her teachers who realized Malabika's talent and her ease with the English language. They instilled in her the urge and power to dream big, telling her about the various opportunities that lay in front of her across the country and even outside. Malabika passed out with flying colours in her undergraduate examination and urged by her teachers enrolled in Benaras Hindu University for her Masters. After completing M.A and M.Phil from there she is at present pursuing her doctoral thesis from I.I.T, Mumbai. She has indeed made the institution proud and would certainly continue to do so with her future endeavours.

The Case Studies show not only the sincerity of the students but also the involvement of the teachers in guiding them in every possible way. Besides, there are many others who have been recruited as school teachers in SSC (School Service Commission) examination, one of the largest recruitment bodies of the state government, and also in UPSC and other competitive exams.

Course	Year	Pass Percentage
B.A	2010-11	92%
	2011-12	94%
	2012-13	77%
	2013-14	
B.Sc	2010-11	62%
	2011-12	93%
	2012-13	68%
	2013-14	
B.Com	2010-11	-
	2011-12	100%
	2012-13	-
	2013-14	

2.6.3 How are the teaching, learning and assessment strategies of the institution structured to facilitate the achievement of the intended learning outcomes?

Regular class tests, assignments, project works by the departments ensure regular monitoring of the students' development. Teachers also keep a tab on the regular class attendance of the students. Participation in classroom seminars and debates are made compulsory for improving communication skills of all the students in general. Care is taken by the teachers so as students develop an analytical mind and acquire a critical perspective while preparing papers and topics.

Other than round the year class tests the students have to sit for an Annual Test Examination before University exams as per University guidelines.

As a result of continual learning and evaluation strategies many students have performed well at the University level while some of them securing first class marks.

2.6.4 What are the measures/initiatives taken up by the institution to enhance the social and economic relevance (student placements, entrepreneurship, innovation and research aptitude developed among students etc.) of the courses offered?

The college offers Entry-In-Services classes to students preparing them for various competitive examinations and increasing their chances of employability. It gives updated information to students about job opportunities, newspaper clippings, interviews, etc.

The college has arranged campus interview for students from Anadabazar Patrika Pvt Ltd and has plans to regularize the process for the benefit of the students.

The teachers of the college keep encouraging interested students to develop research aptitude by urging them read about the latest developments and to write seminar papers on their areas of interest.

2.6.5 How does the institution collect and analyze data on student performance and learning outcomes and use it for planning and overcoming barriers of learning?

Student performance is analyzed through the class tests, annual test examinations, project works and class assignments given at different times throughout the academic session. The results are then analyzed and discussed over departmental and general college meetings. For the students who have not fared as expected different ways are thought of and implemented to better their performance. Discussions are held with these students to find out the reasons for underperformance and find out means to

overcome them.

It has been observed that regular attendance of a student in class positively increases the chances of performance in examinations. So the teachers, as well as the college authority, emphasize regular attending of classes for every student.

2.6.6 How does the institution monitor and ensure the achievement of learning outcomes?

Achievement of learning outcomes are basically monitored and ensured through the class tests, annual tests, project works and class assignments. Results of University examinations also contribute to the process.

The college gives emphasis on an all-round development of the students as that too is an important criterion of the learning outcome. Thus besides academic learning the college is committed on imparting value education to its students also.

2.6.7 Does the institution and individual teachers use assessment/ evaluation outcomes as an indicator for evaluating student performance, achievement of learning objectives and planning? If 'yes' provide details on the process and cite a few examples.

Yes, the individual teachers and institution uses these outcomes as an indicator for evaluating student performance.

Class assessments, test examinations, project works, seminar presentations are some of the factors taken into consideration while gauging academic performance.

The institution realizes that academic performance alone is not an indicator of assessing an all-round development of a student. Thus the college strives to develop a student morally as well as socially by trying to instill in them humane traits like sensitivity, compassion and a sense of empathy towards fellow human beings. It is difficult to assess this in a quantifiable manner but the college encourages students to take part in various community services and programs so as to grow internally into a successful human being.

CRITERION III: RESEARCH, CONSULTANCY AND EXTENSION

3.1 Promotion of Research

3.1.1 Does the institution have recognized research center/s of the affiliating University or any other agency/organization?

The institution does not have any recognized research centre of the affiliated University or of any other agency.

3.1.2 Does the Institution have a research committee to monitor and address the issues of research? If so, what is its composition? Mention a few recommendations made by the committee for implementation and their impact.

Though the institution does not have any such research committee monitoring research programs, the college is dynamic in its encouragement and motivation to its faculty in issues regarding research. The college sanctions leaves as per government rules for teachers undergoing research programs. It provides infrastructural benefits like availability of print and online materials in its library to facilitate research activities.

3.1.3 What are the measures taken by the institution to facilitate smooth progress and implementation of research schemes/ projects?

The college is focused in the issue of facilitating research programs of its faculty and extends optimum support so that a teacher can undertake quality research projects.

i) *Autonomy to the principal investigator*

The institution provides full autonomy to the Principal Investigator in carrying out his/her project as it has full faith in the honesty and integrity of its staff.

ii) *Timely availability or release of resources*

The college is committed to the prompt and hassle free release of funds to the Principal Investigator as soon as it is released to the institution by the funding agency.

iii) *Adequate infrastructure and human resources*

Over the years the college has developed adequate infrastructure and human resources to facilitate research especially on subjects taught in the college that in turn would enhance the teaching –learning process. But there is still a lot to achieve as far as infrastructure is concerned and efforts are on to achieve the desired goal.

iv) *Time-off, reduced teaching load, special leave etc. to teachers*
In case of teachers who are pursuing PhD the college often reduces the teaching load so that it augments the research process. Leaves for pursuing research especially PhD is granted as per guidelines.

v) *Support in terms of technology and information needs*
The support that researchers get from the institution in terms of technology and information needs is quite commendable. There is round the clock internet facility available in every department for the benefit of the teachers. The college has an enriched library that gives access to many print and e-journals through INFLIBNET to facilitate research.

vi) *Facilitate timely auditing and submission of utilization certificate to the funding authorities*
Timely auditing is done by the competent authority and utilization certificates are submitted in time to the funding authorities.

3.1.4 What are the efforts made by the institution in developing scientific temper and research culture and aptitude among students?
In its efforts made by the institution in developing scientific temper and research culture and aptitude among students the college carries out different activities and programs.
- Seminars and workshops organized on relevant research topics
- Experiments that are outside the University syllabus carried out by students of the science departments.
- Students' involvement in the project carried out by the faculty.

3.1. 5 Give details of the faculty involvement in active research (Guiding student research, leading Research Projects, engaged in individual/collaborative research activity, etc.

- Dr. Debatra Kr Dey, of the department of Economics is currently undergoing a Major Research Project entitled " Livelihood Securities Through MGNREGA:A Study in West Bengal", funded by UGC.

- Dr. Sukdeb Ghosh of the department of Bengali has an ongoing UGC funded Minor Research Project entitled "*Bangla Kathasahitye Deshbhag o Bangali Nari*".

- Dr. Sankar Prasad Dey of the department of Chemistry is at present pursuing a UGC funded Minor Research Project on "Studies in Synthesis and Chemical Reactivity of Some Oxygen and Nitrogen Heterocycles".

- Shri Arghya Kusum Mukherjee, of Economics department has Minor Research Project on "Safety net Programmes in West Bengal: How Much Effective" that has been funded by UGC.

- Shri Arghya Kusum Mukherjee has also just submitted his doctoral thesis on Economics from Jadavpur University.

- Smt Pushpita Mahata, of Commerce department has submitted the final report of the Minor Research Project , which was funded by UGC.

- Smt Pushpita Mahata is also pursuing her Ph.D from Vidyasagar University.

- Smt Anamika Chakraborty of the department of English is currently pursuing a UGC funded Minor Research Project entitled "Sharing More Than Imagined- A Study of Select Novels from India, Pakistan, Bangladesh and Sri Lanka".

- Smt Anamika Chakraborty is also pursuing her Ph.D under the University of Kalyani.

3.1.6 Give details of workshops/ training programs/ sensitization programmes conducted/organized by the institution with focus on capacity building in terms of research and imbibing research culture among the staff and students.

State Level Seminar on 21.12.2011 and 22.12.2011, 24.12.2011

Seminar on MoM organized by the department of Economics March 2014.

3.1.7 Provide details of prioritized research areas and the expertise available with the institution.

Name of Faculty	Department	Research Area and Expertise
Prof. Arun Kanti Saha	Mathematics	Advanced Geometry
Dr. Amitava Kar Chowdhury	History	Modern Africa
Dr. Anita Das	Philosphy	Logic
Prof. Surendranath Acharya	Political Science	International Relation
Dr. Satyapriya Mukhopadhyay	Bengali	T.S. Eliot
Dr. Sukdeb Ghosh	Bengali	Folklore
Prof. Mahuya Ghose	Bengali	Comparative Literature
Prof. Somnath Chakraborty	Mathematics	General Topology
Dr. Sankar Prasad Dey	Chemistry	Organic Chemistry
Dr. Debatra Kr. Dey	Economics	Economics of population
Dr. Kalyani Dhar	History	Ancient History
Prof. Arghya Kusum Mukherjee	Economics	Microfinance
Prof. Pushpita Mahata	Commerce	Accounting and Finance
Dr. Sanhita Kundu	Bengali	Linguistic
Prof. Anamika Chakraborty	English	Postcolonial Literature, Women's Studies
Prof. Chandrani Ghosh	Philosophy	Logic
Dr. Santanu Das	Commerce	Accounting and Finance
Prof. Kamalesh Poddar	Political Science	State politics
Prof Sudarshan Roy	Commerce	Accounting and Finance
Miati Halder	Commerce	Accounting Theory
Bipul Mondal	Bengali	Linguistic

3.1.8 Enumerate the efforts of the institution in attracting researchers of eminence to visit the campus and interact with teachers and students?

The college has a commendable network with eminent scholars who visit the campus and interact with the students and teachers sharing their knowledge and expertise.

- The **NSS** unit invited Dr Shankar Nath, specialist in Oncology to deliver a lecture on "Cancer and Food Habits Related to It" in 2010.

3.1.9   What percentage of the faculty has utilized Sabbatical Leave for research activities? How has the provision contributed to improve the quality of research and imbibe research culture on the campus?

None of the faculty of the college has taken Sabbatical Leave.

3.1.10   Provide details of the initiatives taken up by the institution in creating awareness/advocating/transfer of relative findings of research of the institution and elsewhere to students and community (lab to land)

The college encourages its teachers who have completed their research findings in dissemination of their knowledge to students and the community. The following teachers have made efforts to generate awareness and transfer the research findings to students and community:

- Dr. Sukdeb Ghosh, of the **Department of Bengali**, authored a book based on his research findings entitled, "*Shibram Chakraborty: Manabatar Rasasrata*".
- Dr. Kalyani Dhar, **Department of History**, authored a book based on her research findings .
- Dr. Debatra Kr. Dey of the **Department of Economics** co-authored the UGC sponsored research report as a book .
- Dr. Sanhita Kundu, **Department of Bengali** authored a book based on her research findings entitled, "*Romantikotar Punorbiksha: Manindralal Basu*".
- Dr. Satyapriya Mukhopadhyay's publication is available at www.satyapriya.com

3.2   Resource Mobilization for Research

3.2.1   What percentage of the total budget is earmarked for research? Give details of major heads of expenditure, financial allocation and actual utilization.

The college does not have an exclusive budget earmarked for research, but it does help in the research works of its faculties by facilitating institutional support such as providing round the clock internet access, modern gadgets such as laptops, availability

of a wide range of print and e-journals.

3.2.2 Is there a provision in the institution to provide seed money to the faculty for research? If so, specify the amount disbursed and the percentage of the faculty that has availed the facility in the last four years?

The college does not have provision for providing seed money to the faculty for research, but if the need arises the college provides funds for buying equipments and setting up basic infrastructure to facilitate research.

3.2.3 What are the financial provisions made available to support student research projects by students?

The college, at present, does not have financial provision to support student research projects by students.

3.2.4 How does the various departments/units/staff of the institute interact in undertaking inter-disciplinary research? Cite examples of successful endeavors and challenges faced in organizing interdisciplinary research.

The college maintains a connival atmosphere where the faculty members discuss informally about the prospects and possibilities of having inter-disciplinary projects. Moreover, while carrying out research work interdisciplinary knowledge is often required and colleagues always extend their full cooperation in giving suggestions and sharing their expertise.

3.2.5 How does the institution ensure optimal use of various equipment and research facilities of the institution by its staff and students?

The college has an easily accessible central library replete with print and online materials to facilitate research work to interested faculty and students. The equipments in the laboratories of Science and Computer Science departments are properly maintained to ensure optimal use. There is a system of keeping records of the condition of equipments in use and whether any of it needs replacement. The

mechanism also keeps track of the wear and tear of the equipments and students and teachers are advised to handle equipments with care in order to ensure optimal usage.

3.2.6   Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facility? If 'yes' give details.

The college has not received any such grant.

3.2.7   Enumerate the support provided to the faculty in securing research funds from various funding agencies, industry and other organizations. Provide details of ongoing and completed projects and grants received during the last four years.

Please refer to **Annexure 1.**

3.3   Research Facilities

3.3.1   What are the research facilities available to the students and research scholars within the campus?

The Departments of Physics and Chemistry have well equipped laboratories with modern amenities in terms of infrastructure. They have generator services in case of power failure, uninterrupted water supply and internet access.

The Department of Computer Science has a state-of-the-art laboratory with sufficient computers and easy access to the internet.

The library is computerized for easy access to teachers and students. The library also has e-subscription to NLIST journals.

The college has plans to open a language lab.

3.3.2 What are the institutional strategies for planning, upgrading and creating infrastructural facilities to meet the needs of researchers especially in the new and emerging areas of research?

The college strives for not only quality sustenance but quality upgradation as well in every respect. It has met the needs of researchers by creating infrastructural facilities like creating space and providing basic equipments needed for research. A new separate building has been constructed for the departments of Physics and Geography both of which needs adequate space for well-equipped laboratories.

In spite of its limited means the college has given space to all the departments separately though in a very small way. The departments have lockers and cabinets where teachers can keep books and journals related to their research and the departmental laptops.

The college encourages all departments to apply for Major and Minor Research Projects through which equipments needed for research in a particular area can be acquired.

3.3.3 Has the institution received any special grants or finances from the industry or other beneficiary agency for developing research facilities?? If 'yes', what are the instruments/facilities created during the last four years.

The institution receives grants from the UGC for purchase of instruments for research and to create new facilities for undertaking research works.

Instruments and Equipments Purchased:

The college has not received any such grant.

Facilities Created:

3.3.4 What are the research facilities made available to the students and research scholars outside the campus / other research laboratories?

The college has not yet been able to create such facilities outside the campus or with other research laboratories.

3.3.5 Provide details on the library/ information resource center or any other facilities available specifically for the researchers?

The college library facilitates research work of teachers by giving access to internet facilities and by subscribing to e-journals like the NLIST journals. The college also subscribes to a number of peer reviewed print journals that help in meeting the information needs of the researchers.

3.3.6 What are the collaborative research facilities developed/ created by the research institutes in the college. For ex. Laboratories, library, instruments, computers, new technology etc.

The college does not have collaborative research facilities with other institutes as yet.

3.4 Research Publications and Awards

3.4.1 Highlight the major research achievements of the staff and students in terms of

- *Patents obtained and filed (process and product)*

No patents have been filed by any faculty of the college.

- *Original research contributing to product improvement*

Most of the research till now carried out by the faculties of the college has been on theoretical and basic research.

3.4.2 Does the Institute publish or partner in publication of research journal(s)? If 'yes', indicate the composition of the editorial board, publication policies and whether such publication is listed in any international database?

The institute does not publish or partner in publication of any research journal as yet.

3.4.3 Give details of publications by the faculty and students:

- Publication per faculty

- Number of papers published by faculty and students in peer reviewed journals (national / international)
- Number of publications listed in International Database (for Eg: Web of Science, Scopus, Humanities International Complete, Dare Database - International Social Sciences Directory, EBSCO host, etc.)
- Monographs
- Chapter in Books
- Books Edited
- Books with ISBN/ISSN numbers with details of publishers, Citation Index, SNIP, SJR, Impact factor, h-index

Please refer to **Annexure 2.**

3.4.4 Provide details (if any) of

Research awards received by the faculty

The faculty of the college has not received any research award so far.

Recognition received by the faculty from reputed professional bodies and agencies, nationally and internationally

The college faculty has not yet received any awards.

Incentives given to faculty for receiving state, national and international recognitions for research contributions.

The college does not have any such provision so far.

3.5   Consultancy

3.5.1   Give details of the systems and strategies for establishing institute-industry interface?

The college is yet to initiate systems and strategies for establishing institute-industry interface.

3.5.2   What is the stated policy of the institution to promote consultancy?

How is the available expertise advocated and publicized?

Significant college activities are reported by the local print media which allows the community to be aware of the fields of expertise available in the college.

3.5.3 How does the institution encourage the staff to utilize their expertise and available facilities for consultancy services?

The institution pays particular attention in encouraging the staff to utilize their expertise for consultancy services. It seeks to promote college-neighbourhood networks that would result in a sustained community development given the fact that the college is situated in a rural backward region with a major portion of underprivileged population. The college aspires to extend its cooperation in an overall development of the community.

3.5.4 List the broad areas and major consultancy services provided by the institution and the revenue generated during the last four years.

The college has offered consultancy services to the Schedule Caste and Schedule Tribe students of the locality in coaching them for competitive examinations. The services are provided by the college free of cost as most of the students hail from economically backward and underprivileged community.

3.5.5 What is the policy of the institution in sharing the income generated through consultancy (staff involved: Institution) and its use for institutional development?

In case of any income generated through consultancy offered by any faculty of the college, it normally goes as remuneration of the faculty involved, his travelling expenses and partly as institutional overhead.

3.6 Extension Activities and Institutional Social Responsibility (ISR)

3.6.1 How does the institution promote institution-neighbourhood- community

network and student engagement, contributing to good citizenship, service orientation and holistic development of students?

The college has laid particular emphasis in promoting the institution-neighbourhood-community network by engaging both the staff and the students of the institution. The college is of the opinion that this effort has a positive impact and is particularly helpful in contributing in the all-round development of an individual. The college desires its students to be socially responsible, sensitive, compassionate and morally upright.

The NSS wings of the college involve themselves in various programs of community service. Some of them are as follows:

- The NSS units have organized Blood Group Detection Program for greater awareness.
- "*Antarjatik Matri Bhasha Divas*" or International Mother Tongue Day is observed by the college to commemorate the martyrs of 21st February, 19 .
- The NSS organized a seminar on "Cancer and its Relation to Food Habits" to grow awareness among students so that they could in turn spread the same awareness and help the community at large.
- "Birsha- Munda Divas" was observed by the college.
- The NSS also organized various awareness programs on AIDS.

3.6.2 What is the Institutional mechanism to track students' involvement in various social movements / activities which promote citizenship roles?

The college keeps record of all the students enrolled in NSS and monitors their involvement in social activities and performance.

The college also keeps record of the students who participate in various programs of the college or in departmental programs.

3.6.3 How does the institution solicit stakeholder perception on the overall performance and quality of the institution?

Parent-Teacher meetings are organized once a year at the departmental level. The institution encourages parents and guardians to attend the meetings so that they are aware of the progress of their ward in class and they can also inform teachers about how much effort a student is giving for his subject at home. One of the challenges that the college comes across is that a major portion of the guardians are undereducated or

has not had formal school education. Thus it does not become possible for them to guide their wards.

The Alumni Association of the college is pro-active in an overall development of the institution and puts forth their advice and suggestions from time to time. Their decisions and observations are also reflected in the IQAC meetings as they are members of the cell.

The college has a formal feedback mechanism wherein the students, guardians as well as the alumni point out the drawbacks and inadequacies of the various aspects of the college.

3.6.4 How does the institution plan and organize its extension and outreach programmes? Providing the budgetary details for last four years, list the major extension and outreach programmes and their impact on the overall development of students.

At present there is no scope for the college to organize departmental extension and outreach programs in its present infrastructure. However, the college organizes programs by NSS as institutional extensional progra   ms.

3.6.5 How does the institution promote the participation of students and faculty in extension activities including participation in NSS, NCC, YRC and other National/ International agencies?

Students are encouraged to participate in NSS activities by making them aware of their responsibility towards their community. Students are counselled to enroll as volunteers so that they can participate in community service.

3.6.6 Give details on social surveys, research or extension work (if any) undertaken by the College to ensure social justice and empower students from under-privileged and vulnerable sections of society?

The college, so far, has not yet been able to undertake any such work to ensure social justice but the institution plays a key role in empowering students through higher education so that they are in a position to rise up from the under-privileged and vulnerable section of society and so that they in turn help the community at large in doing the same.

The college has plans to involve students and the under-privileged section of the locality in some productive but low-cost ventures that would help the community to be financially stable and at the same time increase entrepreneurial skill among students.

3.6.7 Reflecting on objectives and expected outcomes of the extension activities organized by the institution, comment on how they complement students' academic learning experience and specify the values and skills inculcated.

Among institutional extension activities the college has, till date, the NSS outfits. The NSS activities involve instill in the students a sense of empathy in extending a helping hand to the more deprived sections of the society and making an earnest effort in bettering their conditions both economically and socially.

These activities help students develop a better communication skill and instill in them leadership qualities that eventually are of great help to them in their life's path.

It plays a very important role in shaping the entire character of a student and making him a positive-minded human being with humane qualities like love, friendship, loyalty, humanity and humility.

3.6.8 How does the institution ensure the involvement of the community in its reach out activities and contribute to the community development? Detail on the initiatives of the institution that encourage community participation in its activities?

Before finalizing on the social programs by the NSS units, meetings with the alumni are held so as to understand the needs of the community. Guardians and alumni also provide suggestions in the feedbacks and programs are given priority accordingly.

3.6.9 Give details on the constructive relationships forged (if any) with other institutions of the locality for working on various outreach and extension activities.

The college has not yet organized any outreach or extension program with any other institution of the locality.

3.6.10 Give details of awards received by the institution for extension activities and/contributions to the social/community development during the last four years.

The college has not received any such award.

3.7 Collaboration

3.7.1 How does the institution collaborate and interact with research laboratories, institutes and industry for research activities. Cite examples and benefits accrued of the initiatives - collaborative research, staff exchange, sharing facilities and equipment, research scholarships etc.

The college does not have any collaboration with any other research institute or laboratory.

3.7.2 Provide details on the MoUs/collaborative arrangements (if any) with institutions of national importance/other universities/ industries/Corporate (Corporate entities) etc. and how they have contributed to the development of the institution.

The college does not have any such collaborative arrangement with other universities/industries/corporate entities, etc. However, the teachers are engaged in UGC-sponsored research works.

3.7.3 Give details (if any) on the industry-institution-community interactions that have contributed to   the establishment / creation/up-gradation of academic facilities, student and staff support,   infrastructure facilities of the institution viz. laboratories / library/ new technology /placement services etc.

The interaction with the community through the Alumni Association, through feedbacks and through the PARENT - TEACHERS-CELL has resulted in an overall development of the college. At different points of time they have proposed for various infrastructural and other upgradation of the college and the institution has genuinely considered them and tried to address the issues to the benefit of the students.

3.7.4   Highlighting the names of eminent scientists/participants who contributed to the events, provide details of national and international conferences organized by the college during the last four years.

National Seminars:

- "Status of Higher Education in Rural Colleges in West Bengal" on 28.03.2014
- "Mangalayan Utsav" on 10.09.2014

State Level Seminars:

- NAAC sponsored state level seminar on "Role of IQAC in Colleges in Rural Areas" 21st and 22nd December 2011.
- UGC sponsored state level seminar on "Infant Mortality in the 21st Century with a Special Focus on West Bengal". 24th December 2011.

Eminent personalities like the Vice-Chancellor of the University of Kalyani and other subject experts on the respective areas graced the seminars.

3.7.5 How many of the linkages/collaborations have actually resulted in formal MoUs and agreements ? List out the activities and beneficiaries and cite examples (if any) of the established linkages that enhanced and/or facilitated –

The college has no collaboration that has resulted in formal MoUs.

The college follows the curriculum provided by the affiliated University (University of Kalyani).

3.7.6 Detail on the systemic efforts of the institution in planning, establishing and implementing the initiatives of the linkages/ collaborations.

The college has yet to initiate any such collaboration.

CRITERION IV: INFRASTRUCTURE AND LEARNING RESOURCES

4.1 Physical Facilities

4.1.1 What is the policy of the Institution for creation and enhancement of infrastructure that facilitate effective teaching and learning?

Though the college is well-endowed in terms of physical infrastructure, opening of new courses, departments, and increase in number of students call for a regular upgradation and enhancement of facilities. The college keenly keeps a tab on these requirements and the matter is discussed in the college meetings after which a final decision is taken

keeping in mind the priorities. After proper study, review and consultation the list of requirements are forwarded to the finance and the purchase committees. Facilities are upgraded and latest amenities are included as and when required.

4.1.2 Detail the facilities available for

a) **Curricular and co-curricular activities – classrooms, technology enabled learning spaces, seminar halls, tutorial spaces, laboratories, botanical garden, Animal house, specialized facilities and equipment for teaching, learning and research etc.**

Details of facilities available:

Sl No.	Facility	Features
1	Classrooms	Well-ventilated classrooms with black as well as white boards, adequate desks and benches.
2	ICT Enabled Classrooms	LCD Projectors are installed along with a microphone system.
3	Seminar Hall	The largest and most spacious classroom of the college acts as a Seminar Hall.
4	Laboratories	The Science departments, Computer Science and Geography departments have well-equipped laboratories with required equipments.
5.	Xerox Facility	Students are given free photocopy facilities

b) **Extra –curricular activities – sports, outdoor and indoor games, gymnasium, auditorium, NSS, NCC, cultural activities, Public speaking, communication skills development, yoga, health and hygiene etc.**

Sl No.	Facility	Features
1	Gymnasium	A state-of-the-art Gymnasium with modern amenities used by the members and students of the college
2.	Playground	A large playground in front of the college used for

		college sports and other cultural activities	
3.	Basketball Court	The court is in the final stages of completion	
4.	Pond	The pond adds to the aesthetics of the college campus	
5.	NSS	Has a total of 200 students	

4.1.3 How does the institution plan and ensure that the available infrastructure is in line with its academic growth and is optimally utilized? Give specific examples of the facilities developed/augmented and the amount spent during the last four years (Enclose the Master Plan of the Institution / campus and indicate the existing physical infrastructure and the future planned expansions if any).

The master Plan of the institution is enclosed as Annexure A.

The institution ensures that the enhancement of infrastructure is in line with the academic requirements. The different committees of the college come together to see that facilities are augmented according to the requirements of the institution.

List of Facilities developed in the last four years

Sl. no	Facility	Features	Amount
1	Pure Drinking Water	Aquaguard Water Purifiers and Water Coolers installed	3.10lacs
2	Rain Water Harvesting	Rainwater Harvesting within college campus- funded by state Govt.	12lacs
3	Upgradation of Library	Full computerization of the Library	2.74lacs
4.	Waste Management	Waste bins placed at different places within the college campus to keep the campus clean	
5.	Campus Modification	Planting of more trees, Gardening	
6.	Xerox Machine	Xerox machine installed so that students can do photocopies free of cost	48,405/-
7.	Gymnasium	Gymnasium for staff and students	5.67lacs

To ensure optimal use of facilities the library is used centrally by all departments,

including teachers and students, the overhead and LCD projectors are shared interdepartmentally.

4.1.4 How does the institution ensure that the infrastructure facilities meet the requirements of students with physical disabilities?

Though there are no specific infrastructural facilities for students with physical disabilities, the college is sensitive towards such students and extends its full cooperation.

4.1.5 Give details on the residential facility and various provisions available within them:

The Boys' Hostel of the college at present is in a non-living condition due to paucity of funds.

4.1.6 What are the provisions made available to students and staff in terms of health care on the campus and off the campus?

In terms of physical infrastructure the college has not been able to provide health care facilities within or without the campus. But the NSS units of the college organizes various programs to sensitize students on health care.

4.1.7 Give details of the Common Facilities available on the campus –spaces for special units like IQAC, Grievance Redressal unit, Women's Cell, Counselling and Career Guidance, Placement Unit, Health Centre, Canteen, recreational spaces for staff and students, safe drinking water facility, auditorium, etc.

Sl. no	Facility	Features
1.	IQAC office	The college has a functional IQAC with an office in the campus
2.	Grievance Redressal Cell	The college also has a functional Grievance Redressal Cell with an office within the College
3.	Sexual Harassment Cell	The College has an active Sexual Harassment Cell with the female faculty of the college as its members
4.	Safe Drinking Water Facility	The college has 7 aquaguards and 4 water coolers to ensure safe drinking water for staff and students

5.	Canteen	The college has a canteen catering to the staff and students

4.2 Library as a Learning Resource

4.2.1 Does the library have an Advisory Committee? Specify the composition of such a committee. What significant initiatives have been implemented by the committee to render the library, student/user friendly?

Yes the library has an Advisory Committee chaired by the Teacher-in-Charge .
The Committee is constituted by the Head of all Departments.

The members of the library committee meet regularly to address the issues pertaining to upgradation of the library in every aspect for the benefit of staff and students, like increase the collection of books, access to more internet usage, addition of staff, etc.

4.2.2 Provide details of the following:

* Total area of the library (in Sq. Mts.)- 3210 sq mts.

* Total seating capacity- 94

General- students-72

Journal Section-10

Faculty Reading-12

* Working hours (on working days, on holidays, before examination days, during examination days, during vacation)-

- o On working days-10.30 am-4.00 pm
- o On National Holidays-Closed
- o During Examinations- Closed
- o During Vacations- Closed

* Layout of the library (individual reading carrels, lounge area for browsing and relaxed reading, IT zone for accessing e-resources)

- o Individual Carrels- Paucity of space does not allow for individual carrels.

o Lounge Area- The library does not accommodate a separate lounge area.

o IT zone for accessing e-resources- The place where the two computers with internet facility are placed.

4.2.3 How does the library ensure purchase and use of current titles, print and e-journals and other reading materials? Specify the amount spent on procuring new books, journals and e-resources during the last four years.

The decision to procure new reading materials for the library is taken by the library committee after receiving advice and feedbacks from the different departments. Different publishers and vendors are consulted so that minimum expenditure can be ensured for maximum volumes.

Amount spent on procuring new books, journals, e-journals and e-resources in last four years:

Library holdings	2010-11		2011-12		2012-13		2013-14	
	Number	Total Cost	Number	Total Cost	Number	Total Cost	Number	Total Cost
Text Books and Reference Books	19893		21710		22287		22564	
Journals/ Periodicals	-							
e-resources	-			95, 000+		74,000+		83,000+
Any other (specify)								

4.2.4   Provide details on the ICT and other tools deployed to provide maximum access to the library collection?

- OPAC- Yes
- Electronic Resource Management package for e-journals- Yes
- Federated searching tools to search articles in multiple databases-Yes
- Library Website-Yes
- In-house/remote access to e-publications-Yes
- Library automation-Yes
- Total number of computers for public access-02
- Total numbers of printers for public access-02
- Internet band width/ speed-512 KB   □ 2mbps □ 10 mbps □ 1 gb

    (GB)

- Institutional Repository- No
- Content management system for e-learning-No
- Participation in Resource sharing networks/consortia (like Inflibnet)-Yes

4.2.5 Provide details on the following items:

- Average number of walk-ins- 672 per month (136-faculty, 499-students) excluding Vacations and Holidays.
- Average number of books issued/returned- Issued for Students-152

Issued for faculty/staff-306

- Average number of books added during last three years- 2670
- Average number of login to opac (OPAC)-200 approx
- Average number of login to e-resources-More than 100 (approx)
- Number of information literacy trainings organized- 15
- Details of "weeding out" of books and other materials-2000 approx

4.2.6 Give details of the specialized services provided by the library

- Manuscripts- The college library has not implemented it at present.
- Reference- The Reference section is regularly updated
- Reprography- The library has one Xerox machine.

- ILL (Inter Library Loan Service) – Not initiated yet
- Information deployment and notification (Information Deployment and Notification): No
  - Download- Users can download materials from the library computers
  - Printing- Black and White printing available
  - Reading list/ Bibliography compilation- Both soft and hard copy present
  - In-house/remote access to e-resources- Yes
  - User Orientation and awareness- Orientation of students is done at the beginning of every session in order to brief them about library resources, services provided and also about the rules of the library.
  - Assistance in searching Databases-Yes
  - INFLIBNET/IUC facilities- The college has INFLIBNET facilities

4.2.7 Enumerate on the support provided by the Library staff to the students and teachers of the college.

The library staff extends its support to the students and teachers by helping them find relevant books and journals, provide computer related services, by helping them to download materials, photocopying of materials and various other aspects.

4.2.8 What are the special facilities offered by the library to the visually/physically challenged persons? Give details.

The entire staff of the library extends their cooperation in case of any such person in all possible ways.

4.2.9 Does the library get the feedback from its users? If yes, how is it analyzed and used for improving the library services. (What strategies are deployed by the Library to collect feedback from users? How is the feedback analyzed and used for further improvement of the library services?)

Yes, the library has a mechanism of receiving feedbacks. There is a suggestion box at the entrance of the library where students can put in their suggestions. These are collected and discussed at library meetings and necessary measures are taken to overcome the inadequacies. The library also receives feedback through the Grievance Redressal Cell.

4.3 IT Infrastructure

4.3.1. Give details on the computing facility available (hardware and software) at the institution.

- Number of computers with Configuration (provide actual number with exact configuration of each available system)

Sl. No	System	No.	Configuration
1	SOUL (software for university libraries)- as per recommendation of NAAC committee, 2007	01	
2	PC	08	RAM-2Gb, 500Gb Hard Disk, Dual Core Processor
3	PC	08	RAM-1Gb, 40Gb Hard Disk
4	Windows07	01	
5.	Kaspersky Anti-Virus	01	
6.	Laptop	12	Dell Inspiron, 3GB DDR-3, RAM/320 GB HDD, 5400 RAM, HDD/15-6, wide screen/DVD RW optical drive 1.3M WEB CAM/BT/WI-FI/CARD Reader/DOS
7	Laptop	6	w/8- Dell, Code 15, 3rd Gen 321 OM, 4GB Ram/500 GB HDD
8	Desktop	15	HP Desktop (Corez Duo, 4GB Ram, keyboard, Mouse)
9	Desktop 4.2.11	12	HP Desktop (Corez Duo, 4GB Ram, keyboard, Mouse)
10.	Desktop 23. 2.11	1	HP Desktop (Corez Duo, 4GB Ram,

			keyboard, Mouse)

4.3.2 Detail on the computer and internet facility made available to the faculty and students on the campus and off-campus?

Other than the library each department has a departmental laptop whereas some of the departments have additional desktops too with laser printers and scanners. The entire system is Internet connected and Wi-Fi enabled. There is a centrally shared projector which is used while showing slides or screening of films in the classrooms as part of the teaching process.

4.3.3 What are the institutional plans and strategies for deploying and upgrading the IT infrastructure and associated facilities?

The college plans to provide a wider access to the Internet to students as part of upgrading IT infrastructure. The college caters to a large number of students and it has not yet been able to provide optimum IT facility to every student though it is in the process of development. Moreover, being primarily first generation learners, most of the students are not net or technology-savvy. The college has plans of making every student IT literate before finally passing out from college. But any institutional plan or implementation is based on the annual budget allocated.

4.3.5 How does the institution facilitate extensive use of ICT resources including development and use of computer-aided teaching/ learning materials by its staff and students?

There is a laptop in every department and LCD Projector that the college has is centrally shared by all the departments to ensure optimum utilization of resources. Most of the classrooms are ICT enabled and   sound systems present. The teachers make use of these computer-aided audio visual aides to complement the teaching-learning process. The staff and the faculty are trained from time to time in hardware and software usage. Students are also encouraged to use such facilities through seminars and presentations.

4.3.6 Elaborate giving suitable examples on how the learning activities and technologies deployed (access to on-line teaching- learning resources, independent learning, ICT enabled classrooms/learning spaces etc.) by the institution place the student at the centre of teaching-learning process and render the role of a facilitator for the teacher.

Access to online facilities, ICT enabled classrooms, audio-visual aides are technologies deployed to make the teaching exercise interesting and student-oriented. The college has plans to make every student IT   literate before passing out from college but the college has still not been able to realize it fully because of a huge amount of student and certain infrastructural and financial constraint.

4.3.7   Does the Institution avail of the National Knowledge Network connectivity directly or through the affiliating university? If so, what are the services availed of?

The college does not avail of any such activity.

4.4 Maintenance of Campus Facilities

4.4.1 How does the institution ensure optimal allocation and utilization of the available financial resources for maintenance and upkeep of the following facilities (substantiate your statements by providing details of budget allocated during last four years)?

In its annual allocation of funds the college ensures that minimum required amounts allocated for maintenance and upkeep of the following:

Sl No.	Facility	2010-11	2011-12	2012-13	2013-14
1	Building		431,290	24,318	143,776
2	Furniture		85,731	25,932	27,535
3	Equipment		59,292	28,945	149,920
4	Computers	16,58,396	-	99,892	13,935,57
5	Vehicles				
6.					

4.4.2 What are the institutional mechanisms for maintenance and upkeep of the infrastructure, facilities and equipment of the college?

The college has different committees to look after the maintenance and upkeep of the various facilities and equipment of the college.

Sl No.	Facility	Institutional Mechanism
1	Infrastructure	The cleaning and related support staff ensures daily cleaning and maintenance.
2	Lab Equipments	Lab Assistant and lab technicians of every department that has a laboratory are trained for equipment maintenance. A regular stock of equipments is maintained in each department and after viewing the stock register annually procurement of new equipments are decided upon.
3	Computers	The computers are maintained in-house by those trained and acquainted with the process. The vendors who have supplied the computers are also called on in case of certain maintenance issues of the computers.
4	Electricity and Power devices	The electricity and power devices are maintained by a trained in-house electrician. Every measure is taken to ensure safety and economical use of power.
5	Furniture	The support staff regularly cleans and checks the furniture. In case of any repairs local carpenters are brought in for doing repairing work.
6	Campus	The college campus is regularly cleaned to maintain a green, healthy and hygienic surrounding.
7	Vehicles	The college does not have its own vehicle.

4.4.3 How and with what frequency does the institute take up calibration and other precision measures for the equipment/ instruments?

The Lab Assistants or the technicians have demonstrations shown to them while installation of new equipment in college. Certain suppliers of costly equipments provide training to the staff at the time of installation.

4.4.4 What are the major steps taken for location, upkeep and maintenance of sensitive equipment (voltage fluctuations, constant supply of water etc.)?

Continuous power supply is ensured by the Generator. The college also as has a system of continuous water supply with aqua guards and water coolers.

CRITERION V: STUDENT SUPPORT AND PROGRESSION

5.1   Student Mentoring and Support

5.1.1 Does the institution publish its updated prospectus/handbook annually? If 'yes', what is the information provided to students through these documents and how does the institution ensure its commitment and accountability?

Yes, the institution publishes a detailed prospectus every year. The prospectus provides details of the total number of working days, course options, different subject combination, fee-structure, examination dates, and dates of annual college sports and different co-curricular activities. The prospectus includes the academic calendar that is segmented into three quarters according to which the departmental teaching plans are chalked out.

The prospectus provides general information of the college, the names of the faculty in different departments, the names of non-teaching staff, and also the names of the members of the Governing Body. The prospectus also includes the names of members of the Anti-Ragging Cell of the college. Other than these the prospectus contains in a

concise form the general rules of the college.

Suggestions from teachers are taken into account while preparing the prospectus. Students are made aware of the rules and regulations of the college during counselling at the time of admission.

5.1.2 Specify the type, number and amount of institutional scholarships / freeships given to the students during the last four years and whether the financial aid was available and disbursed on time?

The institution has not been able to initiate any such institutional scholarships/freeships due to paucity of funds. However, the college has a 'Student Aid Fund' to help those students who are at an economically disadvantageous position.

5.1.3 What percentage of students receive financial assistance from state government, central government and other national agencies?

All SC Students are benefited from Government Scholarship. This has also been extended towards minorities and wards of bidi labourers.

5.1.4 What are the specific support services/facilities available for

✓ **Students from SC/ST, OBC and economically weaker sections-**

Students from SC/ST, OBC and economically weaker sections receive a number of government and non-government scholarships and grants. The college conducts Entry In Services coaching class for the economically weaker sections free of cost to increase their chances of employability.

✓ **Students with physical disabilities-**

The college extends its full support and takes care that students with physical disabilities can cope with the college ambience.

-

✓ **Overseas students-**

✓ The college welcomes overseas students though there are very few of them. The small number of overseas students hail from Bangladesh. The fee structure for such student is same as for others.

✓ **Students to participate in various competitions/National and International-**
The college encourages its students to participate in national events like sports. The students of the college have won several awards in various state and national meets. Medical assistance to students: health centre, health insurance etc.

✓ **Organizing coaching classes for competitive exams-**
The college caters mainly to economically deprived students and conducts Entry-In-Service coaching classes free of cost for students to prepare them for competitive examinations. The teachers provide the students with up-to-date information about various career options, job advertisements and newspaper clippings thus guiding them in the field of employment.

✓ **Skill development (spoken English, computer literacy, etc.,)-**
The college has not been able to initiate any such skill development program though the college sincerely plans to initiate such programs.

✓ **Support for "slow learners"-**
As the college primarily caters to first generation learners there are students who are 'slow learners'. Teachers have to take extra initiative during the initial stages of the academic course. As the faculty comes into direct interaction with students at the very beginning of the session right after the admission and orientation session, the slow learners are identified by the teachers at an initial stage. Slow learners are given special support through Remedial Classes, assignments and frequent class tests so that they be at par with the other students of the class.

- ✓ **Exposures of students to other institution of higher learning/ corporate/business house etc.**
- o The different departments organize seminars, debates, educational excursions and field trips within and outside the state.
- o Eminent Resource Persons are invited to deliver lectures to students and share with them their experience and expertise thus generating interest for higher education among students.

- ✓ **Publication of student magazines meets.-**
- o The college publishes an annual magazine,   , where students contribute with their creative writings.
- o Some of the departments maintain wall magazines where students showcase their writing skills. It also provides a platform to students for preparing seminar papers and presentations.

5.1.5 Describe the efforts made by the institution to facilitate entrepreneurial skills, among the students and the impact of the efforts.

Though the college at present does not have any such skill based program to facilitate entrepreneurial skill, the various departmental programs and classrooms teachings help the student in broadening their mental horizons. Experience and expertise is shared by teachers informally in order to make students aware of having an entrepreneurial outlook.

5.1.6 Enumerate the policies and strategies of the institution which promote participation of students in extracurricular and co- curricular activities such as sports, games, Quiz competitions, debate and discussions, cultural activities etc.

The college always encourages its students to participate in co –curricular activities like sports, quiz, debates and discussions as well as cultural activities. It provides special incentive to its students for the same-

- Relaxation in admission in sports quota as per University rules

- The college conducts Inter-College District Level Athletics Meet Football Tournament organized by the Directorate of Public Instructions.

- The college also organizes various inter-college games like Kabaddi, Kho-Kho, Football, Volleyball (Men and Women)

- Annual College Sports

- All uniforms required for the various sports meet are partially borne by the college.

- Uniforms required for College Sports provided entirely by college.

- Remedial Classes organized

- Special Coaching Camp organized for Physical Education students on Sundays.

- The college also encourages students to participate in NSS units of the college and participate in programs organized by them.

5.1.7 Enumerating on the support and guidance provided to the students in preparing for the competitive exams, give details on the number of students appeared and qualified in various competitive exams such as UGC-CSIR- NET, UGC-NET, SLET, ATE / CAT / GRE / TOFEL / GMAT / Central /State services, Defense, Civil Services, etc.

The Entry-In-Service classes provide coaching for various competitive examinations.

5.1.8 What type of counselling services are made available to the students

(academic, personal, career, psycho-social etc.)

- Departmental Orientation conducted at the beginning of each academic session to guide students in choosing various courses. Students are told about the prospects and avenues of the different subjects offered by the college so that it becomes easier for students to choose their subjects.

- Counselling at an informalone-to-one level by the faculty is always available to students at a personal level. Different issues like family, relationships, lack of self-confidence, peer pressure and varied other issues are patiently heard by teachers and they give their sincere suggestions and remedies so that students can overcome the obstacle and concentrate on their studies.

- The college has an active **Career-Counselling Cell**with a Coordinator that offers up-to-date information on various career options and opportunities in higher education. Teachers are also actively involved in providing one-to-one mentoring to students.

- The college does not have a professional counselor but teachers use their experience in providing informal counselling and help to students whenever they are in need due to various emotional and related crises, depression, stress or trauma.

5.1.9 Does the institution have a structured mechanism for career guidance and placement of its students? If 'yes', detail on the services provided to help students identify job opportunities and prepare themselves for interview and the percentage of students selected during campus interviews by different employers (list the employers and the programs).

Yes, the college does have a Career Cousnselling cell that guides students in the career opportunities. The college has conducted campus interviews within its premises in order to increase employability. The college does not have a regular Placement cell but there has been campus interviews organized by Anandabazar Patrika Pvt Ltd and one of our students have been recruited by them.

5.1.10 Does the institution have a student grievance redressal cell? If yes, list (if any) the grievances reported and redressed during the last four years.

The college has a Grievance Redressal Cell for students and the teaching and non-teaching faculty with senior faculty members and students' representatives. Though there has not been any case of complaint so far by anybody in the Cell, the college is committed to take adequate measures in redressing in case of any report.

5.1.11 What are the institutional provisions for resolving issues pertaining to sexual harassment?

After the NAAC accreditation of 2007 The Sexual Harassment Cell was introduced by the college in 2008 comprising of the female full -time faculties, a Convenor and Principal/Teacher-In-Charge who chairs the Cell. In general the college has a healthy atmosphere of co-operation and camaraderie between male and female students and there has not been any case of sexual harassment so far. But the college has provisions to take stern and immediate steps if any such case is reported against.

5.1.12 Is there an anti-ragging committee? How many instances (if any) have been reported during the last four years and what action has been taken on these?

Yes, the College has an Anti-Ragging Committee as per UGC guidelines with Departmental Heads, non-Teaching staff and students' representatives. There is also option for parent membership.

The college also has an Anti-Ragging Squad nominated by the Head of the Institution. The squad includes three faculty members, including Teacher Council Secretary, 2 members of the Students' Union.

The college has not come across any incident of ragging so far but the Anti-Ragging Cell remains vigilant so that no such unwanted incident occurs in the college premises.

5.1.13 Enumerate the welfare schemes made available to students by the institution.

Although the college has to overcome the hurdle of backwardness, it has not been able

to initiate welfare schemes other than the schemes provided by the state Government.

5.1.14 Does the institution have a registered Alumni Association? If 'yes', what are its activities and major contributions for institutional, academic and infrastructure development?

The college has an active and energetic Alumni Association that, after its formation on 31st December, 2005, have been conducting regular meetings among themselves and with the Head of the Institution in all aspects of the college namely academics, syllabus, infrastructure, admission, sports and others. The Alumni Association regularly submits their yearly feedback which is taken into consideration by the college management in the overall quality enhancement of the college. Over the years the Alumni has shown eagerness in increasing its interaction with the college authorities in order to play a more active role in making a difference to the institution. Their efforts have resulted in

- Upgradation of college infrastructure,
- Use if ICT,
- Opening of Entry-In-Services coaching classes
- Water Coolers
- Planting of more Trees
- Boundary Wall around the College Playground

5.2 Student Progression

5.2.1 Providing the percentage of students progressing to higher education or employment (for the last four batches) highlight the trends observed.

Student progression	%
UG to PG	NA
PG to M.Phil.	NA

PG to Ph.D.	
Employed - Campus selection - Other than campus recruitment	

5.2.2 Provide details of the program wise pass percentage and completion rate for the last four years (cohort wise/batch wise as stipulated by the university)? Furnish program-wise details in comparison with that of the previous performance of the same institution and that of the Colleges of the affiliating university within the city/district.

Year	Program	Pass %
2010-11	B.A (Hons)	92
	B.A (Gen)	75
	B.Sc (Hons)	62
	B.Sc(Gen)	31
	B.Com(Hons)	-
	B.Com (Gen)	-
2011-12	B.A (Hons)	94
	B.A (Gen)	90
	B.Sc (Hons)	93
	B.Sc(Gen)	66
	B.Com(Hons)	100
	B.Com (Gen)	-
2012-13	B.A (Hons)	77
	B.A (Gen)	79
	B.Sc (Hons)	68
	B.Sc(Gen)	86

	B.Com(Hons)	100
	B.Com (Gen)	nil
2013-14	B.A (Hons)	83
	B.A (Gen)	76
	B.Sc (Hons)	81
	B.Sc(Gen)	76
	B.Com(Hons)	-
	B.Com (Gen)	-

5.2.3 How does the institution facilitate student progression to higher level of education and/or towards employment?

A good teaching-learning practice helps in the attainment of good results for a major section of students. But the college is aware of the fact that it caters mostly to first generation learners for whom college education is in itself a major breakthrough, given the social and economic background that they hail from. In spite of this practical constraint the college is relentlessly striving towards quality sustenance and also quality enhancement. The institution conducts coaching classes for preparing students for the various competitive examinations.

The Career-Guidance Cell of the college offers all possible information about career opportunities and avenues for employment. There are pass outs from the college who are even pursuing their PhD in the most reputed Institutes like the IIT. The college also has an illustrious list of former students who are placed in reputable offices. Very few companies/corporate sectors come for campus recruitment in the college due to its remote geographical position. In spite of this fact most of the students who have fared well academically have been suitably employed across the country.

5.2.4 Enumerate the special support provided to students who are at risk of failure and drop out?

The college tries to reduce the erosion of students through failure and dropout by taking the following measures:

- The weaker students are identified in the class by the subject teachers within the first quarter of the academic session.
- Remedial classes arranged for such students beyond regular classes.
- More evaluation tests taken.
- More class assignments and library assignments given so that they frequent the library more.
- Teachers have a one-to-one counselling with the students to help them acquire self confidence and to try to fathom if there are any family, or relationship crises that is hampering the student's progress.

5.3 Student Participation and Activities

5.3.1 List the range of sports, games, cultural and other extracurricular activities available to students. Provide details of participation and program calendar.

The college is genuinely concerned with an all-round development of its students beyond academics and encourages extracurricular activities like sports, games and cultural programs though it understands the need to provide more facilities to students in respect of cultural activities, games and sports.

Activities	Staff Advisers	Student-In-Charge
Cultural	Dr. A.K.Choudhury	Cultural Secretary of the Students Union
Sports	A.Banerjee	Game Secretary of the Students Union
Magazine	Dr. A.K.Mukherjee and Dr. S.Kundu	Magazine Secretary of the Students Union

5.3.2 Furnish the details of major student achievements in co- curricular, extracurricular and cultural activities at different levels: University / State / Zonal / National / International, etc. for the previous four years.

➢ **Sports**

Inter College/ University /State Level- Individual Performance

- 2010-11 - 5 Women and 9 men were winners at different Athletic events.
- 2011-12 - 2 women and 3 men won at the various Athletic meets.
- 2012-13 - 5 women and 7 men won at Athletic events.
- 2013-14 - 3 women and 5 men won at different Athletic events.

Winners of Inter College/ University /State Level-Team effort

- 2010-11- Men's Volleyball , Football
- 2011-12- Men's Football, Women's Kho-Kho, Kabaddi
- 2012-2013- Men's Badminton, Women's Kabaddi
- 2013-14- Men's Badminton, Kabaddi, Women's Kho-Kho

5.3.3 How does the college seek and use data and feedback from its graduates and employers, to improve the performance and quality of the institutional provisions?

The college maintains a formal feedback mechanism from the outgoing students to help assess the various issues. The institution also receives feedback from the Alumni though all students cannot be contacted after passing out from the institution. Alumni are members of the IQAC and their interaction with the college management often help in evolving policies and decisions regarding the overall improvement of the institution. The college does not have a formal mechanism to obtain feedback from employers who were ex-students of the college other than the Alumni feedback.

5.3.4 How does the college involve and encourage students to publish materials like catalogues, wall magazines, college magazine, and other material? List the publications/ materials brought out by the students during the previous four academic sessions.

Some of the departments maintain a wall magazine which is regularly updated and where students contribute with their literary exercises. Wall Magazines provide a platform to express the students' creative and imaginative urges.

Name of Wall Magazine	Department
Srishti	Physics
'Monon'	Bengali
Reflections	English

5.3.5 Does the college have a Student Council or any similar body? Give details on its selection, constitution, activities and funding.

Yes, the college has an effective Student Union which elects class representatives for the Union for a period of one year. The college follows the student-representative ratio as has been stipulated by the University. The class representatives act as voices of the student community and bring their grievances to the attention of the departmental teachers and the college management. They also coordinate programs of the departments as well as that of the college.

In the Students' Union Election Class Representatives are elected through the secret ballot. The college teachers and staff conduct the electoral process. There is one Returning Officer among the full-time faculty of the college and each member of the teaching and non-teaching community of the institution cooperate for a free and peaceful election process. The election ensures both male and female representation appropriately.

5.3.6 Give details of various academic and administrative bodies that have student

representatives on them.

- Governing Body- Secretary, Students Union

- Sexual Harassment Cell- Female Member of Student's Union

- Anti-Ragging Committee- Member of Students' Union

- Anti-Ragging Squad- Secretary, Students' Union

- Sports Committee- member of Students' Union

- Cultural Committee- member of Students' Union

5.3.7 How does the institution network and collaborate with the Alumni and former faculty of the Institution.

The college has not been able to implement any such institutional network officially to keep in touch with the Alumni, given its high alumni volume. But unofficial interaction with the alumni and various departments take place to keep in touch with them.

Former faculty members share a very warm and cordial association with the college and they are invited in college seminars and other cultural activities.

CRITERION VI: GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 Institutional Vision and Leadership

6.1.1 State the vision and mission of the Institution and enumerate on how the mission statement defines the institution's distinctive characteristics in terms of addressing the needs of the society, the students it seeks to serve, institution's traditions and value orientations, vision for the future, etc.?

Vision:

The primary Vision of this college is **Inclusiveness**. The focus of the college is to impart

quality academic program to the predominantly first generation learners in the rural community of Bagula and to play a pivotal role in the all round holistic development of every individual student. The college, while maintaining its academic quality is committed to the spread of higher education to as many students as it is the primary centre of higher learning in the region. Therefore, the college has had to lay its main emphasis on a horizontal growth rather than a vertical one. Since the last accreditation the number of students of this college has almost doubled though we are still striving to enhance the respective infrastructural amenities.

Mission:

Being situated near the India- Bangladesh border and constituting predominantly of backward class, first generation learners, Srikrishna College's primary mission is to educate a community and also inculcate in them the values that would inspire students to be socially committed and morally upright. One of the key aspects of our college has been its inclusiveness keeping in mind the motto of higher education for as many students as possible. Thus the college caters to a high number of students in both Honours and General curriculum. It has been trying to make higher education accessible to the students of economically backward community- something that had already been mentioned as our goal in our previous self-study report. The college has been committed towards including not only Schedule Caste and Schedule Tribe candidates but also students from the minority sections including minority females. It takes pride in the fact that minority female students are even opting for the science stream.

Other than academic programs, the major consideration of the college is to promote environment awareness among students and make them socially responsible individuals.

6.1.2 What is the role of top management, Principal and Faculty in design and implementation of its quality policy and plans?

It is imperative that the Head of the Institution, top management and Faculty members cooperate with each other and work together to implement the policy and plans of the institution successfully. The Head of the institution takes a leading and effective role in

realizing the goals and mission of the college involving the other stakeholders in decision making thus maintain the democratic spirit of the institution.

Management receive feedback from various departmental meetings, Teachers' Council meetings, meetings of the Academic Council, Examination Committee, Finance Committee, Purchase Committee, Library Committee and other such committees. These are then forwarded to the Governing Body meetings for policy decision. The Governing Body is represented by various stakeholders. In whatever decision taken finally at the Governing Body meetings the interests and welfare of students and the institution at large are given the highest priority. The day-to-day academic and cultural affairs of the college are carried out by the Head of the institution together with the faculty members.

Decisions and suggestions of the Governing Body are informed to the various departments by the Secretary, Teachers' Council through Teachers' Council meetings. Every meeting of the college is aimed at making it a platform for sharing of ideas and views for enhancing the quality of functioning of the college.

6.1.3 What is the involvement of the leadership in ensuring :

- ✓ *The policy statements and action plans for fulfillment of the stated mission*
- ✓ *Formulation of action plans for all operations and incorporation of the same into the institutional strategic plan*
- ✓ *Interaction with stakeholders*
- ✓ *Proper support for policy and planning through need analysis, research inputs and consultations with the stakeholders*
- ✓ *Reinforcing the culture of excellence*
- ✓ *Champion organizational change*

The college endeavours to translate its primary vision of inclusiveness into its stated mission. The faculty members and top management of the institution coordinate together in the smooth functioning of the college.

The decisions of the Governing Body are informed to the Head of the departments who are included in a number of committees like the Library Sub-committee, Academic Sub-committee, Examination Sub-committee and play a positive and constructive role in the decision-making and policy-making process.

The management ensures that the various stakeholders including the students are informed about the policy changes and policy decisions that the college has taken for the welfare of its students.

Feedback and suggestions from students and other stakeholders are taken into account and the management genuinely tries to address the various issues pointed out by them. Suggestions and advice from teachers and other staff are also taken into consideration while implementing, improving or altering any policy for the proper functioning of the college. The college tries to address the issues mentioned in the feedback and makes sincere endeavours to implement the plans recommended in the feedbacks as far as it is feasible by the college.

Quality enhancement as well as, quality sustenance mark the mission of the institution and the college encourages its students to look beyond academics in an all-round development of an individual. Co curricular and cultural activities play an important role in the overall institutional development.

The management of the college is proactive in maintaining the vitality of the institution by regularly recruiting qualified guest –lecturers and other staff whenever the need arises.

6.1.4 What are the procedures adopted by the institution to monitor and evaluate policies and plans of the institution for effective implementation and improvement from time to time?

The college Governing Body monitors and evaluates the effective implementation or improvement of the plans and policies of the institution for the proper management of

the affairs of the college.

6.1.5 Give details of the academic leadership provided to the faculty by the top management?

The top management extends its full cooperation and support to the faculty in ensuring the proper running of the institution. Academic upgradation of teachers results in an enhanced quality of the teaching –learning process. Refresher Courses, Seminars, Workshops ensure departmental improvement. Leaves are granted for such courses and they are also encouraged to pursue research works for quality enhancement. The efforts of the faculty in improving the overall performance of the college is recognized which helps in maintaining a congenial working atmosphere.

6.1.6 How does the college groom leadership at various levels?

The college provides a platform to its faculty as well as students to take up leadership roles in organizing various seminars and workshops. The Head of the departments are in different committees where their decision-making capacities and vision provide scope for leadership.

The elected Class Representatives too have scope to take up various leadership roles.

6.1.7 How does the college delegate authority and provide operational autonomy to the departments / units of the institution and work towards decentralized governance system?

For a successful governing mechanism the college believes in a decentralized mode of functioning. This is evident in the various statutory and statutory bodies contributing to the various plans and policies of the institution. Decisions are taken by the various sub-committees, the Teachers' Council and their recommendations are forwarded to the Governing Body for approval.

6.1.8 Does the college promote a culture of participative management? If 'yes',

indicate the levels of participative management.

The college appreciates the culture of participative management resulting in its successful governance. All plans and decisions are taken after discussions with the Head of various departments and meetings are held with the staff where every member can air their views on a particular subject freely. Departments, especially those having laboratory place their requirements, if any, for equipments which are then assessed and sanctioned by the finance committee.

6.2   Strategy Development and Deployment

6.2.1 Does the Institution have a formally stated quality policy? How is it developed, driven, deployed and reviewed?

The college is committed in sustaining and enhancing its overall quality and this is highlighted in all the policy matters of the college. The issues and suggestions put forth by the students, guardians and alumni are discussed at length over college meetings and meetings of the IQAC and finally taken to the Governing Body for approval. The Governing Body, while forming, planning, or reviewing any policy decision always prioritizes the welfare of the students.

The IQAC regularly and continuously reviews the new decisions, implementations or alterations of policies and puts forward its suggestions and comments for an effective functioning of the institution.

6.2.2 Does the Institute have a perspective plan for development? If so, give the aspects considered for inclusion in the plan.

The institute has a well-chalked out plan to realize the development process. The Master Plan of the college, Annual Budget, Academic Calendar and the Teaching Plan are the main structures based on which the college implements its developmental process. The Master Plan guides in undertaking the infrastructural expansion of the college which in turn is depended on the grants available from the UGC.

The Annual Budget of the institution is framed by the Finance Committee based on the

expected expenditure. The academic calendar and teaching plan is planned in such a manner so as to ensure that syllabus is completed within the academic session and all other cultural and co curricular affairs take place without hampering studies.

The college has initiated the following plans

- Introduction of new departments in Humanities section
- Introduction of Honours curriculum especially in the Science stream
- Recruitment of qualified Guest-Lecturers in posts of different departments where required
- Setting up a boundary wall around the college playground
- Planting of more trees in order to make the institution environment-friendly
- Upgradation of the sports facilities of the college
- Setting up a Sexual Harassment Cell
- Setting up a Language Lab for students

Among the projected plans the college was successful in implementing the following:

- Two new departments, Sanskrit and Education, have been opened
- Honours in Physics, Chemistry and Philosophy introduced
- Guest Lecturers recruited as and when was necessary
- Trees planted and waste bins placed for a greener and cleaner college campus
- a state-of-the-art Gymnasium with modern amenities set up for students and staff
- Formation and proper functioning of the Sexual Harassment Cell with female faculty members, female members of the students' Union and the Head of the institution

6.2.3 Describe the internal organizational structure and decision making processes.

Decisions for implementing the day-to-day programs of the college are taken at the Teachers' Council meetings and departmental meetings in consultation with the Head of the institution. All policy decisions are taken by the Governing Body which is the ultimate authority in the

management of the college.

Structure of the Governing Body is as follows

- Full time Teachers' Representative- 4
- Non- Teaching staff of the college-2
- General Secretary, Students' Union
- University Nominee (One male, One female)-2
- Government Nominee- 1
- Secretary and Ex-officio Officer- Head of the Institution
- Sabhapati- Panchayat Samiti

6.2.4 Give a broad description of the quality improvement strategies of the institution for each of the following

Teaching & Learning

The college is focused in its principal aim of improving and sustaining the teaching-learning process through introduction of various strategies like maximum use of ICT in classrooms, strengthening library resources, evaluating students' progression through regular class tests, examinations, projects, workshops, etc.

Research & Development

The college always encourages research activities by providing all available infrastructural support like library resources, laboratory, computer with internet facilities. The college also grants leave to the researchers so that they can pursue with their research work smoothly.

Community engagement

The NSS unit of the college is in regular interaction with the local community through its various programs to generate social awareness. These programs help in imbibing virtues among students like empathy, social responsibility and humanity. The college has plans to initiate vocational courses for the local youths of the region though the college has not been able to implement it yet.

Human resource management

Human resource management is the key to nation building and the college understands that. Apart from giving quality education to students the college encourages them to take up community service realizing their social responsibility thereby guiding them to become a complete human being. Students are taught to preserve their tradition and cultural heritage while at the same time embrace the virtues of modernism.

Industry interaction

One of the major drawbacks of the college is that due to its remote geographical location, the institution has very little scope for industry interaction. The college understands the need for inviting personalities related to the industry to hold talks in seminars and interacting with students, but so far the college has only been able to organize two campus interviews by a reputed company.

6.2.5 How does the Head of the institution ensure that adequate information (from feedback and personal contacts etc.) is available for the top management and the stakeholders, to review the activities of the institution?

The feedback received from students, parents and the alumni are shared with the staff members and suggestions are asked for or provided by the top management for improvement. Departmental or academic affairs are decided by the members of the staff with the permission of the Head of the institution. Matters concerning policy decisions are taken up to the Governing Body for decision.

6.2.6 How does the management encourage and support involvement of the staff in improving the effectiveness and efficiency of the institutional processes?

The college is aware of the fact that for the welfare of the student involvement of every staff member is necessary. Thus the college management heartily encourages and

supports the involvement of its staff members in academic as well as co curricular activities of the college. Different teachers are members of the various committees of the college where they can work freely in a democratic way thereby improving the effectiveness and efficiency of the institutional process.

6.2.7 Enumerate the resolutions made by the Management Council in the last year and the status of implementation of such resolutions.

Please refer to *Annexure 3*

6.2.8 Does the affiliating university make a provision for according the status of autonomy to an affiliated institution? If 'yes', what are the efforts made by the institution in obtaining autonomy?

No, the affiliating university does not have the provision to accord autonomy to a college.

6.2.9 How does the Institution ensure that grievances / complaints are promptly attended to and resolved effectively? Is there a mechanism to analyze the nature of grievances for promoting better stakeholder relationship?

The college has a pro-active Grievance Redressal Cell comprising of members of the teaching and non-teaching community as well as representative of the students' union. Any complaint that needs immediate intervention are reported to the Principal or members of the cell and an emergency meeting is convened in a view to redress the issue within the limitations and facilities available to the college.

6.2.10 During the last four years, had there been any instances of court cases filed by and against the institute ? Provide details on the issues and decisions of the courts on these?

No, there has not been any such instance.

6.2.11 Does the Institution have a mechanism for analyzing student feedback on

institutional performance? If 'yes', what was the outcome and response of the institution to such an effort ?

Departmental feedbacks are taken at the end of every academic year. These feedbacks are discussed in departmental meetings. If there are certain issues which could be resolved internally, the teachers of the departments do so. The others are taken up to the Principal/ Teacher-In-Charge. Such an effort have resulted in better class performance of students and their regular attendance.

6.3   Faculty Empowerment Strategies

6.3.1 What are the efforts made by the institution to enhance the professional development of its teaching and non teaching staff?

Development of the teachers and staff would result in the development of the college. Thus it encourages the teachers to attend Refresher and Orientation Programs as part of professional development. Teachers are also encouraged to undergo research activities and the college provides institutional support where the faculties can avail facilities such as library resources, computer and internet facility.

The librarian also attends various developmental programs which he in turn shares with the other library staff of the college.

The non-teaching staff has attended various programs on IT awareness that has enhanced their professional development.

The lab-assistants of the science laboratories have proper expertise run the laboratory and they are regularly updated by the teachers on their respective areas.

6.3.2 What are the strategies adopted by the institution for faculty empowerment through training, retraining and motivating the employees for the roles and responsibility they perform?

The college tries to empower its faculty by deputing them to attend various workshops, training programs, orientation and refresher courses. All faculty members

are encourage to attend national/ international seminars, present papers, and make publications that would result in faculty empowerment and enhance the teaching process.

6.3.3 Provide details on the performance appraisal system of the staff to evaluate and ensure that information on multiple activities is appropriately captured and considered for better appraisal.

Even prior to the UGC implemented API score system the college had its own mechanism of Self-Appraisal for evaluating the faculty in terms of teaching, research and extension programs. Evaluation is done on the basis of classes taken by a teacher, seminar attendance as participant or paper presenter or resource person, participation in Refresher and Orientation courses, his/her extra-curricular activities, duties assigned by the University as examiner or University examination paper setter or any other extension activity. The process of the API score system is duly followed and the appraisal report is scrutinized by the IQAC, signed by the Head of the institution and countersigned by the president of the Governing Body to ensure transparency.

6.3.4 What is the outcome of the review of the performance appraisal reports by the management and the major decisions taken? How are they communicated to the appropriate stakeholders?

The appraisal reports of teachers and departments are reviewed by the management and the institutional Head. Based on these reports areas of improvement are suggested to the heads of departments who in turn inform the other teachers. The appraisal forms are so designed that every detail of the faculty is taken into consideration. Thus the information also serves as a mode of self-assessment for the teachers and motivates them to enrich themselves.

6.3.5 What are the welfare schemes available for teaching and non teaching staff? What percentage of staff have availed the benefit of such schemes in the last four years?

The teaching and non-teaching staff of the college receives salary as per UGC salary scheme with CPF, Gratuity facilities of the government of West Bengal.

The college also has its own **Staff Benefit Fund** which extends welfare services to its full time teachers and the non-teaching staff.

6.3.6. What are the measures taken by the Institution for attracting and retaining eminent faculty?

The amicable working atmosphere of the college together with efficient administration and management over the years have been a key factor in attracting and retaining eminent faculty.

6.4 Financial Management and Resource Mobilization

6.4.1 What is the institutional mechanism to monitor effective and efficient use of available financial resources?

The institution aims at optimum utilization of its financial resources. Every department prepares a budget of its own for all their needs which is sent to the Finance Committee. The Finance Committee reviews the departmental budgets and forwards the same to the Governing Body for final approval.

It may be noted here that 50% of the Tuition Fees collected from the students are deposited to the DPI in each session since 01.04.2012, i.e., from the financial year 2012-13. This reduces the scope of the college to plan and spend from its own resources adversely affecting development of the institution.

6.4.2 What are the institutional mechanisms for internal and external audit? When was the last audit done and what are the major audit objections? Provide the details on compliance.

Please refer to **Annexure 4**

6.4.3 What are the major sources of institutional receipts/funding and how is the deficit managed? Provide audited income and expenditure statement of academic and administrative activities of the previous four years and the reserve fund/corpus available with Institutions, if any.

Annexure- audit report

6.4.4 Give details on the efforts made by the institution in securing additional funding and the utilization of the same (if any).

6.5 Internal Quality Assurance System (IQAS)

6.5.1 Internal Quality Assurance Cell (IQAC)

a. **Has the institution established an Internal Quality Assurance Cell (IQAC)? If 'yes', what is the institutional policy with regard to quality assurance and how has it contributed in institutionalizing the quality assurance processes?**

Yes, the IQAC of the college was established in October, 2006 and since has been contributing immensely in various aspects emerging as one of the pillars of academic excellence of the institution. Some of its contributions are

- Ensure regularity of theory based and practical classes
- Coordinate the academic calendar and see that the teaching plan is properly followed
- Ensure smooth conduct of Internal Examinations and College Tests
- Oversee the admission process
- Monitor students' attendance and performance
- Encourage cultural and co -curricular activities and encourage staff and student participation

- Adopt corrective measures based on feedbacks received from various stakeholders
- Facilitate inter-departmental activities
- Provide space for airing students' grievances

b. How many decisions of the IQAC have been approved by the management/ authorities for implementation and how many of them were actually implemented?

The decisions of the IQAC are totally concerned with the welfare of the college and thus have been mostly implemented by the management. In fact, all decisions pertaining to 6.5.1 have been implemented.

c. Does the IQAC have external members on its committee? If so, mention any significant contribution made by them.

Yes, the IQAC has members of the Alumni Association. The external members provide valuable suggestions regarding the various aspects of the college that would help in quality sustenance.

d. How do students and alumni contribute to the effective functioning of the IQAC?

Students and Alumni provide regular feedback to the IQAC and provide suggestion for introduction of programs and courses that would benefit the student community. These feedbacks help the IQAC function effectively as far as students' welfare is concerned.

e. How does the IQAC communicate and engage staff from different constituents of the institution?

The IQAC functions in coordination with the departments of the college including the library. It has members from within the staff who convey the various decisions of its meetings to the different constituents of the institution.

6.5.2 Does the institution have an integrated framework for Quality assurance of the academic and administrative activities? If 'yes', give details on its operationalisation.

The primary aim if the IQAC is to assure academic and administrative excellence of the college. Thus the different committees of the college like the admission committee, the examination committee, library committee, grievance redressal cell, sexual harassment cell- all function under the aegis of the IQAC.

6.5.3 Does the institution provide training to its staff for effective implementation of the Quality assurance procedures? If 'yes', give details enumerating its impact.

The IQAC keeps upgrading the quality assurance procedures by conducting quarterly meetings with its staff to evaluate the total academic and non-academic aspects. In this way there is a continuous monitoring going on which helps in enriching and enhancing the qualitative output of the institution.

6.5.4 Does the institution undertake Academic Audit or other external review of the academic provisions? If 'yes', how are the outcomes used to improve the institutional activities?

Academic Audit constitutes of continuous monitoring of the performance of students. Monitoring students' attendance, performance in internal examinations, participation in departmental seminars and workshops –all contribute to the process of academic audit.

These aspects are reviewed and discussed upon afterwards in the meetings o the IQAC and corrective measures are undertaken for improvement wherever necessary.

6.5.5 How are the internal quality assurance mechanisms aligned with the requirements of the relevant external quality assurance agencies/regulatory authorities?

The internal quality assurance mechanisms are aligned with the requirements of

external quality assurance agencies such as AQAR, NAAC and UGC guidelines. The IQAC functions within the parameters and according to the guidelines of these agencies.

6.5.6 What institutional mechanisms are in place to continuously review the teaching learning process? Give details of its structure, methodologies of operations and outcome?

- Regular and continuous evaluation of students' performance through class tests, assignments, workshops, departmental seminars, etc.
- Feedbacks are taken from students, alumni and parents from time to time which helps in framing guidelines for better performance.
- Parent- Teacher meetings conducted in order to review the progress of the students.
- The members of the Cell ensure that teaching plans of each department is properly followed.
- To recommend regular use of ICT facilities in classrooms.

6.5.7 How does the institution communicate its quality assurance policies, mechanisms and outcome to its various internal and external stakeholders?

The institution regularly communicates its quality assurance policies through the college notice board, the college website and through hvarious meetings and deliberations.

CRITERIA VII: INNOVATIONS AND BEST PRACTICES

7.1 Environment Consciousness

7.1.1 Does the Institute conduct a Green Audit of its campus and facilities?

The college has not initiated any such audit so far but it ensures that the environment and atmosphere of the college premises are kept clean, healthy and pollution free as much as possible.

7.1.2 What are the initiatives taken by the college to make the campus eco-friendly?

> **Energy conservation**

- Every staff of the college as well as students tries to make it a point to switch off power when not in use. Power is switched on only when required. Tube lights and CFL lights are used instead of bulbs in order to conserve energy.

- The newly constructed buildings have a proper ventilation to allow for natural light so that tube lights might not be required during sunny days.

- Use of LCD monitors for computers ensure minimum use of electricity and reduces the level of radiation.

> **Water harvesting**

The institution has a proper rain water harvesting plant within its campus that has been set up by the Department of   , Government of West Bengal. The plant has a storage capacity of   litres.

> **Plantation**

Situated far away from the city the college is situated amidst eye-soothing greenery. The NSS unit of the college makes it a point to undertake activities like planting of as much trees as possible in order to sustain this greenery. The plants are taken due care of by the students of the college and measures are taken so that no outsider or insider may cause any damage to them.

> **Hazardous waste management**

The daily waste output within the college campus is collected in waste bins placed in and around the college. There are separate bins for hazardous or toxic waste disposal.

> **e-waste management**

- Printer cartridges are refilled instead of disposing them off.
- Paper printed on one side is not disposed off but used for rough work by the staff and students.

7.2 Innovations

7.2.1 Give details of innovations introduced during the last four years which have created a positive impact on the functioning of the college.

As the college has to cater to a high number of students being the only centre for higher education in the region, it has focused on the issue of accommodating as many students and opening new vistas of learning. During the last four years the following steps have been taken:

- Total computerization of all college activities such as the entire admission process.
- Computerization of the central college library. The library is regularly updated.
- Introduction of new departments thereby attracting more students.
- Introduction of Honours courses for science subject.
- Initiation of the Sexual Harassment Cell with female faculties as member, representative of the Students, Union and the Head of the institution.
- New building constructed for increase of space. Physics aand Geography departments are housed within the new building.
- The college provides each department with computers. Printers, scanners are shared by the departments.
- College provides internet connection and Wi-Fi facilities to students and teachers.
- Classrooms have been ICT enabled to facilitate teaching.
- Basketball court and Gymnasium with modern facilities for students and staff.

- Orientation programs held for students at the beginning of each academic session to make the teacher-student relationship mutually beneficial.
- Establishment of the Anti-Ragging Cell.

7.3   Best Practices

7.3.1   Elaborate on any two best practices **in the given format at page no. 98,** which have contributed to the achievement of the Institutional Objectives and/or contributed to the Quality improvement of the core activities of the college.

The college has chosen the following as two of the best practices:
- Initiation of Remedial Classes and Entry-in- Service Coaching
- Stress on Environmental Consciousness among staff and students.

Justification:
The practices chosen are on the basis of their impact on the student as well as the staff members of the college. Situated in a rural setup the college acts as the sole seat of higher education within the vicinity and the students are at most times totally dependent upon the college.

The college is committed in its mission of instilling environmental consciousness among its students and staff and has taken steps to realize this goal.

Best Practice No. 1

1. Title of the Practice
Guiding students by opening Remedial Classes for those lagging behind and increasing chances of employability by initiating Entry-in –Services Coaching for SC, ST and minority students.

2. Goal
The college has noticed that a section of the students who are slow learners are finding it difficult to cope with the other students.

Since its inception, several batches have passed out of the institution but the college has been aware that there were several students who have not been able

to get appropriate employment due to lack of guidance. The geographical location of the place makes the college the sole center for higher education or guidance.

Therefore, the college made a conscious decision to initiate and address these pressing issues. In 2009 the college started the Remedial Classes in both Honours and General curriculum and in 2010 it initiated the Entry-in-Services coaching classes for SC, ST and minority students to guide them and prepare them for the various competitive examinations.

3. The Context

As has been already stated the college is primarily committed towards 'inclusiveness' and it has incorporated a large number of students in the last few years. A class with such high number of students is bound to include slow or disadvantaged learners. It is not always possible to give personal attention to every student in a class as the teachers also have to keep a tab on the completion of the syllabi within a stipulated time. But the institution is committed towards each and every student and has thus taken the decision of having extra classes for those who need them.

The college has been fully aware of the issues that plague the students who hail primarily, from economically deprived background. The college is also aware of the fact that the geographical location of the institution makes it not only a seat of higher learning but it also plays the role of a guiding center as the students have almost no other such scope within the vicinity. Their economic disadvantageous positions make the requirement of employment all the more acute for the students.

4. The practice

The curriculum for the Remedial Course was developed internally by the subject teachers based on the requirement of the students of Honours and General

curriculum. The teachers take feedback from the students as to which areas need special care and attention, and the curriculum is prepared based on that. A routine is prepared after college class hours and all subject teachers are involved. The college ensures that the students do not merely attend the classes but also participate in discussions and share their knowledge with their peers.

The curriculum for the Entry-in-Services program is based on the questionnaires and scope of various competitive examinations. The teachers taking the classes review question patters from the different competitive examinations over the years and plan the curriculum accordingly. Regular mock tests, group discussions and mock interviews are held to prepare the students in every aspect. This also makes the sessions lively, interesting and participative through video-clips and powerpoint presentations.

Both the courses have been of immense help to the students as it has helped them in betterment of their results and also increased considerably their scope of employability.

5. Evidence of Success

Both the courses are having a positive impact among the students and they are being certainly benefitted by them. The Remedial Course gives ample scope to students for improvement. The cooperation that they receive from teachers makes them free to discuss their weak areas and they are constantly encouraged by the teachers which gives a definite boost to their confidence. It has been noticed that students who have attended Remedial Classes have made marked improvement in their results.

The college has always been aware of the fact that besides imparting higher education to students, it also has to increase the scope of employability for them as the institution mainly caters to students from economically disadvantaged backgrounds. Thus even before the initiation of the Entry-in-Services classes the college had a Career Guidance Cell which had been guiding students in career options, giving them latest information on various scope of employment. The Entry-in-Services has thus greatly helped the

students of the vicinity the proof of which is evident from the number of students who have been employed in various sections of the State and Central Governments. Many have also learned to handle stress especially during examinations. Please refer to **Annexure 7** for details of students who have been benefitted from the course and got employment in government organizations.

6. Problems Encountered and Resources Required

Both the courses have been using college infrastructure including classrooms, books from library and others. But with increasing students, opening of new departments and upgradation of existing departments more space is required in terms of building and classrooms. Separate classrooms are required for these two departments to run freely without disturbing the regular classes.

7. Notes

A clear vision and mission along with a greater sense of commitment is one of the most important factors in carrying out any such venture. Committed, motivated and trained faculty is required as it an added responsibility beyond regular class hours. Basic counselling skills of the faculty is an added advantage which enables free teacher-student interaction and greatly helps in boosting the confidence of the students.

Best Practice 2

1. Title of the Practice

Instilling environmental consciousness among students and staff.

2. Goal

Environmental consciousness has a significant impact on the quality of output in all spheres including higher educational institution. The apparent non-monetary benefit is

actually beneficial for all in the long run. The college understands the need of instilling awareness and consciousness about the environment in students as well as the teaching and non-teaching staff through various formal and informal discussions, Seminars, workshops, community service, etc.

3. The Context

Keeping in mind the need of growing environmental consciousness among students the affiliating University has made Environmental Science a compulsory subject in the First year of undergraduate curriculum. But the college has decided to spread the awareness of a healthier, cleaner and greener environment among staff and students alike as that would eventually have an impact on society at large. The college has felt all the more need of taking this subject up as the place is mostly populated with people having a moderately low level of education.

4. The Practice

At the beginning of each session the teaching and non-teaching staff decides the different awareness programs that the college plans to undertake in a year. Planting of more trees, keeping the college premises clean, making the area as much pollution free as possible and maintenance of the pond for ecological balance are some of the practices that the college has regularized and involved the students and every member of the college staff. Various awareness programs are organized by the college NSS units that also involve the local people in order to spread awareness among society at large. Seminars, workshops and formal as well as informal discussions are held regularly where different environmental issues are addressed.

The management of the college is aware of the importance of energy conservation as a significant criterion for environmental consciousness. The college has addressed the issue by keeping a tab on electricity consumption and unnecessary wastage of energy is always avoided.

5. Evidence of Success

Measuring changes in behavior and approach to a particular issue is highly qualitative and difficult to quantify. However, the immediate positive impact that it has on students can be gauged from the feedbacks that the college has received from them, and even the parents and the alumni. Many have mentioned that they are making a sincere effort to change their approach in day-to-day life and even urging members of their families, their friends and neighbours to increase awareness for environment within themselves in however small measures. It has been very encouraging to learn that several students and even guardians have become aware that there is something more to life than besides academic qualifications tangible changes with a cleaner building and greener campus and examinations. Moving through the college campus one can now experience the

6. Problems Encountered and Resources Required

Inspiring and inculcating the value of keeping a healthy environment within the community is sometimes a challenge in a predominantly under-educated and underprivileged area. The college also requires a certain amount of fund for maintenance of its campus in a proper way and for organizing the various awareness programmes that it plans around the year. The college also feels the need to increase their networking with local authorities in spreading awareness on environmental issues and collaborate with them in various relevant activities including energy conservation, water harvesting and recycling, reduction of pollution, etc.

7. Notes

The college management can enhance the infrastructural facilities by providing adequate space for the smooth and proper functioning of the undertaken programs. An increase in budget allocation on environmental issues shall help in realizing the programs in a better way.

Minor Research Project Completed

Name	Subject	Title of the Project	Year of Completion
Amitava Kar Chowdhury	History	Working Class Agitation in Eastern India: The Study in Ceramic Industry in Bengal 1934 to 1977	2006
Somnath Chakraborty	Mathematics	Application of group theory to Chemistry	2006
Mahuya Ghosh	Bengali	*Binsa Satabdir Bangla Choto golpe Samprodayikata*	2007
Sukdeb Ghosh	Bengali	*Chinnamul Manus: Bangla Uponyase*	2006
Debatra K. Dey	Economics	Economic and Human Development; A District level Study in west	2005

Name	Subject	Title of the Project	Year of Completion
		Bengal	
Debatra K. Dey	Economics	Rural Nonfarm Employment: A Study in West Bengal	2010
Sankar Prasad Dey	Chemistry	Studies on Synthesis and Transformation of Some oxygen and Nitrogen Heterocycles	2010
Arghya Kusum Mukherjee	Economics	Some theoretical and empirical aspect of Swarnajayanti Gram Swarojgar Yojana	2013
Puspita Mahata	Commerce	Modeling of Some Production inventory management problems under trade credit Financing in the context of supply chain	2013

Ongoing Major/Minor Research Projects in the College

Name	Department	Funding Agency	Title	Year of Sanction	Amount
Dr. Arghya Kusum Mukherjee	Economics (Minor)	UGC	Safety net Programmes in West Bengal: How much effective	2013-14	2,15,000
Smt. Anamika Chakraborty	English (Minor)	UGC	Sharing More Than Imagined: A Study of Select Novels of India, Pakistan, Bangladesh and Sri Lanka	2010-11	90,000
Dr. Debatra Kr. Dey	Economics (Major)	UGC	Livelihood Securities through MGNREGA: A Study in West Bengal	2012-13	6,48,000
Dr. Sankar Prasad Dey	Chemistry (Minor)	UGC	Studies in Synthesis and chemical reactivity of Some Oxygen and Nitrogen Heterocycles	2013-14	4,80,000
Dr. Sukdeb Ghosh	Bengali	UGC	*Bangla Kathasahitye Deshbhag o Bangali Nari*	2013-14	1,80,000

Details of Publications by the Faculty of the College

Dr. Sankar P. Dey

Department of Chemistry

List of Publications in refereed journal:

Number of Publications: **25**   **As Principal/Corresponding Author [**Number**: 05**]:

1. Aluminium chloride assisted zinc-induced reduction of some α, β-unsaturated ketones.

   Sankar P. Dey* (Sole Author), *J. Indian Chem. Soc.* **86**, 761-763, 2009

 2. Acid-catalysed rearrangements of allyl 4-hydroxybenzoate and 3-methylbut-2-enyl-4-hyroxybenzoate.

   Sankar P. Dey* and Dilip K. Dey, *J. Indian Chem. Soc.* **86,** 485-487, 2009

  3. Aluminium chloride assisted zinc-induced reduction of some α, β-unsaturated ketones.

   Sankar P. Dey* (Sole Author), *J. Indian Chem. Soc.* **86**, 761-763, 2009

3. Configuration of the major stereoisomer of Zn/AcOH reduction product of 4-Oxo-4*H*- chromene-3-carbaldehyde.

   Sankar P. Dey*, Dilip K. Dey, Asok K .Mallik and Lutz Dahlenberg, *Journal of   Chemical Research*, 89-90, 2007

4. 6-(2-Hydroxybenzoyl)-5-(pyrrol-2-yl)-3*H*-pyrrolizine.

   Sankar P. Dey, Dilip K. Dey, Asok K. Mallik and Lutz Dahlenberg, *Acta Cryst*., 0321-0322, 2003

5. Formation of Organo-mereuro compounds by mercuric acetate oxidation of 2'-allyloxy-5-chloroactophenone oxime and 2'-allyloxy-5-chloroacetophenone.

    Sankar P. Dey* and Asok K. Mallik, *J. Indian. Chem. Soc*., 88, 437-441, 2011

6. A review on "Synthesis and chemical reactivity of 4-Oxo-4*H*-1-benzopyran-3-carboxaldehyde"

 Journal of Heterocyclic Chemistry (Accepted), Nayim Sepay and **Sankar P. Dey***

Doctoral Level:

1**.** Zinc-induced novel reductive cyclodimerisation of some α, β-unsaturated ketones

  Sankar P. Dey and Asok K. Mallik, *Indian J. Chem*, **38B**, 400-402, 1999

2. Novel conversion of 3-(α-Hydroxybenzyl)flavones to 3-benzylchromones and 3-cyanoflavones with NaN$_3$/TFA.   Asok K. Mallik, Falguni Chattopadhyay and **Sankar P. Dey,** *Tetrahedron Lett.* **41**, 4929-4931, 200

3. Novel formation of 6-acyl-5-(2-pyrrolyl)-3*H*-pyrrolizines by base catalysed condensation of pyrrole-2-aldehyde with methyl ketones.

   Asok K. Mallik, **Sankar P. Dey and** Falguni Chattopadhyay, *Tetrahedron Lett.* **43**, 1295-1297, 2002

4. Hypervalent iodine oxidation of flavonols and 3-hydroxy-2-styrylchromone in   different alcohols.

   Sankar P. Dey, Falguni Chattopadhyay and Asok K. Mallik (To be Communicated)

Post-doctoral Level (Collaborative Work/Research Guidance):

1. Molecular Structure and Conformation of N-2-[3′-methoxysalicyldeneimino)benzyl]- 3′′-methoxysalicyldeneimine.

 D. K. Dey**, S. P. Dey**, A. Elmali and Y. Elerman. *Journal of Molecular Structure*, **562,**177-184, 2001

2. Crystal Structure and Conformation of 2-{(2′-aminobenzyl)iminoethyl}-5-ethoxyphenol.

 D. K. Dey, **S. P. Dey**, A. Elmali and Y. Elerman, *Z. Natureforsch*, **56b**, 375-380, 2001

3. Synthesis and the crystal structure of a copper (II) complex derived from novel tridentate ligand.

 Subrata Kr. Dey, Chirantan Roychaudhury, **Sankar P. Dey**, Dilip Kr. Dey, Nijhuma Mondal, K.M. Abdul Malik and Samiran Mitra, *Journal of Chemical Research*, 496-499, 2002

4. Reduction of some flavavanones and E-3-benzyledeneflavanones under modified Clemmensen reduction condition.

 Sankar P. Dey , Dilip K. Dey, Mrinal G. Dhara and Asok K. Mallik *J. Indian Chem. Soc.* **85,** 717-720, 2008

5. Structural and Spectral study 3-(2-hydroxylphenylimimno)-1-phenylbutan-1-one and   its diorganotin (IV) complexes.

 Dilip Kumar Dey, **Sankar Prasad Dey**, Nirmal Kumar Karan, Amitava Dutta, Antonin Lyka and Georgina M. Rosair, *Journal of Organometallic Chemistry,* **694**, 2434-2441 , 2009

6. Swietenine: A potential oral hypoglycemic from *Swietenia macrophylla* seed.

   Saikat Dewanjee, Anup Maiti, Anup K. Das , Subhash C. Mondal and **Sankar P. Dey,** *Fitoterapia*, **80,** 249-251, 2009

7. Effect of bergapten from *Heracleum nepalence* root on production of proinflammatory cytokines.

Sekhar K. Bose, Saikat Dewanjee, Ranabir Sahoo and **Sankar P. Dey,** *Natural Product Rresearch,*   2009

8. Dereplication coupled with in vitro antioxidant assay identified of two flavonoid glycosides from diospyros peregrina fruit.

Saikat dewanjee, Ranabir Sahoo, Moumita Gangopadhyay, Anup Das, Tarun Dua, And **Sankar P. Dey,** *Natural Product Rresearch*, January, 2010

9. Structure and spectroscopy 0f diorganotin (IV) complexes derived from N'-(2-hydroxy-3-methoxybenzylidene)benzohydrazide.

Dilip K. Dey, **Sankar P. Dey,** Antonyn Lyka and George M. Rosair, *Polyhedron*, **30**, 2544-2549, 2011

10. NBS Oxidation of *E*-3-benzylidenechromanones to 3-(α-hydroxybenzyl)-chromones and 3-benzoylchromones.

Tapas K. Mandal, Rammohan Pal, Rina Mondal, **Sankar P. Dey** and Asok K. Mallik, *Organic preparations and procedures international*, **43**, 467-474, 2011

11. First report on thermally stable cadmium carbonyl complex containing an interesting chloroaryl bridge: Isolation and characterization.

Subrata K. Dey, Shymaprasad Shit, **Sankar P. Dey,** S. Mitra and K.M. Abdul Malik, *Chemistry Letter*, **40**, 119-122, 2011

12. Evaluation of analgesic activity of clerodendrum viscosum linn.(verbenaceae)leaves on experimental animal modal.

J. K. Das, C.C. Kandar, **S. P. Dey** and S. C. Mandal, *International journal of pharma and biosciences,* **Vol. 2**, issue-2(April-Jun),345-349, 2011

13. Anthelmintic activity of clerodendrum viscosum

Jayanta K. Das, S. Choudhury, S. Adhikary, B. Das, S. Sharma, S.C. Mandal and **S. P. Dey,** *Oriental pharmacy and experimental medicine*, 11, 119-122,2011

14. Study of antimicrobial and wound healing activity of ethanolic extract of Clerodendrum viscosum leaf.

Publications of Arghya kusum Mukherjee
Department of Economics

Sl. No.	Type of Publication and Research Work	ISSN/ISBN No.	Name of the Publisher	Title of the Paper	Year of Publication (Volume, Page Number)
1	Paper in a Journal (Cogent Economics & Finance)	2332-2039	Cogent OA, a part of Taylor & Francis Group	Government Sponsored Microfinance Program: Joint Liability vs Individual Liability	2014 2(1): 1-14
2	Paper in a Journal (Journal of Rural Development)	0970-3357	National Institute of Rural Development, Hyderabad	SGSY: How Much Beneficial across Socio Religious Communities?	2013 32(2): 213-36
3.	Paper in a Journal (Bangladesh Development Studies)	0304-095X	The Bangladesh Institute of Development Studies, Dhaka, Bangladesh	Swarnajayanti Gram Swarozgar Yojana as a Safety net: Evidence from Murshidabad District of West Bengal	2012 XXXV(1): 79-103
4.	Paper in a Journal (Gender, Technology And Development)	0971-8524	Sage and Asian Institute of Technology, Bangkok, Thailand	Microcredit and Women's Agency: a comparative Perspective across Socio Religious Communities in West Bengal, India	2012 16(1):71-94
5.	Paper in a Journal (Microfinance Review)	2229-3329	Banker's Institute of Rural Development, Lucknow	Impact of Swarnajayanti Gram Swarozgar Yojana (SGSY) on Health, Education and Women Empowerment	2011 III(1):36-52
6.	Paper in a Journal (Artha	0972-1185	Bangiya Arthaniti Parishad	Simultaneous Financing, Symmetric Group Lending and Monitoring in	2008 17(3): 37-52

	Beekshan)			Subsidized Microfinance Programme	
7	Paper in a Journal (International Journal of Social Economics)	0306-8293	Emerald, UK	Microfinance and Credit to the Ultrapoor	2014 975-993
8	Chapter in a book (Microfinance: Performance Evaluation and Enterprise Development, Edited by Daniel Lazar and Malabika Deo)	978-81-8424-414-4	Allied Publisher, Chennai	Accessibility of Credit to the Rural Poor through Reduction of Transaction Cost	2009 59-74
9	Chapter in a book (Development in Developing Economies, Edited by Mihir kumar Paul and Sebak kumar Jana)	978-81-8069-840-8	Concept Publishing, New Delhi	Swarnajayanti Gram Swarozgar Yojana (SGSY): Who Participates?	2012 108-121

Book: Microfinance, Women Empowerment and Human Capital

Published by LAP-LAMBERT Academic Publishing (Germany)

ISBN 10 Digit: 3659461024

ISBN 13 Digit: 978- 3659461026

Department of Commerce

Research & Publications by Puspita Mahata

A. List of Publications

1. **Puspita Mahata** and Gour Chandra Mahata**, "**Economic production quantity model with trade credit and price-discount offer for non-decreasing time varying demand**",** *International Journal of Procurement Management*, **Vol. 7, No. 5, 563-581, 2014.**

2. **Puspita Mahata,** Arindam Gupta and Gour Chandra Mahata**, "**Optimal pricing and ordering policy for an EPQ inventory system with perishable items under partial trade credit financing",** *International Journal of Operational Research*, **Vol. 21, No. 2, 221-251, 2014.**

3. **Puspita Mahata** and Gour Chandra Mahata**,** "A finite replenishment model with trade credit and variable deterioration for fixed lifetime products", *Advanced Modelling and Optimization,* **Vol. 16, No. 2, 407-426, 2014**

Publications of Santanu Das-

1. Trends in financial performances of Indian Pharmaceutical Industry: A study of Dr. Reddy's Laboratories Ltd.
   -ICFAI READER, The ICFAI University Press. Oct.2006

2. Measuring the efficiency of Asset management of private sector enterprises in India during the Pre and Post Liberalization periods:
   A study on Colgate –Palmolive(India) Ltd.

   The ICFAIN journal of Management Research.Vol-VI, No.7, July 2007
3. Responsibility Accounting System: A Microscopic Analysis.
   -The Accounting world. 2008

4. Carbon Trading:A Global business with environment in 21st century.
   Open Eyes, Vol-10 Dec.2013. ISSN:2249-4332

5.Inclusive Growth in India: Past experience and future prospects.
   -Contemporary Issues on Accounting and Finance. ISBN-978-81-7381-942-1

6. Inclusive Growth in India: Issues Chalanges.
   -Emerging Issues in Business & Economics in India.

Publications of Mitali Halder-

1. SHG and Bank linkage in India.
   - Global Research Analysis, June-2013, ISSN No. 2270-8160

2. Progress of Micro Finance in India-Agency wise Analyses
   -Global Research Analysis, July –2013, ISSN No. 2270-8160

Department of Bengali

Name of Faculty	Sl No.	Name of topics	Name of Journals	Year
Dr. Sukdeb Ghosh	1.	"Bangla Upanyase Bastuhara Bastuchhara der Katha	Open Eyes	2012 (ISSN: 2249-4332)
	2.	Rabindra Galpe Nari: Atma Parichayaer Sandhane	Tabu Eklabya	2012 (ISSN: 0976-9463)
Dr. Sanhita Kundu	1	"Manik Bandyopadhyay-er Upanyaser Bhashar Bibartan	"Dibaratrir Kabya" Manik Bandyopadhyay Sankhya	July - Sept & Oct. - Dec., 2009
	2	"Chalachchitre Kalpabignan"	"Ajker Pratibhas"	January, 2010
	3	"Adhunik Roopkatha O Bangla Shishu sahitya"	Orientation Programme No. 93 of UGC Academic Staff College, University of Calcutta	2012

Name of Faculty	Sl No.	Name of topics/ Chapter	Name of Journals/ Book	Publication
Dr. Sukdeb Ghosh		1.Kanakari: Adarsha Chutir Galpa	Galpa Charcha(ISBN: 978-93-83590-20-9)	Bangiya Sahitya Samsad
			Grantha Sankalan (ISBN: 978-93-83590-31-5)	

		2. Unish Sataker Nari Siksha O Iswar Chandra Gupta		SRL Mahavidyalaya
Mahuya Ghose	1	Madhyayuger Bangla Sahityer Artho-Samajik Prekshapat	Sahitya Prabandha – Prabandha Sahitya	Bangiya Sahitya Samsad
	2	"Chikitsa-Sankat"	Galpacharcha	Bangiya Sahitya Samsad

Sl No.	Name of Faculty	Title of Book	Publication	ISBN
1	Dr. Sukdeb Ghosh	"Shibram Chakraborty : Manobatar Rasasrasta"	Bangiya Sahitya Samsad, 6/2 Rramanath Majumder Street, Kolkata – 700009	81-89827-02-2
2	Dr. Sanhita Kundu	"Romantikatar Punorbiksha: Manindralal Basu"	Bangiya Sahitya Samsad, 6/2 Rramanath Majumder Street, Kolkata – 700009	978-81-89827-38-0

DR. BIPUL MANDAL
Assistant Professor
Department of Bengali
Srikrishna College, Bagula, Nadia

PUBLICATION BOOKS

Sl. No.	Name of the Books	Name of the Writer	ISBN
1.	Bangla Upanyase Nimnabarger Manush (1950 Porjanta)	Bipul Mandal	978-93-82045-67-0
2.	Pragadhunik Bangla Sahitye Bratya Jiban	Bipul Mandal	-
3.	Chandimangal Kabye Antyajashrenir Jibanchitra	Bipul Mandal	-

EDITED BOOKS

Sl. No.	Name of the Books	Name of the Editors	ISBN
1.	Bankimchandra : Ekusher Bhabna	Edited by Professor (Dr.) Tapas Basu & Dr. Bipul Mandal	-

CHAPTER OF EDITED BOOKS

Sl. No.	Name of the Books	Name of the Topic	Name of the writer	ISBN
1.	Aranyaker Anannyata	"Aranyake Antyajashrenir Jibanchitra"	Bipul Mandal	81-85471-84-7
2.	Srichaitanya : Akaler Bhabna	"Chaitanyadeber Charan Chinnita Tinti Sthan"	Bipul Mandal	978-93-83590-27-8
3.	Iswarchandra Gupta : Sahitya 'O' Sanbadikata	"Iswargupter Kabitay Lokayata Bhabna"	Bipul Mandal	-
4.	Nana Ranger Rabindranath	"Gora Upnayse Bratya Jibaner Kathakata"	Bipul Mandal	-

Sl. No.					
5.	Lokosanskritir Bichitra Porisor : Anweshon O Bishleshon	"Tarasankarer Hansulibanker Upakathya Lokayata Jiban"	Bipul Mandal		13-978-81-922582-0-1
6.	Rabindra Upanays : Nirishka	"Rabindra Upanyase Nimnabarger Rangin Chabi"	Bipul Mandal		-

CHAPTER OF JOURNAL

Sl. No.	Name of the Journal	Name of the Topic	Name of the writer	Date	ISSN
1.	Open Eyes Journal	"Sharachandrer Upanyase Bratyajibaner Bhumika"	Bipul Mandal	December, 2012	2249-4332
2.	Open Eyes Journal	"Swami Vivekanander Bharat – Parikrama	Bipul Mandal	December, 2013	2249-4332
3.	Atmabodhan-2014	Vivekanandra : Nimnabarger Paritrata	Bipul Mandal	January, 2014	-
4.	MS Academic Journal	Padmanadir Majhi : Bratyashrenir Prasanging Jiban Chitra	Bipul Mandal	January, 2014	2229-6484
5.	MS Academic Journal	Vivekanander Bharat Parikroma	Bipul Mandal	August, 2014	2229-6484
6.	Open Eyes Journal	Mankim Upanyashe Antaja Jiban	Bipul Mandal	December 2014	2249-4332
7.	Bangla Sahitya Patrika	Binkimchandra : Nimnabarger Prasangig Upasthiti	Bipul Mandal	January, 2015	-

Annexure 3

Details of G.B Resolution

Sl.No.	Details of Resolution	Status
Date January04, 2014		
Item No.2	Recruitment of Guest Lecturer and Assistant Librarian (Guest) in different Departments	Implemented
Item No. 2 (1)	Formation of Election Committee for Students' Union election 2014	Implemented
Date 22nd March, 2014		
Item No.2	Die harness case of Late S. Tikadar, Ex Employee of the College	Papers submitted to the Government
Item No 3-Item No. 6	Service related benefits of teaching and non teaching Employees of the College	Necessary steps have been taken
Item No.7	Reaccreditation of the College by NAAC	On going
Item No. 8 and 9	Leave related issues of the staff	Approved by the G.B
Item No. 10	Transfer of unutilized dunds of Students' Union for the purpose of Students' welfare	Implemented
Item No.11 – Item No. 16	i) Revision of wages of casual staff ii) On line admission in Under Graduate iii) Post creation of Full time Faculty iv) Misc.	Implemented and ongoing
September 25, 2014		
Item No. 2	Appointment of three Assistant Professors in commerce and political Science vide recommendation of WBCSC	Implemented
Item No.3	Fund allocation for construction and	Ongoing

		renovation of College including lavatories for students and other projects	
Item No. 4		Award for toppers in Honours and General Courses	Initiated to implement from this year
Item No. 5 –Item No.9		Service related issues , Revision of Fee's structure in Physics Honours and Misc.	Implemented

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T. K. GHOSE & CO.

CHARTERED ACCOUNTANTS

6, KIRON SANKAR ROY ROAD,
KOLKATA - 700 001
PHONE : (033) 6450-8148, 4066-8145,
2248-9571,2213-0200
Fax : (033) 2236-4317
E-mail : info@tkg.co.in
Web : www.tkg.co.in

AUDITORS' REPORT

1. We have audited the attached Balance Sheet of **SRIKRISHNA COLLEGE, BAGULA, NADIA** as on 31st March,2013 and the Income & expenditure Account and the Receipts & Payments Account for the Year ended on that date annexed thereto. These financial Statements are the responsibility of the Institute's Management. Our responsibility is to express an opinion on these financial statements based on our audit.

2. We have conducted our audit in accordance with the auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimate made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

3. We report that

   a) We obtained all the information and explanations which to the best of Our Knowledge and belief were necessary for the purpose of our audit.

   b) In our opinion, proper books of account as required by law have been kept by the college so far as appears from our examination of these Books and we further states.

      i) That all the inoperative Bank accounts should be closed at the earliest.

      ii) Provident Fund & Treasury account was reconciled with the balance as per treasury pass book and found to be correct. However there is a difference of Rs.21,523.62 between Provident Fund account and the P.F.& Treasury account (9163934.77 - 9142411.15) as per college account. The management should take steps to reconcile the difference.

   c) The Balance Sheet and Income & Expenditure Account and Receipts & payments account dealt with by this report are in agreement with the books of account;

   d) In our opinion and to the best of our information and according to the Explanations given to us, the said accounts give the information required by relevant statute in the manner so required and give a true & fair view in conformity with the accounting principles generally accepted in India

      i) in the case of Balance Sheet, of the State of affairs of the **SRIKRISHNA COLLEGE, BAGULA, NADIA** as on 31st March, 2013

      ii) in the case of Income & Expenditure Account, of the excess of Income over Expenditure for the year on that date

      iii) in the case of Receipts & Payments Account of the Receipts and Payments for the year ended on that date.

Dated, Kolkata
The 12 th Sept,2014

For T.K. Ghose & Co.
Chartered Accountants

AUDITORS' REPORT

1. We have audited the attached Balance Sheet of **SRIKRISHNA COLLEGE, BAGULA, NADIA** as on 31st March,2014 and the Income & expenditure Account and the Receipts & Payments Account for the Year ended on that date annexed thereto. These financial Statements are the responsibility of the Institute's Management. Our responsibility is to express an opinion on these financial statements based on our audit.

2. We have conducted our audit in accordance with the auditing standards generally accepted in India. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimate made by the management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

3. We report that

    c)   We obtained all the information and explanations which to the best of
         Our Knowledge and belief were necessary for the purpose of our audit.

    d)   In our opinion, proper books of account as required by law have been kept by the college so far as appears from our examination of these Books   and we further states.

       iii)   That all the inoperative Bank accounts should be closed at the earliest.

       iv)   Provident Fund & Treasury account was reconciled with the balance as per treasury pass book and found to be correct. However there is a difference of Rs. 41,023.62 between Provident Fund account and the P.F.& Treasury account (10574261.62 – 10533238.00) as per college account. The management should take steps to reconcile the difference.

    c) The Balance Sheet and Income & Expenditure Account and Receipts &
       payments account dealt with by this report are in agreement with the
       books of account;

    e)   In our opinion and to the best of our information and according to the
         Explanations given to us, the said accounts give the information required by relevant statute in the manner so required and give a true & fair view in conformity with the accounting principles generally accepted in India

    j)   in the case of Balance Sheet, of the State of affairs of the **SRIKRISHNA COLLEGE, BAGULA, NADIA** as on 31st March, 2014

   ii) in the case of Income & Expenditure Account, of the excess of Income
       over Expenditure for the year on that date

   iii) In the case of Receipts & Payments Account of the Receipts and Payments for the year ended on that date.

Dated, Kolkata
The 12 th Sept,2014
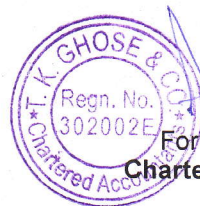
For T.K. Ghose & Co.
Chartered Accountants

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

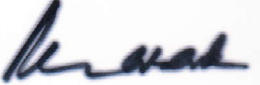*An Autonomous Institution of the University Grants Commission*

Certificate of Accreditation

The Executive Committee of the

National Assessment and Accreditation Council

on the recommendation of the duly appointed

Peer Team is pleased to declare the

Srikrishna College

Bagula, Dist. Nadia, affiliated to University of Kalyani
West Bengal as

Accredited

at the B^+ level.

Date : March 31, 2007

Director

This notification is valid for a period of Five years with effect from March 31, 2007

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Quality Profile

Name of the Institution : Srikrishna College

Place : Bagula, Dist. Nadia, West Bengal

Criterion	Weightage (W_i)	Criterion Score (C_i)
I. Curricular Aspects	100	73
II. Teaching-Learning and Evaluation	400	307
III. Research, Consultancy and Extension	50	31
IV. Infrastructure and Learning Resources	150	117
V. Student Support and Progression	100	80
VI. Organization and Management	100	77
VII. Healthy Practices	100	70
Total	$\Sigma W_i = 1000$	$\Sigma C_i = 755$

$$\text{Institutional Score} = \frac{\Sigma C_i}{\Sigma W_i} \times 100 = \frac{755}{1000} \times 100 = 75.50$$

Date : March 31, 2007

Director

DRAFT PEER TEAM REPORT ON INSTITUTIONAL ACCREDITATION OF SRI KRISHNA COLLEGE, BAGULA, NADIA DIST, WEST BENGAL.

SECTION – I

INTRODUCTION:

Sri Krishna College, Bagula was established in 1950. It is situated in Nadia District of West Bengal, bordering Bangladesh. It is in a rural area dominated by nearly 60% of SC/ST community. The college was affiliated to university of Calcutta till 1999 and is presently affiliated to the University of Kalyani. The college is regularly getting UGC grants through University of Calcutta, but a letter regarding its inclusion in 2 (f) and 12 (B) with effect from Dec ,2003 is now available.

The college was established primarily to enable the first generation learners of SC/ST community. The mission of the institution is to make education accessible to the economically backward students. The campus area spreads around 11.3 acres. The college is aided by the Govt. of West Bengal.

The college is a co-education one and offers 5 degree programmes with annual scheme. All the programmes are multi disciplinary one with choice of electives and languages. In all there are 13 different subjects taught in the college. Two subjects are self financing.

The college has voluntarily asked for assessment and accreditation by National Assessment and Accreditation Council (NAAC) Bangalore. Accordingly NAAC has constituted a Peer Team to visit to institution and to validate the self study report. The Peer Team consisted of:

Prof. V.Gopala Reddy. Vice-Chancellor, Kakatiya University, Warangal, Chairman.

Prof. Bharati Naik, Former Principal and Director, Shri M.D. Shah Mahila College, Mumbai, Member Coordinator

Prof. G.Venkatesh, Principal, Garden City College, Bangalore, Member.

Dr. M.S. Shyamasundar, Dy. Adviser, NAAC ably coordinated with the Peer Team.

The Peer Team visited the institution on 19th and 20th of March 2007. Based on the interaction with the Principal, members of the management, staff (both teaching and non teaching), students, alumni and parents and also after visiting the supporting facilities, the Peer Team is herewith submitting the detailed criteria wise analysis of the self study report for accreditation.

SECTION - II

CRITERION I:
CURRICULAR ASPECTS:

The college provides only the under graduates courses in three streams and two self financing courses. In the degree it offers both

General and Honours courses. There are five degree programmes with 13 subject options. In B.A degree, general, the subjects offered are English, Bengali, History, Political Science, Economics and Philosophy. In the Honours course, it offers Bengali, English, History and Political Science. In the self financing course Physical Education was introduced in 2003-04 and Geography in 2006-07.

B.Sc general course is offered in physics,chemistry,mathmatics and computer science. B.Com degree is offered in general papers and BCOM Honours with accountancy.

As the college is affiliated to the University of Kalyani, it follows the syllabi of the University and by itself the college has no role in designing the curriculum. The members of the staff participate indirectly in the curriculum development as members of the Board of studies and undergraduate council and E.C of the Kalyani University. Also members of the staff serve on various examination committees of the University. One of the faculty member is associated with a Non Government Organization as the secretary.

The college functions under the over all guidance of the Governing Body established as per the regulations of the Kalyani University. The body consists of an elected President, Principal as ex-officio member and secretary and two University nominees, Government nominee and four full time faculty members, two representatives of non teaching staff and elected general secretary of the student union and the

representative of the panchayat of the area. This body is responsible for all the academic and administrative functioning of the institution.

Besides the Governing Body, the college has also constituted various sub committees like financial sub committee, PF sub committee, Library sub committee, Magazine sub committee etc., which help in the smooth running of the college in various aspects.

There is also a Teachers' council, a statutory body, with the Principal as the Chairman and an elected teacher secretary. This council assists the Principal in all matters relating to admission and administration so as to maintain a proper academic atmosphere in the campus. This also helps in framing the time table, conducting the examinations and arranging other curricular and extra curricular activities. An academic council also exists with all the heads of the departments being its members.

The college has the practice of obtaining feedback from the students regarding the performance of the teachers and also about the facilities. The feedback is analysed by the head of the departments and suitable remedial measures are taken to remove any genuine difficulties.

The institution also has the mechanism of self appraisal by the staff members. The cost without salary component is Rs. 1134/- while total cost per student is Rs. 4450/-.

CRITERION II:
TEACHING, LEARNING AND EVALUATION:

The admission process is transparent and as per the norms of the Government of West Bengal and the Kalyani University. Selection is made on merit basis for Honours courses and first come first serve basis for the general courses.

The teachers prepare lesson plans in advance. The students are informed about the demands of the subjects and the methodology in approaching the subject by the teachers. They are also informed about the examination system of the University.

There are no bridge courses provides for the weak students in different subjects. However, some remedial measures like special coaching classes for the weak students are taken by the college for the academic and personality development of the students.

The teachers act as counselors to the students after the class hours and help them to solve some of their problems. Separate counseling rooms are also made available for this purpose.

The college announces an academic calendar at the beginning of the year giving details of the working days, and vacation. In all the college worked for 267 days during 2005-06 with 206 teaching days.

The total sanctioned posts of teachers in the college is 29, out of which 19 are working on permanent basis. The balance work is shared

by the temporary (visiting) faculty members who have qualified UGC NET examinations and SLET examinations. The teacher student ration is 1:57

About 60% of the classes are on the basis of conventional lecture method. OHP is used during some lectures. Also LCD is hired whenever necessary.

The teachers are encouraged to attend UGC sponsored workshops and orientation programmes. Special lectures are arranged on various topics by the departments. There are 6 Ph.D degree holders and 4 M.Phil degree holders. 4 teachers have participated in National and International seminars. There are 9 ongoing UGC minor research projects with a total grant exceeding 5.7 lakhs. The faculty members have a total of 23 publications. Inter Departmental Programmes are also arranged. Audio-visual aids are used to make the learning process interesting. The students are encouraged to ask questions by having a specific question answer session. Weak students are separately counseled by the concerned faculty members. Students are also asked to participate in seminars.

Regular tests and examinations are conducted by the college for evaluation of the students.

Teachers are appointed as per the regulations of the West Bengal College Service Commission and UGC guidelines. The part time or

visiting faculty, whenever needed are appointed by the selection committee consisting of the principal , concerned H.O.D and university expert after the interview.

CRITERION III:
RESEARCH, CONSULTANCY AND EXTENSION:

The college encourages teachers to take up research work. There are 6 Ph.D. and 4 M.Phil. About 9 minor UGC projects are under progress in various departments. The total outlay of the minor research projects is over 5.7 lakhs. The permanent teacher of Dept. of Chemistry has been awarded a post doctoral fellowship in France at the Universite^ Paul Sabatier and he has six publications. He has also successfully supervised a Ph.D candidate as a co-guide.

The college is not a recognized centre for Ph.D and hence no student has enrolled as a research scholar. No research funding from the Government, Industry and any other funding agencies. Assistance to young social scientist from ICSSR has been awarded to one of the teacher's of the college.

Number of faculty members have published articles in journals and have also published books.

No formal consultancy services ate extended by the college to any agency. However a notional consultancy under the UGC extension

scheme to the ex-students and to the local unemployed youth and to the West Bengal central School services is extended. A number of teachers in different subjects worked as evaluators and co-coordinators of the West Bengal School Service Commission examinations.

The extension activities include NSS, NCC. Blood donation camps, eye check up camp, National integration camps, AIDS awareness, environmental awareness drug abuse and pollution by plastic materials etc. are some of the activities under extension programme. The college also offers free guidance to SC/ST and other backward youths to appear for the competitive examinations.

CRITERION IV:
INFRASTRUCTURE AND LEARNING RESOURCES:

The college is located in a rural area and has a campus spreading 11.3 acres. The total built in area is 11656 sq.mts. A master plan is framed by a competent architect considering the future requirements of the college. It has the required number of class rooms (18) and furnitures. There are in all 5 laboratories, for Physics, Chemistry, Geography,Commerce and Computers science. Sufficient administrative space including the Principals' rooms are available. Water purifiers are installed to provide safe drinking water to the students and staff. Two generators are provided to supply un-interrupted power to the laboratories. Also a well furnished

conference hall is available for Governing body and other committee meetings.

Over head projectors, Handy cam are available as teaching aids, LCD projectors are hired whenever needed. Canteen and cycle stand facilities are also provided for the benefit of the students. A Network Resource Centre(NRC) under UGC 10th plan has been functioning. A college website has been launched(www.collegesrikrishna.org).

Library consists of two parts 871 sq.ft. is available for stocking books and 768 sq.ft. is available for reading room. The total carpet area of the library is 1940 sq.ft. There are 19327 books in the library with 7123 titles. Out of this 16599 are text books and the balance reference books. The library subscribes to eight Indian journals. The library works between 10.00 am and 5.00 pm on all working days. On an average about 60 students and 20 faculty members visit the library everyday. The library is under computerization and two Computers, Printer and Internet facilities are available. Student are also accessible to the computers for searching the required books.

There are in all 25 computers in the college and about 1 lakh budget is allotted to the computers during 2004-2005. No upgrading of the computer facility during the previous year.

Even though there is a hostel, no student is residing in it. Good sports field and sports materials and equipments are available. Sports

facilities are provided in football, volleyball, badminton, cricket and athletics. Both boys and girls actively participate in sports events and open air auditorium is constructed in the open ground in front of the college for larger assembly of the students. A community hall is also there which is under renovation.

There is no formal placement cell or placement officer in the college. However a career counseling cell is functioning.

CRITERION V:
STUDENT SUPPORT AND PROGRESSION:

The college publishes the updated prospectus annually. The prospectus contains the detailed information about the goal and objectives of the institution, courses offered, academic calendar, fee structure and extra curricular activities. Then college also publishes an annual magazine to encourage the creative writing of the students and staff.

The SC/ST students get the stipend from the Government. Financial assistance is given to other economically challenged students from student aid fund. College also provides tuition fee concessions to the poor and meritorious students. Students with outstanding sports performance are financially encouraged.

The faculty members actively participate in counseling the students on career options and avenues for higher education. The students are offered both academic and personal counseling by the teaching faculty. A separate counseling is constituted for women students. There is also a grievance redressal cell to address to the grievance of the students, teachers and non teaching staff.

Even though the college is more than 50 years old, the alumni association was started very recently, by the end of the year 2005. The college has maintained a list of the alumni who have occupied prominent positions in the society like IAS Officers, Deputy Director, Commercial Managers in Railways, Minister in the Government of West Bengal, head of the department of commerce in Burdwan University etc. the Alumni association is taking keen interest in the development of the college by way of donating book the library and through donations. One of the Alumni has provided funds to a tune of 3 lakhs for the construction of the Geography block.

NCC and NSS units are functioning well. The NCC subunit has earned the rare distinction of sending one cadet in each year to represent at the Republic Day parade. Number of sports facilities are available for both boys and girl students. Many students have represented the college at the university level. The college also has organized inter-collegiate meet and Nadia district non government college athletic meet for 2 consecutive years. Individuals talents of

students in handicrafts are also encouraged by giving them suitable opportunities.

Regular feedback is collected from the students. Number of cultural activities are organized to bring out the talents among the students and to help the all round development of the students. A girl student of the college participated in the youth festival organized by association of Indian universities in 2005-06.

CRITERION VI:
ORGANISATION AND MANAGEMENT:

The college has a definite goal of an all round development of students and upliftment of the rural poor in general and also academically.

The college functions under the direction of a Governing Body consisting of 13 members which includes President, University and Government nominees, Teaching and Non-teaching staff representatives, local leaders and student representatives. Regular meetings of the Governing Body are held.

The Governing Body constitutes a number of sub committees to assist in various day to day activities both curricular and extra curricular. The Teachers' council plays a significant role in all the affairs of the institution.

There are in all 44 teaching members out of which 19 are full time and the remaining part-time faculty members and 21 non-teaching staff.

The teachers are encouraged to take up research work and also to participate in UGC sponsored workshops and seminars and retraining programmes. A good number of teachers have participated in the International seminars. Self appraisal of teachers in implemented since 2003. Computer training is provided to non-teaching staff.

Staff benefit fund is set up to help the full time and non-teaching staff financially during urgency. Loans upto a maximum of 1 lakh is provided at a nominal rate of interest. Staff quarters are also provided to few staff members.

The finances are managed out of the grants received from the State Government, UGC, fee collected from students and from the self financing courses and the rent from obtained from the quarters and the leasing of the pond. The finances are well utilized and are audited by the competent authorities regularly. The Accounts, Students management and Staff management in the college office are fully computerized with LAN facilities by an outside agency Blue Planet Infotech.

CRITERION VII:
HEALTHY PRACTICES:

The college has the following healthy practices:-

- ❖ Inter Departmental Seminars.
- ❖ Organising skits and dramas in English and Bengali.
- ❖ Serving the down trodden and first generation learners, SC/ST and other backward classes.
- ❖ Organises film shows and symposia on various topics by experts.
- ❖ Use of audio-visual equipments as teaching aids.
- ❖ Decentralisation of the administrative work.
- ❖ Involvement of teachers in all extra curricular activities.
- ❖ Student contact through counseling by staff members.
- ❖ Encouraging students to participate in sports activities.
- ❖ Assisting neighboring schools.
- ❖ Afforestation.
- ❖ Organising health awareness, blood donation camps, eye check up camps.
- ❖ Observing National days.
- ❖ Lending the campus for people under distress.
- ❖ Identifying and encouraging students talents in handicrafts and other talents.
- ❖ A MOU with the government is signed for computer training of the students and local youth.
- ❖ Teachers exchange programme in different subjects with neighboring colleges have regularly taken place.

- ❖ Introduction of self financing with minimum course fee.
- ❖ Donation to national foundation for communal harmony, Bengal tuberculosis association, Armed forces flag day, fund to Tsunami and earth quake are also made.

SECTION - III

OVER ALL ANALYSIS:

The college which is five decade old is serving the SC/ST community well, has good infrastructure facilities like class rooms, furniture, laboratories, sports ground etc., majority of the students get State financial aid.

Principal is representing in various academic bodies of the universities. He is also a member of the executive council of the Kalyani University.

However, a large number of sanctioned teaching posts are vacant although the requisition for the same has been sent to the appropriate authorities and the classes are handled by the part time faculty. There is shortage of non teaching staff also.

There is no placement cell. No photo copying facility and internet facility with computers in the library.

Student counseling is done by staff members and some feedback on the faculty by the students are taken.

More efforts are needed to gear up to the modern challenges like preparing the students for competitive examinations, developing communicating skills and computer literacy.

The Peer Team would like to commend the Principal, faculty members and non-teaching staff for their sincere efforts to help the socially neglected category of students in-spite of many odds.

RECOMMENDATIONS:

The team wishes to make the following recommendations for further improvement of the institution.

- ❖ To introduce modern courses like information technology, management, journalism etc and also to introduce Honours courses in science subjects.
- ❖ To introduce vocational and job oriented courses.
- ❖ To introduce one or two Post Graduate courses to start with.
- ❖ To make all the faculty and non-teaching faculty, computer literate.
- ❖ To provide computer facility, internet services and photo copying unit in the library for the benefit of the students.

- ❖ The UGC sole package of Inflibnet may be provided in the library.
- ❖ To subscribe for international journals.
- ❖ To start a placement cell to help the students to get jobs.
- ❖ To provide the hostel facilities for boys and girls.
- ❖ To organize bridge courses and remedial courses in certain subjects in which the students are week
- ❖ To develop a language lab and communication skill.
- ❖ To arrange remedial coaching for SC, ST students.
- ❖ The management has to involve more in the functioning of the institution and fill up the existing vacancies both in teaching and non-teaching departments.
- ❖ To strengthen the Alumni association and to involve the alumni in the development of the institution.
- ❖ To make efforts to improve results and reduce the drop out rate.
- ❖ To encourage enrollment in B.Com and B.Sc courses.
- ❖ To have linkages with industries.
- ❖ To setup Internal Quality Assurance Cell (IQAC) to monitor the continuous progress of the institution.
- ❖ To maintain systematic progression of students to higher education.

The Peer Team wishes to express sincere thanks to the management, principal, teaching and non-teaching staff for their excellent

cooperation during the visit. It also thanks the students, parents and alumni for their views during the interaction.

The Peer Team wishes the institution a bright future.

Prof. V.Gopal Reddy
Chairman

Prof. Bharati Naik
Member Co-ordinator

Prof. G.Venkatesh
Member

I have read the report and agree with it.

Date: The 20th March, 2007

Principal

Principal
Srikrishna College
Bagula Nadia

Place Bagula, Nadia, W.B.

Seal of the Institution

LIST OF STUDENTS WHO GOT GOVERNMENT JOBS IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2008)

1) PRASENJIT BISWAS
2) BIRESWAR SARKAR
3) PRODIP MALIK
4) ANIRBAN BISWAS
5) PABITRA DHALI
6) DEHRUBA MANDAL
7) DEBANGSHU SARKAR
8) JAYANTA KR DAS
9) AMIT Kr SARMA
10) AMOL KANTI ROY
11) DILIP Kr SIKDER
12) RIPON Kr BISWAS
13) ASHOK Kr BISWAS
14) BIDHAN BISWAS
15) SUSANTA Kr TIKADER
16) ASHOK KIRTONIA
17) KOUSHIK BISWAS
18) BIPROJIT BISWAS
19) MONISHANKAR DAS
20) DEBANSHU SARKAR
21) MALAY BISWAS
22) GOSTHA SARDER
23) DIPAK THAKUR
24) MIHIR KUMAR BALA
25) SUBHAS Ch. SAHA
26) PROSANTA BISWAS
27) ASHIT BISWAS
28) AMAR CHANDRA BISWAS
29) PRABIR KUMAR BISWAS
30) SHYAMAL CHANDRA BISWAS
31) NIPENDRANATH BISWAS
32) DILIP KARMAKAR
33) SANDIP BISWAS
34) ATANU SIKDER
35) CHANDANA MANDAL
36) PRADIP KUMAR BASU

37) PARIMAL KANTI BISWAS
38) TANMOY BISWAS
39) SAMARAJIT MONDAL
40) BASUDEV MANDAL
41) BISWAJIT BISWAS
42) ATANU DAS
43) BASUDEB SARKAR
44) SONALI BISWAS(BALA)
45) TAPAS BISWAS
46) LITON SARKAR
47) GOBINDA MANDAL
48) DIPU BISWAS
49) SAMIR BISWAS
50) ASHUTOSH BISWAS
51) BIMAL KRISHNA MANDAL
52) HIRANMOY BHOWMIK
53) SUDIP B ISWAS
54) SUTAPA MANDAL
55) HRIDAY KRISHNA BISWAS
56) DEBKUMAR MANDAL
57) KRISHNA DAS
58) RABINDRANATH BISWAS
59) KAMAL KUMAR SARKAR
60) BARUN KUMAR BISWAS
61) CHIRANJIT BISWAS
62) TAPAS MANDAL
63) NABARANJAN BISWAS
64) AMRITA KUMAR BISWAS
65) JAYANTA MANDAL
66) BAISHAKAHI BISWAS
67) BISWAJIT RAY
68) GOBINDA HIRA
69) MOUMITA BISWAS
70) TAPAS BISWAS
71) PRADIP KUMAR PAL
72) GOBINDO MANDAL
73) PRABITRA KUMAR TIKADER
74) BIPASHA RANI BISWAS
75) SUTAPA MANDAL
76) SUPRAKASH MANDAL
77) BHABATOSH BISWAS
78) SUKESH HALDER

79)	AMIT KUMAR SHARMA
80)	SANAT BISWAS
81)	SAMARESH MANDAL
82)	SANJOY BISWAS
83)	PALASH MANDAL
84)	HIRANMOY MANDAL
85)	RAMPRASAD MANDAL
86)	PROBIR BISWAS
87)	ASHOK DAS
88)	BIDHAN BAKSHI
89)	AVIRAM SARKAR
90)	DILIP KUMAR BALA
91)	SANJOY KUMAR GHOSH
92)	GOURANGA MANDAL
93)	PABITRA BALA
94)	MANOJ KUMAR MANDAL
95)	SUKANTA TIKADER
96)	DILIP KARMAKAR
97)	SUJIT KUMAR SARKAR
98)	SUDARSHAN SIKDER
99)	SUNIL SARKAR
100)	BIVAS BISWAS
101)	JAGABANDHU SARKAR
102)	SANJAY KARMAKAR
103)	ASHIS SARKAR
104)	GOLOK CHANDRA ROY
105)	NIPENDRA NATH BISWAS

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2009)

1) LIPIKA SARKAR
2) RANJIT DUTTA
3) AVIJIT BALA
4) INDRAJIT MALLICK
5) PINTU BAGCHI
6) PROTAP BISWAS
7) ANANADA MOHAN SIKDER
8) SUBRATA MAJUMDER
9) SHATADAL BISWAS
10) TAPAN ROY
11) BISWAJIT BISWAS
12) SUBHASH BISWAS
13) ETI SAMAJPATI
14) BIBARTAN BISWAS
15) SANJAY DAS
16) KUMAR SARKAR
17) BIPLOB BISWAS
18) PARTHA ROY
19) SARMA GHOSH
20) SUMITRA RAY
21) BIDHAN CHANDRA BISWAS
22) MAHABIR SAHANI
23) SIPRA MAJUMDER
24) BISWAJIT KUMAR BISWAS
25) ABHIJIT PODDER
26) BANKIM BISWAS
27) PALASH BAIRAGI
28) BARUN BISWAS
29) HEMENDU BISWAS
30) NIHAR GHOSH
31) RAJU BISWAS
32) ASHOKE KUMAR ROY
33) ASHIM BALA
34) SATYAJIT SHIL
35) PROSENJIT MALLICK
36) ARUP KUMAR BISWAS

37) BHASKAR BHATTACHARJYA
38) SOUMITRA GHOSH
39) ABIR KUMAR BISWAS
40) SADHAN HALDAR
41) ASHIM BALA
42) PRODIP KIRTONIA
43) UJJAL DEBNATH
44) BIKASH MANDAL
45) DIPENDU BISWAS
46) TAPAN MAJUMDER
47) SADHAN HALDER
48) SUKANTA SARKAR
49) NIRMAL KUMAR DAS
50) AMITAVA BALA
51) AMAR KRISHNA BISWAS
52) RAJESH DAS
53) BISHNU TARAFDER
54) BISWAJIT BISWAS
55) BISWAJIT KUMAR BISWAS
56) SWAPAN MAJUMDER
57) NASIRUDDIN TARAFDER

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2010)

1) GOPAL CHNDRA BISWAS
2) RATNA SARKAR
3) JAYPRAKASH RAY
4) APU MAJUMDER
5) ARABINDA BISWAS
6) MRINAL KANTI GHOSH
7) DIPANKAR ROY
8) MRINAL KANTI GHOSH
9) MALAY MALAKAR
10) PIJUSH KANTI BAIDYA
11) NITISH BISWAS
12) SANJOY KUMAR BISWAS
13) SAMIT TALUKDAR
14) RUPA SARKAR
15) DIPU BISWAS
16) MIHIR BISWAS
17) ALOK RANJAN DUTTA
18) PABITRA SARKAR
19) BEDANSHU GHOSH
20) ABHIJIT MANDAL
21) ANADA BISWAS
22) KAMAL KUMAR CHOWDHURY
23) SHEKHAR BISWAS
24) SADHAN BISWAS
25) PRADIP HALDER
26) SANKAR BISWAS
27) NIBASH MANDAL
28) KUMARESH BISWAS
29) APURBA BISWAS
30) SUBHAS CHANDRA BISWAS
31) DILIP SARKAR
32) MURARI MOHAN THAKUR
33) BADAL DAS
34) BISHNU BISWAS
35) ANIMESH BAL
36) BARUN BISWAS

37) PARTHA PRATIM BISWAS
38) SANJIT KUMAR BALA
39) RATAN BHAKTA
40) KALYAN ADHIKARY
41) SUJAN KUMAR SINGHA
42) SAPTARSHI GANGAPADHYAY
43) SUSHAMA SARKAR
44) GOPAL CHANDRA BISWAS
45) MANOTOSH ROY
46) KAJAL GHOSH
47) ANANDA BISWAS
48) SUBHENDU BISWAS
49) SANJOY DAS
50) DILIP SARKAR
51) TAPAS BISWQAS
52) LAB KUMAR SARKAR
53) BIKASH BISWAS
54) RAKESH DEBNATH
55) GOBINDA PRAMANICK
56) PRADIP KUMAR BAGCHI
57) GOLAK SARKAR
58) PARTHA HALDER
59) BISWAJIT BARMAN
60) SATYAJIT SHANKHARY
61) MILAN BISWAS
62) KANCHAN BISWAS
63) BIDHAN CHANDRA BISWAS
64) MANOJ BISWAS
65) ANUP KUMAR MANDAL
66) ANIL MANDAL
67) BIDYUT BAIN
68) RABINDRANATH BISWAS
69) PROSHANTA BISWAS
70) SAMIR MANDAL
71) UTTAM ROY
72) SARAJIT SAMADDAR
73) MALAY KUMAR BISWAS
74) RANA SAHA
75) SWAPAN KUMAR SARKAR
76) SUKDEB BISWAS
77) RAMKRISHNA DEBNATH
78) SANJIT BISWAS

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2011)

1) UTTAM ROY
2) KOUSHIK BASAK
3) ASHIS KANJILAL
4) SANJAY MAJUMDER
5) HARIPADA BISWAS
6) BIPLAB GHOSH
7) SUBHASIS BALA
8) ARJUN CHANDRA DAS
9) AMIYA BISWAS
10) BINAY KUMAR ROY
11) SANTANU MANDAL
12) SUBRATA SIKDER
13) REBA BISWAS
14) TARUN DAS
15) RADHARANI BISWAWS
16) NIRBINDU BALA
17) PRANAB SADHUKHAN
18) DEBASRI MANDAL
19) GOPAL DAS
20) MITHUN BISWAS
21) PARAI BARAI
22) ASHUTOSH DAS
23) GOUTAM SAHA
24) MANOJ PAUL
25) BISWAJIT GHOSH
26) MINTU BISWAS
27) SUBRATA KUMAR ROY
28) SOUMEN MANDAL
29) PARESH BISWAS
30) SUKANTA BISWAS
31) SAMBHU CHARAN BISWAS
32) SUMAN GUHA BISWAS
33) BIPUL BISWAS
34) SUBHRA SANKAR BISWAS
35) MITHUN BISWAS
36) NABA RANJAN BISWAS

37) MRITUNJOY BISWAS
38) PALASH BISWAS
39) SUBRATA PRAMANICK
40) SANTANU MANDAL
41) KANAI GHOSH
42) SANTANU PRAMANICK
43) AMALENDU BISWAS
44) SMRITIKANA ROY
45) ARINDAM BALA
46) SHIPRA MONDAL
47) JAYANTA KUMAR ROY
48) MRINAL BISWAS
49) APURBALAL BISWAS
50) MITHUN BISWAS
51) NIPENDRA NATH BISWAS
52) SAYA GOPAL BISWAS
53) TAPAN BAIDYA

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2012)

1) PABITRA BISWAS
2) KINGSHUK ROY
3) PABITRA SARKAR
4) JOYCHAND SARKAR
5) BIKASH MAJUMDER
6) AMIT KUMAR BISWAS
7) SUBRATA TIKADER
8) PARESH BISWAS
9) RAMESH GHOSH
10) PINTU ROY
11) DIPANKAR BISWAS
12) APURBA BISWAS
13) BIPUL GHOSH
14) UTPAL ADHIKARY
15) MONAJ MAJUMDER
16) DIPANKAR BISWAS
17) PINTU ROY
18) APURBA BISWAS
19) PARESH BISWAS
20) BIPLAB MONDAL
21) UTTAM BISWAS
22) BISWASJIT KARMAKAR
23) NITISH SEKHAR BAIDYA
24) MINTU MAJUMDER
25) SANJIT ROY
26) ARUP SARKAR
27) RAJIB ROY
28) RANJIT KUMAR BISWAS
29) PULAK BARMAN
30) NIHAR MAJUMDER
31) SUDIP BISWAS
32) SAPTARSHI GANGAPADHYAY
33) AJIT BASU
34) BISWANATH KHA
35) DIPANKAR BISWAS
36) TAPAS BASAK

37) GOPAL CHANDRA MRIDHA
38) KISHORE KUMAR BISWAS
39) VASKAR MONDAL
40) KARTICK CH MONDAL
41) RATAN BISW2AS
42) NARAYAN MONDAL
43) PRADIP KUMAR BISWAS
44) SOUGATA DAS
45) UJJAL DAS
46) UJJWAL PAUL
47) RAJIB ROY
48) BAPI BAIN
49) SANJIB BISWAS
50) ANIRBAN GHOSH
51) AJOY LAHA
52) PIYALI BISWAS
53) NILMONI GHOSH
54) BISWAJIT BALA
55) ANIMESH MONDAL
56) ALOKE SARKAR
57) BAPPA ROY
58) ANUP KUMAR BISWAS
59) HIRAMAN BALA
60) DHARMENDRA PAL
61) SUBHENDU ROY
62) PANAB BALA
63) KRISHNA GHOSH
64) AVIJIT SAHA
65) PROSENJIT BISWAS
66) MANABENDRA BISWAS
67) SUBRATA TIKADER
68) VASKAR BISWAS
69) MITHUN BISWAS
70) BISWAJIT ADHIKARY
71) KABITA DAS
72) SUJIT GHOSH
73) MINTU MAJUMDER
74) HARIPADA BISWAS
75) RAJU ROY
76) SUKESH BISWAS
77) PARITOSH SARKAR
78) RUDRA BARAN GOSWAMI

79) AMAR KUMAR MALLICK

80) RABIN SARKAR

81) TAPAN KUMAR SARKAR

82) ASIM SARKAR

83) BIPUL GHOSH

84) NIMAI MAJUMDER

85) UPANANDA GHOSH

86) SWAPAN KUMAR BISWAS

87) MADHUSUDAN BISWAS

88) SANJIB MALLICK

89) BIMAL SARKAR

90) AVIJIT BISWAS

91) SAIKAT BISWAS

92) RAJESH BISWAS

93) AVIJIT BISWAS

94) SUDHANGSHU BISWAS

95) RANJU GHOSH

96) RAMENDRA NATH SAHA

97) SUMIT MONDAL

98) CHANDAN PAUL

99) JAGANNATH HALDER

100)   GOUTAM BISWAS

101)   SUBRATA GHOSH

102)   CHIRANJIT BISWAS

103)   ANIRBAN ACHARJEE

104)   TAPAS BISWAS

105)   BAPPA MAHANTA

106)   RAMAKANTA ROY

107)   GANESH CHANDRA BISWAS

108)   SUBRATA HALDER

109)   PARIMAL SAHA

110)   BISHNU PADA BISWAS

111)   ALOK BISWAS

112)   SANAT SANYASI

113)   BIPLAB BALA

114)   APURBA BISWAS

115)   SABUJ BISWAS

116)   SUBRATA GHOSH

117)   AMARESH KUMAR DUTTA

118)   JAYANTA BISWAS

119)   DAMODER SEN

120)   ARUN KUMAR DUTTA

121) SUSANTA KUMAR BISWAS
122) AMIT PAUL
123) PINTU BISWAS
124) MALAY SARKAR
125) NIREPENDRA NATH BISWAS
126) MALAY SARKAR
127) RAJIB SARKAR
128) PABITRA SARKAR
129) NIKHIL KABIRAJ
130) GOUTAM SARKAR
131) BISWAJIT CHAKRABORTY
132) PRASANTA KUMAR DAS
133) SUKANTA SEN
134) PRIYOLAL BALA

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2013)

1) MINTU MISTRI
2) ASHIT DAS
3) MIHIR BISWAS
4) BIDHAN TIKADER
5) SALIL BISWAS
6) MILAN MONDAL
7) JAYANTI SARKAR
8) SANTANA MONDAL
9) MAMONI BAG
10) CHANDANA SARKAR
11) BARNALI SAHA
12) DIPTI SARKAR
13) RINA BISWAS
14) SUJATA HALDER
15) MANJU BAGCHI
16) SAJIYA KHATUN
17) SUJAN BHADRA
18) SUJOY BISWAS
19) RAHUL BISWAS
20) JASIMUDDIN MOLLAH
21) PARITOSH SARKAR
22) GOUTAM BISWAS
23) SAMIR MAJUMDER
24) AMIT CHOWDHURY
25) KRISHANU MONDAL
26) SUJIT KUMAR MANDAL
27) MALAY NATH
28) BUDDHADEV CHOUDHURY
29) ARUN KUMAR RAY
30) SUKLA BISWAS
31) SUJIT JOARDAR
32) SUSANTA DAS
33) SAHAJAN BISWAS
34) SAIFUDDIN DHABAK
35) ALI IMRAN MONDAL
36) MINTU MONDAL

37) PROKASH BISWAS
38) SUBODH CHANDRA SARKAR
39) MANTU SAHA
40) SANKAR PAUL
41) SWAPAN CHOWDHURY
42) MADHUSUDAN BISWAS
43) PARIMAL MONDAL
44) GULBADDIN MONDAL
45) HIMADRI SEKHAR MONDAL
46) MRITYUNJAY PAUL
47) PRANESH BISWAS
48) MANOJ KUMAR DAS
49) CHIRANJIT BISWAS
50) ARJUN CHANDRA DAS
51) DEBASISH DASTIDER
52) TAPULAL BISWAS
53) ALOK BISWAS
54) RAJU PODDER
55) PARIMAL MONDAL
56) PIJUSH DAS
57) PRANAV BISWAS
58) DEBASHIS BISWAS
59) GOUTAM BISWAS
60) TAPAS BISWAS
61) PARITOSH BISWAS
62) ASHADUL MONDAL
63) RATNA SHIHI
64) PALLAB BISWAS
65) GOUTAM BISWAS
66) MADHUSUDAN BISWAS
67) SUBHRA PRAKHAS GHATAK
68) MONOTOSH ROY
69) RAKHI BARUI
70) JABA SARKAR
71) GOURI BISWAS
72) RANJAN BASAK
73) SADHAN BISWAS
74) DEBASHIS BISWAS
75) PANKAJ BISWAS
76) PRASANT BAGCHI
77) KATRICK CH MONDAL
78) SAMIR HALDER

79) NITYA BISWAS

80) KRISHNA MAHATO

81) SUBHABRATA HALDER

82) RATHINDRA NATH MAITRA

83) SHIBU BISWAS

84) HIRAMAN BISWAS

85) RAMEN SARKAR

86) SHEKHAR BISWAS

87) SANJIT SARKAR

88) SADHAN GHOSH

89) PIJUSH DAS

90) PROSANTA BISWAS

91) MANISANKAR BASU

92) PRANAY BISWAS

93) LIPIKA BHADRA

94) SOUMEN SARKAR

95) AMIT BISWAS

96) SANJOY KUMAR GHOSH

97) CHANDAN HIRA

98) NIMAI TALUKDER

99) SANTOSH KUMAR BISWAS

100)   PRANJOY BISWAS

101)   MILTON KUMAR BISWAS

102)   TIRTHA SARKAR

103)   PARITOSH BISWAS

104)   DILIP GOLDER

105)   SUMANGAL DUTTA

106)   PRITISH CHANDRA BISWAS

107)   TANMOY SARKAR

108)   UTPAL BISWAS

109)   SUBHRA RAY

110)   NIRANJAN BISWAS

111)   SAMIRAN SAHA

112)   MOUSUMI MONDAL

113)   SWAPAN BISWAS

114)   LINKAN BAGCHI

115)   DHIRAJ KUMAR BALA

116)   SAMIR SARKAR

117)   BISWAJIT MONDAL

118)   ASIT BAKSHI

119)   BUDHADEV MONDAL

120)   DILIP GOLDER

121)   RATAN DAS
122)   BISWAJIT MALLICK

LIST OF STUDENTS WHO GOT GOVERNMENT JOB IN DIFFERENT DEPARTMENTS OF CENTRAL & STATE GOVT. OF INDIA

(2014)

1) PRASENJIT BALA
2) RUNA BAGCHI
3) SOURAV SAHA
4) KALYAN SARKAR
5) GOPAL BISWAS
6) BASUDEV BISWAS
7) SATADAL MONDAL
8) ANTARA BISWAS
9) PRAKASH RAY
10) SADHAN CHAKROBORTY
11) DIPANKAR PAUL
12) BISWAJIT BACHAR
13) PROBIR SAHA
14) SANJOY KUMAR GHOSH
15) SUTAPA BISWAS
16) DIBYENDU CHOWDHURY
17) SHIPLAB BAR
18) SROSHANTA BISWAS
19) LIPIKA MONDAL
20) SWAPAN SARKAR
21) TAPAN SARKAR
22) MALAY BARMAR
23) BHAJAN BISWAS
24) PRITAM SAHA
25) MILTON MONDAL
26) RIPAN BISWAS
27) ANUP BISWAS
28) ASHIS BISWAS
29) PARITOSH MONDAL
30) GOPAL SHARMA
31) NILNAM TIKADER
32) AMARESH MONDAL
33) PRONAB BALA
34) SHUBENDU MONDAL
35) SUMAN BISWAS
36) BIPRAJIT DAS

37) UTPAL MANDAL
38) DEBASISH BISWAS
39) PROVANKAR BISWAS
40) BIDYUT KUMAR MONDAL
41) KRISHNA BALA
42) SUJAUDDIN MANDAL
43) BIPLAB ROY
44) UTTAM MALLICK
45) BAPI BISWAS
46) TAPAS MONDAL
47) SOMNATH MANDAL
48) ANINDYA SAHA
49) BAPPA BISWAS
50) HASANURJJAMAN MONDAL
51) DEBABRATA GHOSH
52) AMIYA MONDAL
53) MRITYUNJAY SARKAR
54) SUMAN BISWAS
55) PROSANTA BISWAS
56) ASIM BALA
57) ACHINTYA BISWAS
58) INDRAN IL ADHIKARY
59) ANIMESH MAJUMDER
60) SUJIT SARKAR
61) AVIJIT SAHA
62) KARTICK CHANDRA MONDAL
63) SURYA SEKHAR BISWAS
64) RAJIB SIKDER
65) LITAN MAJUMDER
66) SUBRATA MANDAL
67) JYOTIRMOY MONDAL
68) PRASHANTA MONDAL
69) DEBABRATA BISWAS
70) KOUSHIK MONDAL
71) NARUGOPAL BISWAS
72) PROBIR SAHA
73) PRITAM BISWAS
74) NEMAI GHOSH
75) ARPITA CHOWDHURY
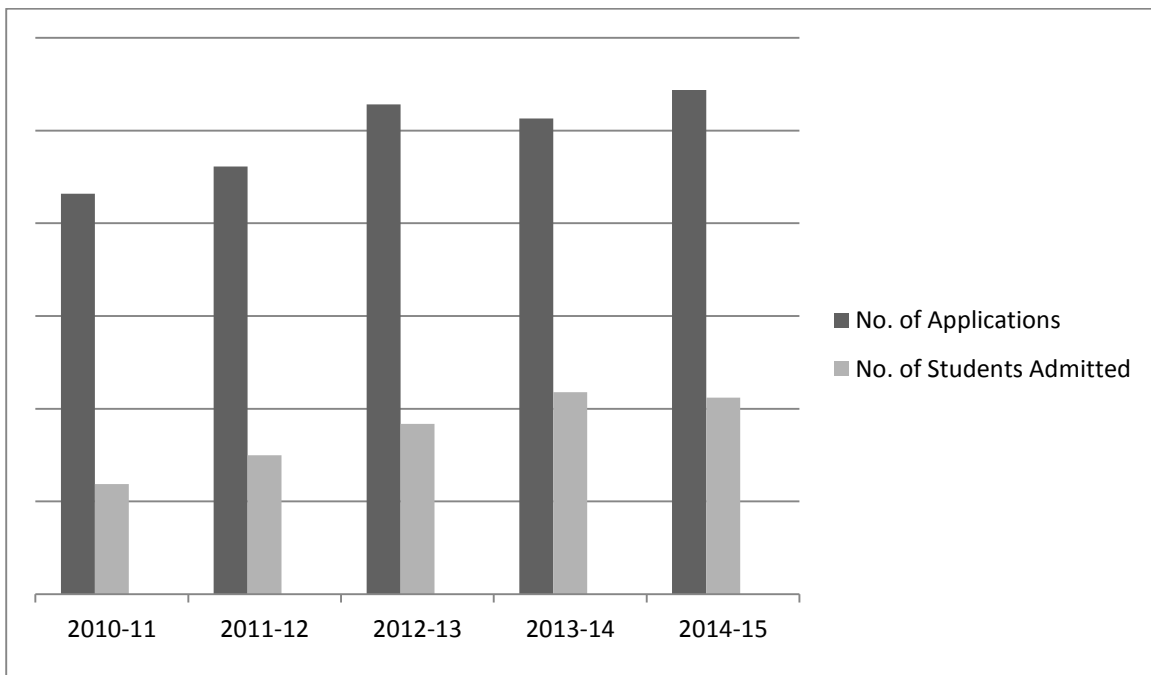76) MITHUN MONADAL
77) KANAILAL BISWAS
78) DIPANKAR SARKAR

79) SUPROVAT GHOSH
80) KRISHNA SINGH
81) TAPAS BISWAS
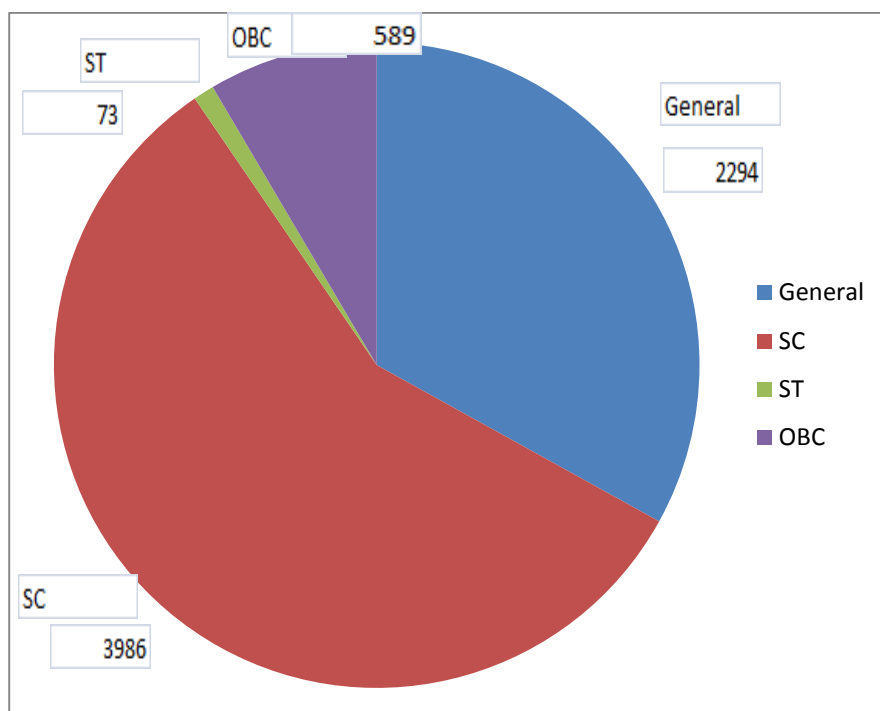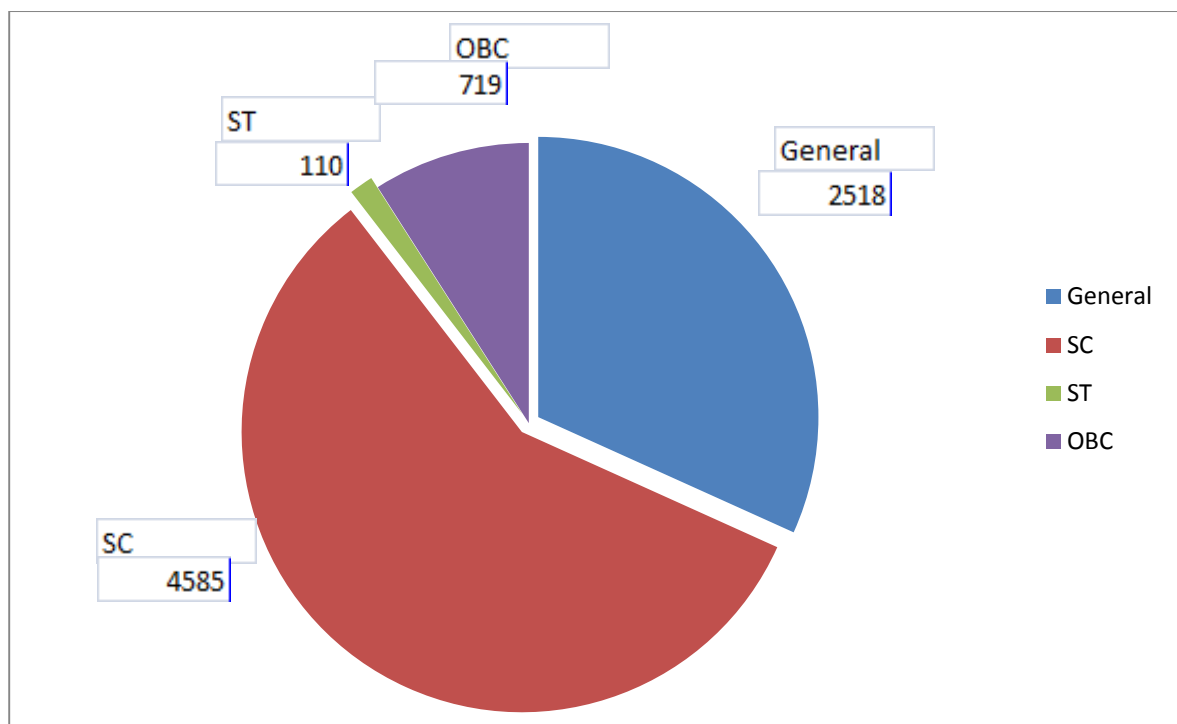82) DIPAN KUMAR DAS
83) PINKU BISWAS

MASTER PLAN
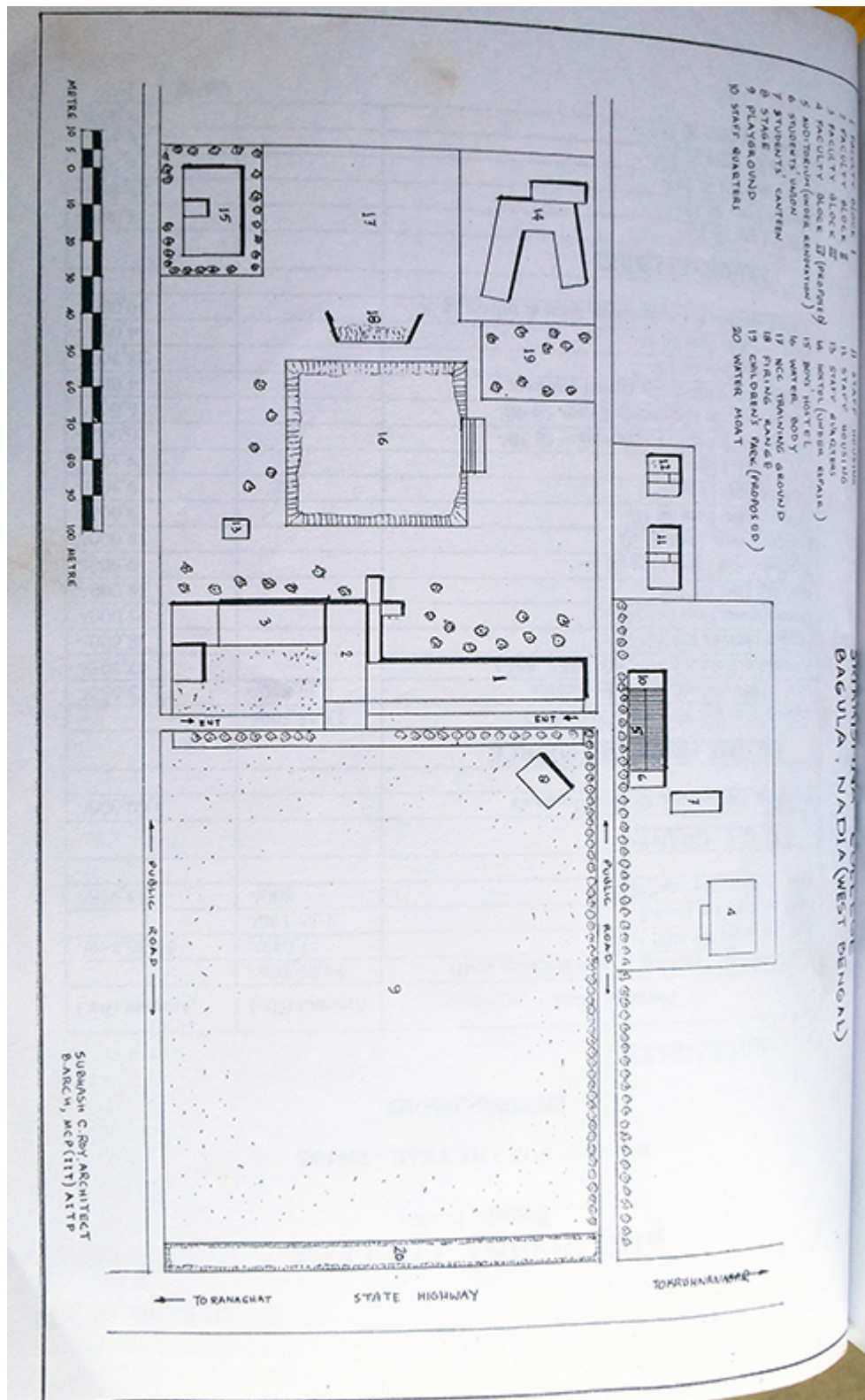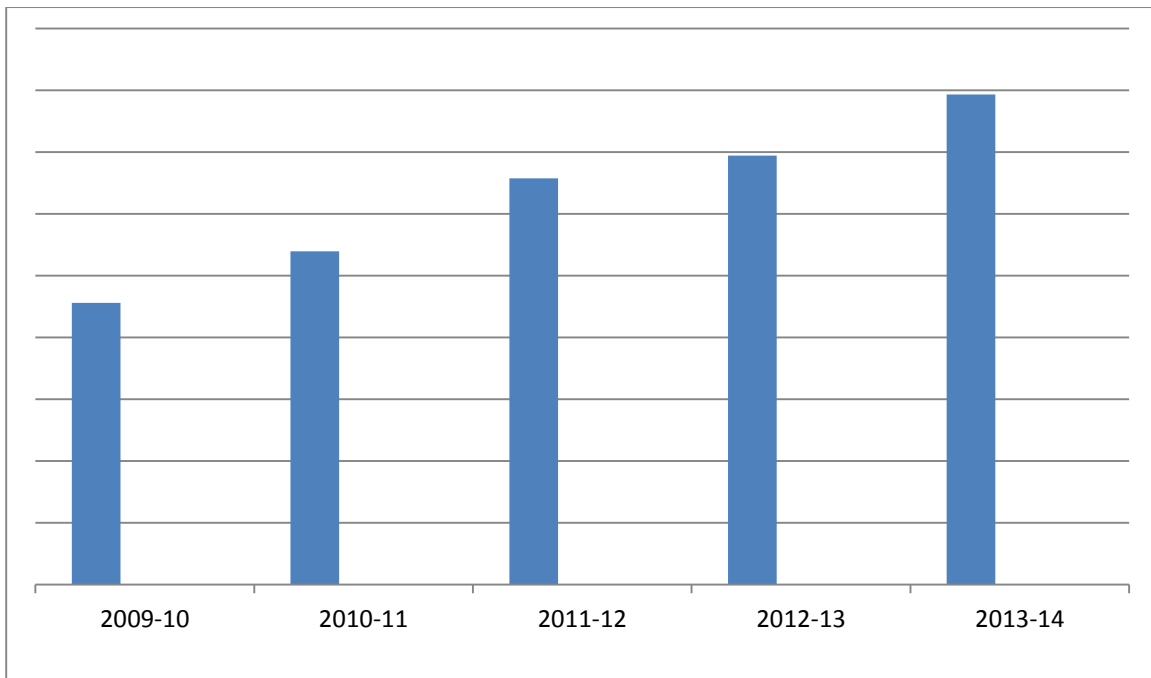
Graph 1: The consistent increase in the number of female students in the college.
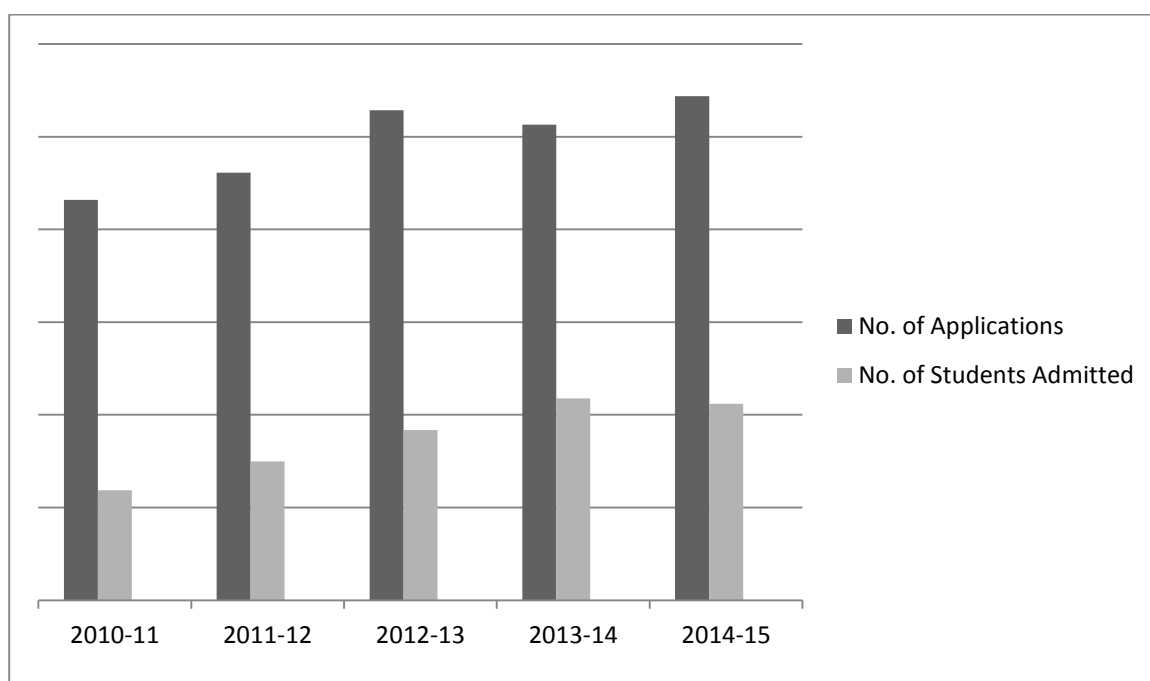

Graph 2: Ratio of Application and Student Admission

Pie Chart 1: Categories of students in 2012-13

Pie Chart 2: Categories of students in 2013-14

Graph 2: Ratio of Application and Student Admission

'অমর একুশে'

U.G.C. SPONSORED NATIONAL SEMINAR
"Status of Higher Education in Rural Colleges of West Bengal"
Dated : 28.03.2014
Organized by
SRIKRISHNA COLLEGE
GULA, NADIA
In Collaboration Dralal College, Krishnagar, Nadia

DR. PRATIP CHOWDHURY   DR. MRINAL KANTI CHAKRABORTY,   DR. SUDHALAKSHMI NANDI,   DR. SEBAK KUMAR JANA,   SHRI ARUN KANTI SAHA   SK. SARAJAH ALI

শ্রীকৃষ্ণ কলেজ
বগুলা
ভারতের মঙ্গলগ্রহ অভিযান সম্পর্কে
আলোচনা সভা
মঙ্গলায়ন উৎসব
তারিখ ঃ ১০ই সেপ্টেম্বর,২০১৪
সহযোগিতা ঃ SAMPBPSS KOLKATA